

Meeting of the Student Experience Committee

2.00 pm on Wednesday, 2 May 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.	Estates matters	Verbal Report	CR
6.	Induction and Enrolment Process for New Students	11 - 16	SB
7.	Educational Framework update	17 - 24	SWe
8.	Student-led projects update	25 - 32	SA, SB
9.	Student Support and Employment annual report (detailed review)	33 - 58	KC
10.	Committee Effectiveness Review	59 - 62	CF
Items to note			
11.	Any other business		

Date of next meeting
2.00 pm on Wednesday, 10 October 2018

Members: Pat Bailey (Chair), Sodiq Akinbade, Steven Brabenec, Kat Colangelo, Kirsteen Coupar, James Emmett, Mel Godfrey, Patricia Godwin, Paul McCardle, David Mead, Indira Patel, Samantha Robson, Carol Rose, Shân Wareing and Saranne Weller

Apologies: Gary Francis and Dawn Ingleson

In attendance: Claire Freer and Steve Baker

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**Minutes of the meeting of the Student Experience Committee
held at 2.00 pm on Wednesday, 31 January 2018
1B16 - Technopark, SE1 6LN**

Present

Pat Bailey (Chair)
Sodiq Akinbade
Kat Colangelo
Kirsteen Coupar
Mel Godfrey
Patricia Godwin
Gary Francis
Nicole Louis
Samantha Robson
Shân Wareing

Apologies

James Emmett
Dawn Ingleson
Paul McCardle
David Mead
Indira Patel
Carol Rose
Saranne Weller

In attendance

Claire Freer
Steve Baker
Alison Chojna
Sofia Jabeen (Minute 5)
Karun Maudgil (Minute 5)

1. Welcome and apologies

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

2. Declaration of interests

No members declared a conflict of interest with any item on the agenda.

3. Minutes of the previous meeting

The committee approved the minutes of the meeting held on 11 October 2017.

4. **Matters arising**

The committee noted the actions from the previous meeting.

Minute 14: Closing times had now returned to 9pm. The SU were hosting a late night sports club night as a trial and hoped to be able to run similar events in the future. The cost of hosting such events however was significant, with the SU covering the £400 charged for staffing the additional two hours. The SU wanted to better understand the costs incurred, but also the bar sales and potential profits made, by Ellior during the extended opening hours.

Minute 8: There had been better uptake and support for course based societies and funding issues had been resolved. Focus was now on working with the schools with engagement. Employability sessions run by societies had been successful with good participation from students.

5. **Student Race Equality at LSBU - Understanding our data**

Sofia Jabeen, Head of Equality, Diversity & Inclusion, and Karun Maudgil, Equality, Diversity & Inclusion Engagement Officer, joined the meeting.

The committee received a presentation outlining the work underway to prepare LSBU's submission to the Race Equality Charter, which represented both students and staff. So far, only nine higher education institutions had been successful in achieving the mark.

Research into LSBU's data showed a clear attainment gap between BME students and white students. Addressing the difference in attainment would likely have a significant impact NSS scores, student satisfaction and the overall performance scores of the university.

The EDI team were working with the SU to gather feedback from students and to identify possible solutions. The induction process was seen as a key tool to ensure all were prepared for university teaching and assessment regardless of their entry route (A-levels, BTEC etc). A group was also working to review all communications sent to students in the lead up to enrolment and welcome week and the EDI team would be included in future discussions.

Sofia Jabeen and Karun Maudgil left the meeting.

6. **Start-of year issues including estate facilities**

The DVC provided an update on the work underway to address the issues identified at the start of the academic year. A task-and-finish group had been set up to address the issues identified, outline potential remedial action and to identify key individuals responsible for delivery.

The committee discussed the proposals and made additional suggestions for improvements which would be incorporated into the plan.

7. **Student Halls Disciplinary Procedure**

It was agreed that, going forward, the committee would have oversight of the Student Halls Disciplinary Procedure, including the periodic review of the procedure and reports on disciplinary action taken.

It was noted that there was sometimes a break between the central disciplinary procedures of the University and the halls disciplinary procedures and it was important to ensure the two processes were linked.

Further clarity regarding the role of SU representatives on the disciplinary panel was required. It was noted that while representatives were present at the panel, decisions were often made outside of the meeting without the final approval of the whole panel. It was also noted that there was a risk to the impartiality of the role as a member of the panel when residents could also request that an SU representative support them at the meeting.

8. **Educational Framework update**

Secretary's note: updated provided via email ahead of the meeting.

A mapping document for the new course specification had been created. This would enable course teams to evidence across an undergraduate course how the provision worked within the educational framework in relation to assessment strategy, embedding of learning development and work-related learning through in-class and employment experiences. Completed mapping would enable illustrative examples of how the framework was interpreted in disciplinary and professional ways, as well as evidence of cross-course embedding of the framework in undergraduate provision.

Curriculum design workshops had also been run in the previous semester for courses preparing for validation to demonstrate how the Educational Framework could be embedded into curricula.

9. **National Teaching Fellowship nominations - approval / notice of nominees**

Secretary's note: updated provided via email ahead of the meeting.

Three expressions of interest had been received from colleagues for nomination to individual National Teaching Fellowships. A decision whether to take all names forward was still to be made. No expressions of interest had been received for the Collaborative Award for Teaching Excellence however two potential nominees had been identified and would be encouraged to apply.

The NTF scheme for 2018 was still to be launched but it was anticipated that the 2018 scheme would follow the same timescales of previous years. It was

expected that the call for nominations would open in February with a submission deadline in April.

Final nominations would be approved by Chair's Action.

10. **Student-led projects update**

An intern had been secured to support the student-led projects and work was underway to actively recruit students to volunteer to take part.

Various project suggestions had been received and the following were selected to move forward:

- A week in the life of an LSBU student:
The project hoped to gain a better understanding of how students spent their time, both on and off campus, and interacted with LSBU. Students would be asked to keep a diary and also take part in interviews.
- A project looking at how the different types of spaces/environments available to students could change how they engaged with the campus. For example access to informal learning spaces.
- A project looking at students perception of learning and teaching at LSBU including contact hours, value for money, assessment methods etc.

An update on the projects would be brought to the next meeting.

11. **Student Support and Employment annual report**

The Director of Student Support & Employment provided an update on the Student Support and Employment annual report, which was more data focused than in previous years, and highlighted the following areas:

- There had been a 7% increase in student queries over the last year. The team were working to link both student support and academic queries to provide a one-stop-shop for students.
- 14.5% of students had a disability and therefore should not be considered a minority group and inclusive practices were key.
- 13% rise in mental health and wellbeing incidences.
- There had been more than 400 appointments regarding support for withdrawal and interruption. There had been success in supporting students to continue with their studies.
- Online mental health support services for students had been well used.
- A new counselling service with Mind had been engaged.

The Chair thanked the team for their hard work over the year and requested that the committee revisit the report in more detail at the next meeting.

12. **Items from students (as required)**

No issues were raised.

13. **Any other business**

No items were raised.

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

Confirmed as a true record

..... (Chair)

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**STUDENT EXPERIENCE COMMITTEE - WEDNESDAY, 31 JANUARY 2018
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	To follow up with procurement re the potential barriers and costs charged by Ellior re extended hours of the SU Bar.		Pat Bailey	To do
6.	Start-of year issues including estate facilities	To provide summary of feedback from committee to Estates.		Pat Bailey	To do
11.	Student Support and Employment annual report	PB/KC/SU to identify areas of the report that would benefit from more detailed review by the committee. Ensure report is circulated to Schools and PSGs.		Pat Bailey Kirsteen Coupar	To do To do

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Agenda Item 6

	CONFIDENTIAL
Paper title:	Update on planning approach for Welcome Week, Semester 1, 2018
Board/Committee:	Student Experience Committee
Date of meeting:	2 May 2018
Author:	Steven Brabenec
Purpose:	For information – update on planning approach
Recommendation:	<i>For information</i>

Executive Summary

Responsibility for managing the overall Welcome Week process has moved to the Marketing and Recruitment team.

There were a number of issues arising from Welcome Week Semester 1, 2017 which have been reviewed – we are ensuring these are addressed in our approach to 2018.

In addition, the Operations Effectiveness Group has agreed Induction, Enrolment and Re-enrolment as one of its key projects to support the delivery of improvement in the process and student experience.

This paper is an initial update on the approach being taken and key areas being looked at.

Induction and Enrolment Process for New Students

– Update on Planning approach for Welcome Week, Semester 1, 2018

Background

Overall responsibility for the project management (scoping, planning and delivery) of Welcome Week moved from Student Services to the Marketing & Recruitment team in November 2017. This will enable Marketing team to oversee the whole process of enquiry, application, conversion through to fully-enrolled to deliver a more integrated customer journey.

Issues arising from Welcome Week, Semester 1, 2017

Despite strong project management and advanced planning, there were a number of issues experienced by our students across a number of areas – both the New Student Survey and our internal review process highlighted key areas that needed to be addressed: Timetabling, Induction/Enrolment, Communication and Estates.

Integration and connection with other projects

This proposal covers the specifics of Induction and Enrolment for new students for Semester 1, with the aim of developing a model that can be replicated across all enrolment periods.

Organisational Effectiveness Group – the OEG has agreed ‘Induction, Enrolment and Re-Enrolment’ to be one of its key project areas to support improvement. I will be the Project Lead and we are now in the process of fully-scoping that and will incorporate this project into the broader OEG project, to deliver one over-arching approach. (Agreed on 19th April, so not yet reflected here.)

Project Leap – the improvement process for Induction, Enrolment and Re-enrolment supports / connects with the larger Project Leap (it is therefore recommended that Shan Williams is one of the Executive Sponsors for this project).

Project Scope

Timetabling, Communications, Induction and Enrolment planning and implementation for S1 Welcome Week.

Student cohorts: Undergraduate Full-Time and Part-Time, Post-Graduate, Apprenticeships and International.

Item	Approach
Lack of visibility at an Exec level of progress, issues, areas of concern	Welcome Week report to Exec sponsors: Nicole Louis, Pat Bailey and Shan Wareing.
Lack of visibility / accountability within Schools	Dean's to sign-off on Welcome Week Timetable to ensure visibility and buy-in to approach
Timetabling: inconsistent information; lack of visibility within Schools; late changes; students couldn't view information; poor communication	<p>Extra guidance provided around Timetable process</p> <p>Sign-off of Timetable by Dean's to ensure visibility within Schools and remove late changes</p> <p>Better communication to students around Academic Induction timings</p> <p>Welcome Week Timetable on public access website, not within MyLSBU</p>
Communications process	<p>An integrated/aligned communications process to be developed: detailing each piece of communication, timing, messaging etc.</p> <p>Developed by Marketing in conjunction with Schools and Enrolment.</p> <p>Ensuring a consistent LSBU approach, monitoring of delivery performance, core information delivered.</p> <p>NB: this approach will still support School specific messaging/direct contact.</p>
Front-line staff felt unable to help students	Improved briefing of frontline staff and access to Timetable information to help students
Flexibility of Enrolment timings / early enrolment	Working with Registry to identify ways in which additional flexibility can be built into the process
Lack of staff volunteers	Looking at ways to improve staff volunteering process / contribution of staff and briefing process

Following is the approach we are taking to manage the Welcome Week / Induction / Enrolment process:

Welcome Week Steering Group – Approach to delivery 2018 plan and activity

Programme Lead: Steven Brabenec

(Jane Wallace is providing support for meeting organisation, minutes, actions.)

Executive sponsors: Nicole Louis, Pat Bailey and Shan Wareing (the Programme Lead will provide regular updates on progress).

Remit: Plan and implement all aspects of the Welcome Week process: Communications, Induction, Enrolment, Timetabling, Environment, Events, Staff engagement, Branding, Giveaways etc.

Focus of Steering Group meetings: this is the main forum where the full team come together to update on actions and progress; ensure everyone is updated on the main activities and all project areas identified and have an owner.

Sub-Groups: There will be separate sub-group meetings to work on through specific projects and deliverables.

There are 3 potential Sub-Groups, leading on different aspects of the Welcome Week process, with identified leads and stakeholders. These groups will lead on the delivery of their key areas, with the support and input from stakeholders/partners and provide updates / flags to the Steering group.

This approach is being recommended to make the best use of everyone's time, ensure the experts get to lead on their relevant areas, to ensure the broader output/experience is considered (which specific tasks support) and provide greater visibility of who is doing what.

Accountability and matrix working is crucial for the success of Welcome Week – requirements and deliverables cross many teams and we all need to ensure we follow-up/commit/deliver for relevant.

Sub-Group: Timetabling, Academic Induction and Enrolment	Sub-Group: Communications, Branding and Staff Engagement	Sub-Group: Events and 'Magic' (activity that engages and delights new students)
Main leads: Darren Jeffries & Simon Francis Lisa Upton & Andrew Ratajczack SEAs (or nominated Schools contact)	Main leads: Jo Sutcliffe Jamie Barker	Main leads: Events team: Gemma Wilson, Tracy Davidson, Jo Sutcliffe Students Union: Steve Baker
Main stakeholders: Deans and Schools	Main stakeholders: SEAs (or nominated Schools contact) School Marketing Managers Scott Dunk	Main stakeholders: Kirsteen? Steven? Simon Francis? Judith Barnard
Deliverables: Agreed Timetable – communicated clearly to students, not hidden within MyLSBU Academic Induction activity attended by students with registration to track attendance All enrolment activity	Deliverables: Joined up / integrated communications plan and implementation, performance tracking to students across all stages in the process (ensure all on-brand, deliver warmth and engagement and supports the needs of Academics) Staff engagement throughout process and support volunteering process Branding throughout all activit(ies) including enrolment environment (venue dressing) Guidebook, printed materials, guides, website content, MyLSBU	Deliverables: 'The magical experience and fun' of joining LSBU: if everything else if delivering the functional elements of the process, this team are responsible for delivering excitement and connection to LSBU. Aligned activity between LSBU and Students Union to ensure we maximise resources and support eachother Volunteers and ambassador plan (including scheduling, training and management)

Apprenticeships: Led by Jo Killoughery, with Neeta Barot as main stakeholder – we need to develop the communications, enrolment and induction process for Apprenticeships. We are also in the process of working through the application admissions process. This will start as a separate group, working across all the above areas as it requires a different approach, with the potential to be absorbed into existing sub-groups as the process develops.

NB: Need to discuss with International Team their specific requirements and how they fit into the above or if there is a separate Sub-Group.

There will be teams/functions that need to be updated, involved in some of the decision making for some of the outputs from the specific sub groups i.e. Estates, Volunteering.

SEAs / School Representatives:

Business: Nicola Hellas
ACI: Richard Fenn Jenny Owen (DESE)
APS: Sharon Holmes
LSS: Caroline Russell
HSC: Anisa Salim Noreen Sinclair (DESE)
Engineering: Shushma Patel Ya Bao
BEA: James Pang
REI: Nicola Bourke

	CONFIDENTIAL
Paper title:	Educational Framework update
Board/Committee:	Student Experience Committee
Date of meeting:	2 May 2018
Author:	Dr Saranne Weller
Purpose:	For noting
Recommendation:	The committee is requested to note the new Course Specification Appendix aligned to the Educational Framework

Executive Summary

The next phase of implementation of the Educational Framework across undergraduate taught provision will be enabled through the new course specification. The framework prompts are included in Appendix B and ask staff to respond to questions

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry needs** as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

Completion of the Appendix B of the course specification will enable mapping of activity across provision while supporting good curriculum design. Professional development for academic staff in 2018/19 is intended to be mapped to the dimensions of the Educational Framework to support development of course provision.

Appendix B: Embedding the Educational Framework

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds

on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	
Embedded learning development	<p><u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	
High impact pedagogies	<p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to professionalism and</p>	

	<p>inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p>	
High impact pedagogies	<p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills</p>	

	<p>at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking,</p>	

	<p>professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p>	

<p>Assessment for learning</p>	<p><u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	
<p>Curricula informed by employer and industry need</p>	<p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p>	
<p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p>	<p><u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity.</p>	

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Agenda Item 8

	CONFIDENTIAL
Paper title:	Student-led projects update
Board/Committee:	Student Experience Committee
Date of meeting:	2 May 2018
Author:	Sodiq Akinbade, SU President
Purpose:	For Information
Recommendation:	The committee are requested to note the report

Executive Summary

The SU President will provide the committee with an update on the three student-led projects for 2018:

1. A week in the life of a LSBU Student: Daily diary of a student
2. Informal Learning Space Research
3. Teaching and learning

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Introduction

The student led project was introduced by the Deputy Vice Chancellor three years ago to find out changes students wanted to see in the university and how those changes would be implemented.

The first year of the project was successful and the students involved in the projects were very happy to see the changes implemented around the university. The students that have participated, gave a boost to the overall university experience.

The second year of the project was not as successful as the first year due to lack of support from an intern. The previous year, students had several months, of support from an intern. Nonetheless, the project was continued and there was good responses from the students who engaged.

The third year (at present), the project had been run, in accordance to the first year. Students had been given access to intern support for the project. Students have been contacted and three topics have been chosen;

1 ; A week in the life of a LSBU Student: Daily diary of a student

2; Informal Learning Space Research

3; Teaching And learning

Methodology:

Survey

The students who partake in the project actively reached out to students and get their view on most of topics, especially learning and teaching, and informal learning spaces. This involved direct interaction with the students. As face to face is more time consuming, there is a smaller number of respondents in comparison to previous years.

Focus Group/Course Rep Meeting

We have conducted a focus group to target a small audience to find out their beliefs, attitudes and beliefs. The focus group consisted of students and course reps, tallying to a total of twenty - three. This form of research allows rich information to be gathered.

A week in the life of a LSBU student (Daily Diary)

The aim was to get an understanding of the day to day life of students at South Bank. That would also give insight and understanding of student behaviours and weekly trends over a typical week. Data from this can be used to see how students interact with the Students' Union and the University, as well as a better understanding of their lifestyles, time constraints and ability to undertake curricular and extracurricular activities.

Findings - Daily Diary

A series of questions were given to students about their day to day activities. We have asked them the following questions;

- What are you doing between the hours of 8am to 11.59am on a Weekday?
- What are you doing between the hours of 12pm to 8pm on a Weekday?
- What are you doing on your Weekends?
- Did you do anything else during the weekday that we haven't mentioned?
- Did you do anything else during the weekend that we haven't mentioned?
- How typical is this day for you?

We have found that during the weekdays, between the hours 8am -12.59am, students were predominately attending lectures, sleeping or consuming their breakfast. This seemed typical of students.

After 12pm on a weekday, we have found 47.8% (the majority) of students, attended lectures, 34.3% socialised and 20.9%, worked part time. The current statistics represent that as well as education, students like to socialise and have extra work commitments. More so, we have seen reporting of other activities such as gym (16.4%) and shopping (13.45).

On weekends, we found a high number of students 40.3%, are reportedly studying. After this, the second largest answer, was that 38.8%, enjoy to socialise, and the third top response, was they were at home watching T.V (32.8%). Other activities during weekends include gym, work and additional commitments.

On a weekday, students seem not to have any additional activities, other than those mentioned above. However, the second highest answer gathered was 'sleeping'.

On weekend, students do not have any additional activities, other than those mentioned above. More so, when asked how typical this week, 10.6% of students said it was very typical for them.

Informal Learning Spaces Research

This area hoped to explore where LSBU students chose to study and where they relax in between lectures / seminars, as well as undertake non-directed learning and study. The survey aimed to

explore what students need from informal learning spaces and which areas they are currently using either on campus or off campus to study, which includes coffee shops or at home study.

Findings - Workspace

We have positive output from the workspace surveys. We have found that 52% of students prefer to study in the Perry Library. This percentage is quite high which indicates majority of the students we have surveyed, enjoy the services the library has offer.

The second highest answer we have received, is that 44.8% of students prefer to study at home and the third most popular answer is that 20.8% choose to study in quiet spaces. A minority of students (8.8%), prefer to study in open spaces.

The above information exemplifies the use of the library and open and quiet spaces; that are available in the university. This can be improved to a grand scale by increasing these current facilities.

When students were asked where they choose to study on/off campus. More than half 52.8% of students, have reported they prefer to stay Off campus opposed to on the campus.

Students were also questioned on their satisfaction on facilities such as open spaces in LSBU, LRC and Perry Library. Most of the students, are satisfied with the spaces available around the university. The second highest response we received was at a neutral (33.6%). This means that students were neither satisfied or dissatisfied. Our third highest response, was that 13.6% were very satisfied with the spaces available at LSBU.

The LRC received positive feedback in terms of satisfaction at 38.4%, to use as a place to work in. The second most popular answer, was that neither students were satisfied or dissatisfied, being neutral.

The Perry library has got good responses as well. Half the students are satisfied with the Perry Library to do work in.

The final question we have given to students; "What can be improve your learning experience at university"? The following feedback was extracted;

- Furniture (Most popular response) 50.4%
- Computers 48.8%
- Equipment 41.6%
- Accessibility 24%
- Projectors 13.6%

Teaching & Learning

Research has been conducted with course reps and the wider LSBSU students to help us gain insight into the views and thoughts of the following:

1. Lecture structure

2. Which assessment method did they prefer e.g., Essays, Coursework, presentation ect
3. Teaching hours views
4. Perceptions of value for money overall

Findings- Focus Group:

The participants were asked a series of questions regarding the teaching and learning here at south bank. We have found that 40% of students prefer coursework over other forms of examinations

More so, half of the population prefer exams than other forms of assessments. The least preferred is tests in class. Students believe Teaching hours are not worth the £9,250 tuition fee, as a vast majority of the focus group population 20/23 people have voted.

Furthermore, when asked about how content should be delivered, the most common answers we have received are; "Group sessions", "Practical Coursework" which all indicate students want interactive and practical work.

Also, when students were asked about enhancing their student experience here, the three main answers were; improving time tables, more communication between lecturers and students and practical work/events.

Findings - Survey:

We have asked the following questions in the survey;

- How do you want course content to be delivered?
- What would enhance your student experience here at LSBU?
- Which of the assessments methods do you prefer?
- Are the teaching hours worth the £9,250 tuition fee?

Majority of the students have reported that they prefer their lectures to be presented via lectures. At second top answer, came seminars and thirdly we recieved "Online" as being preferred.

There were many different responses to the second question, as this was open text answers. Due to this, we have coded the answers to the following;

- Academic related
- Technology enhancement
- Employability
- Activity and sports
- Other

A lot of responses from students (41.18%), were academic related, when asked about what could enhance their experience at LSBU. These ranged from more "communication between lecturers and students", "practical sessions" and "better course organisation".

A few responses that have been highlighted regarding technology enhancement. The most popular comments were “E-Books” and the possibility of “recording lectures”.

Students also want “more networking opportunities to enhance employability”. As well as this, another popular comment was “trips” to be arranged relating to students courses.

Students also feel to have “more activities and sports” in general as well as “student functions”.

Lastly, comments that fell under the other category, have included “free food”, “Free printing” and the very few students were happy with their experience here and have no suggestions.

When students were surveyed on assessment methods, we have found coursework to be most preferred followed by exams and then presentations.

Lastly, the tuition fee of £9,250 was not deemed worthwhile by students, as 56.2% have said “No”. This is more than half of the students we have surveyed. However, 35.2% of students, reported “maybe”. That is over a third and is also quite shocking. Lastly, 8.6% of students have said “yes”, the tuition fee is worth the teaching hours at LSBU.

Challenges

There were numerous challenges during management of this project. Recruiting students was difficult as it was a peak period of examinations. The struggle was to attract students to sign up as all of them were dedicated to their studies. Also, on managerial side, there was an issue with the timeline. The time line was cut short to 10 weeks instead of several months which led to strict deadlines. This meant that, there was a week for each part of the process, to take place. This hindered the number of participants that could take part as well as the amount of data gathered.

Recommendations

- Recruiting students starts from an earlier date
- Increase interaction for the project before intern interaction
- More time on the project

Conclusion

Over the past few months, we have engaged with students from different variety of background and years, and this year, the project has been relatively successful, and still reflects the way at which the students community thinks. I think the recommendations are quite important to note as they will make a massive difference in the way our student body thinks and benefit from the student experience we provide them. We hope this report has provided valuable information to implement positive changes around the university campus. Thanks.

	CONFIDENTIAL
Paper title:	Student Support and Employment Annual Report 2016/17
Board/Committee:	Student Experience Committee
Date of meeting:	2 May 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

The annual report for Student Support and Employment for the academic year 2016/2017 was circulated to the committee at its previous meeting on 31st January 2018. It was agreed that the report would be brought back to the committee at this meeting to allow for further discussion of any key areas of the report that would benefit from more detailed review.

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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.

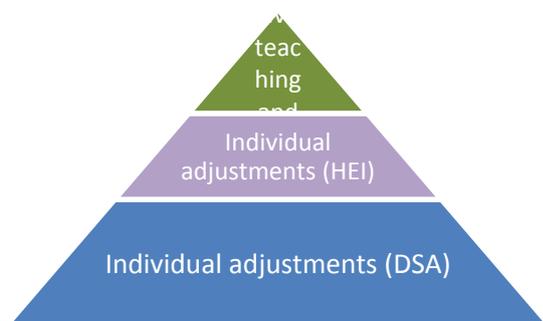


Figure 1: Old model of student support

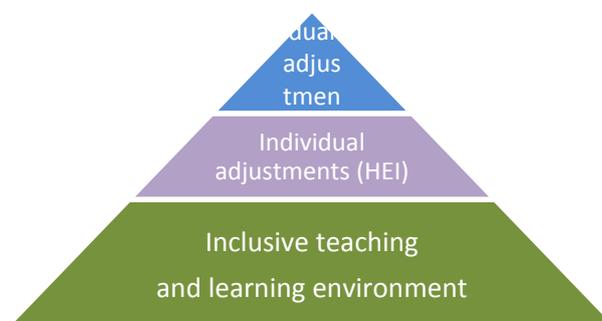


Figure 2: Future model of student support

- **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

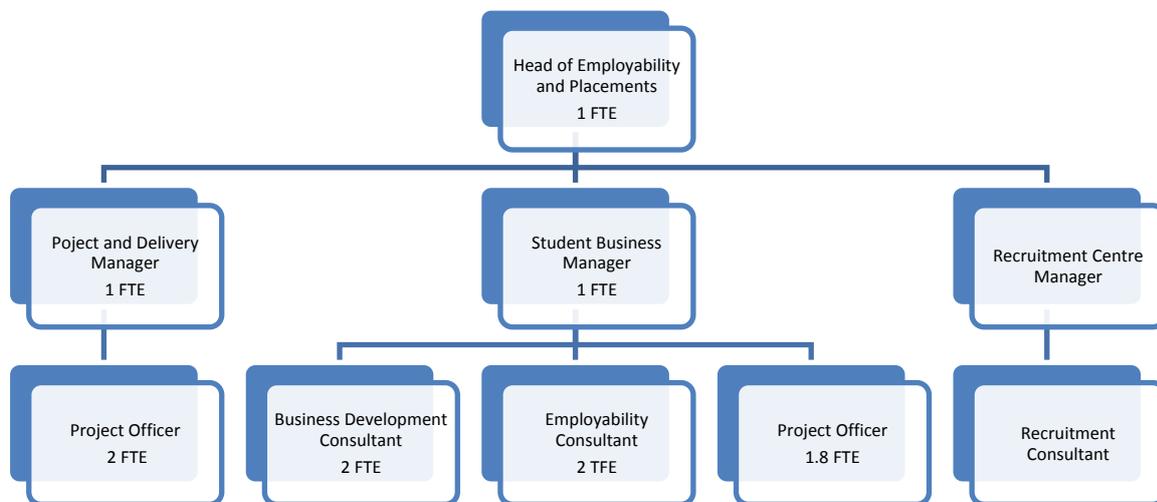
- **Disability & Dyslexia Support:** A university-wide change from 'disability support' to 'accessible teaching and learning'. A shift in practice from disability advisers supporting individual students to advisers collaborating with teaching staff to develop inclusive curriculums and environments. 'Learning 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

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	CONFIDENTIAL
Paper title:	Committee Effectiveness Review
Board/Committee:	Student Experience Committee
Date of meeting:	2 May 2018
Author:	Claire Freer, Governance Assistant
Purpose:	For Information
Recommendation:	The committee is requested to note that a committee effectiveness review will take place in May 2018. All members are encouraged to respond.

Executive Summary

As part of a wider effectiveness review of the Academic Board and its committees, the Student Experience Committee will be asked to complete a short survey online in May.

The results of the survey will be reviewed by the Committee Chair and a summary report and any recommendations shared with the committee and the Academic Board at its meeting in June. Any recommendations will be implemented ahead of the first committee meeting of the new academic year.

The draft survey questions are attached for information.

We encourage all committee members to provide their feedback when the survey is launched.

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Student Experience Committee Effectiveness Review

Questions:

Size and composition:

1. The committee is the right size.
 - Strongly disagree
 - Partly disagree
 - Neither agree nor disagree
 - Partly agree
 - Strongly agree

2. The committee membership is sufficiently diverse to represent the different interests and requirements of the University and students.
 - Strongly disagree
 - Partly disagree
 - Neither agree nor disagree
 - Partly agree
 - Strongly agree

3. New Committee members receive appropriate induction before their first committee meeting.
 - Strongly disagree
 - Partly disagree
 - Neither agree nor disagree
 - Partly agree
 - Strongly agree

4. Committee members understand LSBU's mission and vision, corporate plan and strategic direction
 - Strongly disagree
 - Partly disagree
 - Neither agree nor disagree
 - Partly agree
 - Strongly agree

5. Do you have any other comments on the size and composition of the Committee?

Committee meetings:

6. Meetings are sufficient in number
 - Sufficient
 - Too many
 - Too few

7. Meetings are the right length
 - Yes
 - Too short
 - Too long

8. Please comment on whether you feel there is sufficient discussion around each agenda item.

9. Meetings are provided with appropriate, good quality information

Strongly disagree

Partly disagree

Neither agree nor disagree

Partly agree

Strongly agree

10. Meetings are provided with information distributed in a timely manner

Strongly disagree

Partly disagree

Neither agree nor disagree

Partly agree

Strongly agree

11. Do you have any other comments on the Committee meeting format?

Strength and Weaknesses

12. What do you think the Committee should Stop, Start and continue doing?

Stop:

Start:

Continue:

13. What do you think are the Committee's single greatest strength and weakness?

Greatest strength:

Greatest weakness:

14. In your opinion where does the committee most need to improve?

Additional comments:

15. Any further comments?