

Academic Board Meeting

2.00 - 4.00 pm on Wednesday, 1 November 2017
in 1B27 - Technopark, SE1 6LN

Agenda

| No. | Time | Item | Pages | Presenter |
|-----------------------------|------|--|-----------|-----------|
| 1. | | Welcome and apologies | | SW |
| 2. | | Declarations of interest <i>Members are required to declare any interest in any item of business at this meeting</i> | | SW |
| 3. | | Minutes of previous meeting | 3 - 8 | SW |
| 4. | | Matters arising | 9 - 10 | SW |
| 5. | | Terms of reference and membership | 11 - 14 | JK |
| 6. | | Annual work plan | 15 - 18 | SW |
| 7. | | DVC's report | 19 - 24 | PB, SW |
| Items for discussion | | | | |
| 8. | | Quality assurance return to HEFCE | 25 - 88 | SW, JB |
| 9. | | Annual Academic Board report | 89 - 94 | PB, SW |
| 10. | | Academic portfolio and environment <ul style="list-style-type: none"> • Update on validations • Course Directors - role | 95 - 106 | SW, JB |
| 11. | | Masters full-time funding | 107 - 108 | SW |
| 12. | | Student academic outcomes <ul style="list-style-type: none"> • Issues relating to degree classification • Attainment gap | 109 - 120 | SW |
| 13. | | National Student Survey: analysis and planning | 121 - 138 | SW |
| 14. | | Academic Framework | 139 - 142 | PB, SW |

| <i>No.</i> | <i>Time</i> | <i>Item</i> | <i>Pages</i> | <i>Exec Lead</i> |
|------------|-------------|---|--------------|------------------|
| | | • Link Tutors - role | | |
| 15. | | Sub-committee reports | 143 - 148 | PB, PI, SW |
| | | Items for noting <i>These items will not be discussed unless the Chair/clerk is advised in advance of the meeting.</i> | | |
| 16. | | Institutional Examiner report - update | 149 - 154 | SW |
| 17. | | Academic KPIs | 155 - 160 | SW, JBa |
| 18. | | Part-time student issues report | 161 - 168 | PB, SW |
| 19. | | Any other business <i>Chair to be notified of any AOB items prior to start of meeting</i> | | |

Date of next meeting
2.00 pm on Wednesday, 21 February 2018

| | |
|---------------|---|
| Members: | Shan Wareing (Chair), Sodiq Akinbade, Ian Albery, Craig Barker, Janet Bohrer, Patrick Callaghan, Charles Egbu, Patricia Godwin, Mike Molan, Jenny Owen, Shushma Patel, Lesley Roberts, Tony Roberts, Warren Turner and Shân Wareing |
| In attendance | Sally Skillett-Moore, Claire Freer and Joe Kelly |
| Apologies | Pat Bailey, Kirsteen Coupar, Paul Ivey, Gurpreet Jagpal and Janet Jones |



**Minutes of the meeting of the Academic Board
held at 2.00 pm on Wednesday, 7 June 2017
1B27 - Technopark, SE1 6LN**

Present

Pat Bailey (Chair)
Sodiq Akinbade
Ian Albery
Stephen Barber
Craig Barker
Janet Bohrer
Charles Egbu
Paul Ivey
Gurpreet Jagpal
Janet Jones
Mike Molan
Jenny Owen
Shushma Patel
Tony Roberts
Warren Turner
Shân Wareing

Apologies

David Mba
Lesley Roberts
Michael Broadway

In attendance

Sally Skillett-Moore
Joe Kelly

1. Welcome and apologies

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

2. Declarations of interest

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

3. Minutes of previous meeting

The Board approved the minutes of the meeting held on 22 February 2017.

4. Matters arising

Minute 9: the Board agreed that this action was no longer required.

Minutes 12: The Board requested that a report be brought to the next meeting on 1 November 2017.

5. **DVC report**

The Deputy Vice-Chancellor presented an update report.

1. A general update:

Applications/acceptances:

- Applications (FT UG -17% on last year (-6% excl. Health)
- Competitor group -10% (sector -4%)
- Acceptances +2% on last year
- Note that higher tariff retained
- Health expects to hit target

Finances

- On target for £1.5M surplus in 2016-17 (target £1.0M)
- Income grown from £137M to £144M forecast
- Figures include £2.5M investment pots

2. Academic promotions

3. The LSBU Family of Education Providers

- Lambeth College (LC): progress continues towards completion in the new year, 2018. If completed, LC would be a separate educational provider within the LSBU 'group'.
- The University Academy of Engineering South Bank was awarded 'Good' under all Ofsted categories

4. The Institute of Professional and Technical Education / Apprenticeships

- Apprenticeship team of six in place. 400-500 apprentices expected at LSBU by October 2017.
- Passmore Library refurbishment due to be completed September 2018.

5. International matters

- There is a new approval pathway for academic partnerships.

6. Research / Research Committee / research issues arising

- Research Committee Working Groups:

- Research Board of Study
- Researcher Development
- REF
- Annual Reporting Plan

- Research issues:

- Compliance with publication repository statutory requirement
- Summer action plan
- Research centre road maps for 17/18
- Consistent reporting

7. Education and Student Experience

- Improvement in Destination of Leavers from Higher Education (DLHE) results.
- Shortlisted for The Higher Education Leadership and Management Awards – Outstanding Student Services Team.
- 92nd position in Guardian University League Tables 2018

6. **Research Committee TOR**

The Board approved the revised Terms of Reference for Research Committee.

The Board noted that Annual Course Monitoring Reports, provided by each School to Quality and Standards Committee, will now include research.

7. **Educational Framework**

The Board discussed the Educational Framework Implementation Plan. The Board noted that course specifications will soon be required to meet heightened compliance requirements by the Competition and Markets Authority (CMA).

The Board discussed the importance of the role of Course Director in relation to the CMA compliance, and also with regard to improving the National Student Survey outcomes. The Board noted the need to clarify the role of Course Directors and strengthen the support for the staff members involved.

The Board noted that the Graduate Attributes, which are still being finalised, are designed to be outcomes at course, rather than module, level. The Board discussed the importance of providing references for graduates, and noted the distinctions between general and personal references. The Board noted that guidance and support for staff should be put in place.

8. **Part-time student issues**

The Board discussed a verbal update on part-time student issues. The key issues cover academic, practical, resources/technical, engagement with LSBU community, communications, and CPD provision.

A report will be produced by mid-July to ensure actions are implemented and resources in place in time for the next academic year. The actions and resources will be prioritised as; (i) necessary, and to be implemented for the start of the next academic year; (ii) necessary, but will be implemented over a longer timeframe; (iii) important but not critical.

9. **Development of Academic portfolio and environment**

The Board discussed the Academic Portfolio Review. The Board noted a number of key issues: (i) the National Student Survey; (ii) the importance of key roles, e.g. Course Directors; (iii) achieving higher student progression rates; (iv) achieving growth in recruitment as well as maintaining/increasing tariffs.

The Board noted the need to support excellence in teaching, particularly through key roles, e.g. Course Directors. The Board noted initiatives such as the Course Directors' Network, and the Heads of Division Forum, and

discussed the potential creation of an Associate Course Director role focused on mentoring/pastoral care and elements of administration.

10. Research structures

The Board discussed the report on research structures. The Board noted the development of research initiatives; the Annual University Research Audit, Research and Enterprise Institutes, Research Centres and Groups; there are now 4 institutes, 14 centres, and 33 groups.

The Board noted the ambition of these developments and that new money would be necessary to realise them. The Board also noted the additional technical support which would be necessary.

11. Annual ethics report

The Board discussed the Annual Ethics Update. The Board noted that training was being developed to support Ethics Coordinators in Schools, including doctoral supervisors, and that administrative support for ethics was not consistent across the Schools. The committee discussed the use of HAPLO Research Manager to manage all ethics applications, and was, in principle, strongly supportive of using this.

12. Changes to academic regulatory framework

The Board discussed and approved the proposed changes to the Academic Regulations for 2017-18. The Board noted that these are supported by specific procedures which the committees of Academic Board oversee, and that additional specific regulations are required at School and course level which are recorded in the appropriate course specification. The Board noted the need for some changes to terminology, e.g. to replace 'level' with 'stage'. The Board noted that a new complaints procedure will be required for apprenticeship students.

The Board noted there were several additions to the list of awards and requested that the list be audited for May 2018.

13. International partnerships: link tutors

The Board discussed the report on Link Tutors. The Board noted the importance of this role in maintaining the quality of international provision, and the need for consistent support and recognition. The Board noted the need for guidelines, re consistent practice across LSBU, hours worked, etc., and for the role to be explicit within the Academic Framework.

14. Board Strategy Day notes

The Board noted the Board Strategy Day notes.

15. **Progress against Academic KPIs**

The Board noted the Academic KPIs.

16. **Professor Emeritus appointments**

The Board noted the Professor Emeritus appointments.

17. **Sub-committee reports**

The Board noted the Sub-committee reports. The Board approved the appointment of the Associate Director of Research to the Quality and Standards Committee.

18. **Any other business**

The Board noted the appointment of Patrick Callaghan as Dean of Applied Sciences: he will take up post in September 2017.

The Board agreed to prioritise items at future meetings, as follows:

- Items for approval
- Items with verbal summary and Q&A
- Items only for Q&A
- Items for noting

**Date of next meeting
2.00 pm, on Wednesday, 1 November 2017**

Confirmed as a true record

..... (Chair)

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**ACADEMIC BOARD - WEDNESDAY, 7 JUNE 2017
ACTION SHEET**

| Agenda No | Agenda/Decision Item | Action | Date | Officer | Action Status |
|------------------|---|---|-------------|-------------------------------|----------------------|
| 4. | Matters arising | Report on how key recommendations from Institutional Examiner report have been implemented | | Shân Wareing, Janet Bohrer | On agenda (to note) |
| 7. | Educational Framework | References for students: discuss with HR re guidance and support for staff | | Pat Bailey | To do |
| 8. | Part-time student issues | Report on part-time student issues | | Pat Bailey | On agenda |
| 9. | Development of Academic portfolio and environment | Review Course Director role with SW and implement as necessary | | Pat Bailey | On agenda |
| 10. | Research structures | Review the provision of technical support in supporting research developments | | Gurpreet Jagpal, Tony Roberts | Verbal update |
| 11. | Annual ethics report | Discuss with PB and Tom Kelly, with the expectation of HAPLO being adopted for managing Research Ethics applications | | Shushma Patel | Completed |
| 13. | International partnerships: link tutors | Link Tutor role to be detailed re duties, responsibilities, hours, finance. Written guidance to support consistency. To be detailed within Academic Framework | | Pat Bailey | On agenda |

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| | CONFIDENTIAL |
| Paper title: | Terms of Reference and membership |
| Board/Committee | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | Joe Kelly, Governance Officer |
| Purpose: | Review |
| Recommendation: | <p>The committee is requested to review the Terms of Reference and Annual Business Plan.</p> <p>The Board is requested to approve the Director, Centre for Research Informed Teaching as a member of Academic Board.</p> |

Terms of reference

The committee is required annually to review its Terms of Reference. No changes are proposed.

Membership

The Board is requested to:

- (i) approve the Director of the Centre for Research Informed Teaching, as a member of Academic Board
- (ii) note the appointment of Professor Ian Albery as the nominated research staff representative.

Membership (1 November 2017)

| | |
|--------------------|--|
| Pat Bailey (Chair) | Deputy Vice Chancellor |
| Sodiq Akinbade | President, LSBU Students' Union |
| Ian Albery | Nominated research staff representative |
| Craig Barker | Dean, Law and Social Sciences |
| Janet Bohrer | Director, Academic Quality Development |
| Patrick Callaghan | Dean, Applied Sciences |
| Kirsteen Coupar | Director, Student Support & Employment |
| Charles Egbu | Dean, Built Environment & Architecture |
| Patricia Godwin | LSBU Students' Union, Vice President (Education) |
| Paul Ivey | PVC, Research & External Environment |

| | |
|-----------------|--|
| Gurpreet Jagpal | Director, Research, Enterprise & Innovation |
| Janet Jones | Dean, Arts & Creative Industries |
| Mike Molan | Dean, Business |
| Jenny Owen | Nominated academic staff representative |
| Shushma Patel | Nominated professor and Acting Dean, Engineering |
| Lesley Roberts | Nominated professional staff representative |
| Tony Roberts | Nominated technical staff representative |
| Warren Turner | Dean, Health & Social Care |
| Shan Wareing | PVC, Education & Student Experience |

Academic Board

Terms of Reference

The Academic Board is responsible for academic standards and the direction and regulation of academic matters.

1. Remit

1.1 The remit of the Academic Board is to:

1.1.1 develop academic strategy and monitor progress against academic key performance indicators

1.1.2 monitor development of academic portfolio

1.1.3 oversee the development of the academic environment

1.1.4 have oversight of academic ethics

1.1.5 approve academic regulations and oversee their enactment, including for:

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

2. Membership

2.1 Membership consists of the following:

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|--|------------------------------------|
| Holders of Senior Posts (3) | Deputy Vice Chancellor (chair) |
| | PVC Education & Student Experience |
| | PVC Research & External Engagement |
| | |

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| Senior Academic Staff and Professors (8) | Deans (x7) Nominated professor (x1) |
| Academic and Research staff (2) | Nominated research staff member (x1) |
| | Nominated academic staff member (x1) |
| Non-teaching staff (4) | Director of Academic Quality Development |
| | Director of Student Support and Employability |
| | Nominated member of professional staff |
| | Director of Research and Enterprise |
| Technical staff (1) | Nominated member of technical staff |
| Students (2) | Students' Union, President |
| | Students' Union, Vice President (Education) |

2.2 A quorum consists of 7 members.

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

2.4 The Academic Board meets three times per year.

3. Reporting Procedures

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

Approved by the Academic Board on 8 July 2015

Approved by the Board of Governors on 9 July 2015

Academic Board - Annual Work Plan 2017-18

| Agenda Item | Consider By | Date | Decision By | Date | Lead Officer |
|--|-----------------------------------|--------------------------|--------------------|-------------|-----------------------|
| NOVEMBER 2017 | | | | | |
| Regular items | | | | | |
| Annual work plan | | | Academic Board | 1 Nov 2017 | Pat Bailey, Joe Kelly |
| Quality assurance return to HEFCE | Academic Board Audit Committee | 1 Nov 2017 9 Nov 2017 | Board of Governors | 23 Nov 2017 | Shân Wareing |
| Annual Academic Board report | | | Academic Board | 1 Nov 2017 | Pat Bailey |
| Academic portfolio and environment | | | Academic Board | 1 Nov 2017 | Pat Bailey |
| Institutional Examiner report - update | | | Academic Board | 1 Nov 2017 | Shân Wareing |
| Academic KPIs | | | Academic Board | 1 Nov 2017 | John Baker |
| National Student Survey: analysis and planning | | | Academic Board | 6 Jun 2018 | Shân Wareing |

| Agenda Item | Consider By | Date | Decision By | Date | Lead Officer |
|--|--------------------|-------------|--------------------|-------------|-------------------------------------|
| Student Academic Outcomes | | | Academic Board | 1 Nov 2017 | Shân Wareing |
| DVC's report | | | Academic Board | 1 Nov 2017 | Pat Bailey |
| Sub-committees reports | | | Academic Board | 1 Nov 2017 | Shân Wareing, Pat Bailey, Paul Ivey |
| Terms of reference and membership | | | Academic Board | 1 Nov 2017 | Joe Kelly |
| Non-regular items | | | | | |
| Academic Framework | | | Academic Board | 1 Nov 2017 | Pat Bailey |
| Part-time student issues report | | | Academic Board | 1 Nov 2017 | Pat Bailey |
| Issues relating to degree classification | | | Academic Board | 1 Nov 2017 | Shân Wareing |
| FEBRUARY 2018 | | | | | |
| Regular items | | | | | |

| Agenda Item | Consider By | Date | Decision By | Date | Lead Officer |
|------------------------------------|--------------------|-------------|--------------------|-------------|---------------------|
| Academic portfolio and environment | | | Academic Board | 21 Feb 2018 | |
| Academic KPIs | | | Academic Board | 21 Feb 2018 | John Baker |
| DVC's report | | | Academic Board | 21 Feb 2018 | Pat Bailey |
| Sub-committees reports | | | Academic Board | 21 Feb 2018 | Joe Kelly |
| Non-regular items | | | | | |
| JUNE 2018 | | | | | |
| Regular items | | | | | |
| Academic portfolio and environment | | | Academic Board | 6 Jun 2018 | |
| Academic KPIs | | | Academic Board | 6 Jun 2018 | John Baker |
| Annual ethics report | | | Academic Board | 6 Jun 2018 | Shushma Patel |
| Academic Regulations | | | Academic Board | 6 Jun 2018 | Janet Bohrer |
| DVC's report | | | Academic Board | 6 Jun 2018 | Pat Bailey |

| Agenda Item | Consider By | Date | Decision By | Date | Lead Officer |
|--------------------------|--------------------|-------------|--------------------|-------------|---------------------|
| Sub-committees reports | | | Academic Board | 6 Jun 2018 | Joe Kelly |
| Emeritus Professor items | | | Academic Board | 6 Jun 2018 | Pat Bailey |
| Non-regular items | | | | | |

DVC's report: Academic Board 1st Nov. 2017

1) General update (finances, admissions, recruitment)

• Student recruitment Sept/Oct 2017:

- Applications (FT UG) -17% on last year (-6% excl. Health)
- Competitor group -10% (sector -4%)
- Likely to have *ca* 2350 FT-UGs (target 2500)
- Slight drift in tariff (many competitors slashed grades)
- Health only slightly below target
- For all recruitment (UG/PG FT/PT) down *ca* 5% on target
- Apprenticeships should help in-year (see below)

• Finances

- Likely to have income of about £145M (same as 2016/17)
- About £5M below budget, but manageable if prudent
- Investments will be made, but 2017/18 is challenging



DVC's report for Academic Board 1st November 2017

2) Education & Student Experience

1) We're TEF silver – a fantastic outcome given that bronze dominated the London moderns; our impact on improving opportunities for students was the decisive factor; we've just been chosen as a pilot for subject-level TEF.

2) Progression statistics – still awaiting final analysis.

3) DLHE results – another terrific rise in our graduates entering employment or further study (94.6%), and in graduate-level employment (81.8%).

4) Named 'University of the Year for Graduate Employment' by the Times/Sunday Times; one of the fastest rising universities in the league tables, now 92nd in the Guardian and 106th in the Times/ST.

5) Several major projects being developed for 2017/18, including the Educational Framework, DEL strategy, and portfolio/marketing review.



DVC's report for Academic Board 1st November 2017

3) Research and Enterprise

- **New research structure in place, with 4 Research Institutes, 14 Research Centres and 33 Research Groups**
- **AURA worked well, but there is a problem with staff not placing publications in the Symplectic repository within the 3-month time-frame required by REF**
- **Research income in 16/17 (£2.8M) 42% up on 15/16, and strong pipeline for 17/18 ... but strong reliance on TWI**
- **Enterprise income (£9.2M) also up on 15/16, but below target (of £9.9M); No.2 of London moderns for KTPs**



DVC's report for Academic Board

1st November 2017

4) Links with colleges in London

- Still awaiting outcome of the Lambeth College proposals – currently with the Minister of State for Education
- We continue to develop strategic partnerships and progression agreements with a range of FE Colleges and other educational providers

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5) Apprenticeships

- Team of 7 people are looking after the marketing, recruitment and extensive admin associated with these
- 9 Higher Apprenticeships from Levels 4-6 currently being delivered, with a total of 21 expected to be in place by end of current AY; delays are entirely due to problems with the external approval of apprenticeship standards
- Currently have 359 enrolled apprentices, but this will rise to 503 by year end through in-year enrolments (especially Nursing Associate HAs)
- On target for 2000 by 2020; progression rate 96% of 133 Yr1 students
- Passmore Centre (£5M Southwark BC) still on track to open September 2018



DVC's report for Academic Board 1st November 2017

6) Other developments

- **Promotions Round (3rd Nov. application deadline)**
 - Request Chair's action to appoint the 3 Academic Board professorial representatives on the AP/Prof Panel (stage 2)
- **PGT Review – planned for 2017/18 AY**
- **Estates developments: St. George's Quarter plans well advanced, but a number of options are being considered for development, incl. London Road and Technopark, with academic and financial drivers**

• **New SU team**

- Each have project list
- Student-led projects likely to run again



Sodiq
President



Patricia
VP Education



Sam
VP Wel & Eq



Kat
VP Act & Emp

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| | CONFIDENTIAL |
| Paper title: | Annual Provider Review (APR) |
| Board/Committee | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | Janet Bohrer, Director, Academic Quality Development |
| Executive/Operations sponsor: | Professor Shan Wareing Chair of QSC |
| Purpose: | To provide assurance to Academic Board regarding LSBU academic quality and standards, and to provide Board of Governors assurance before submitting the HEFCE Return in December 2017 |
| Recommendation: | Academic Board is requested to approve the report and recommend it to the Audit Committee. |

Executive Summary

Provided is a summary report and evidence for annual reporting of our academic quality and standards at LSBU of our higher education. The evidence provided includes web links to the

- HEFCE LSBU entry of the Register of HE providers;
- LSBU TEF provider submission and outcomes letter.

For information:

- Presentations by HEFCE about the APR process (and how will be redesigned to include higher and degree apprenticeships);
- The presentation prepared by LSBU for HEFCE for their assurance visit (cancelled Sept 2017).

Additional detailed evidence:

- LSBU's Institutional Examiner Report (July 2017);
- A paper detailing the new courses approval process developed during 2017;
- The action plan created by Teaching Quality Enhancement from last year's APR process (updated with progress);
- Mapping of LSBU processes to the European Standards and Guidelines and cross referenced to the UK Quality Code Expectations.

For information, the Teaching Quality Enhancement local Roadmap and implementation plan for 2017-18 is also attached.

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Quality and Standards: 2016-17

Overview

The Board of Governors are asked by HEFCE to sign a statement by the 1st December each year to confirm that they are assured that LSBU is maintaining its responsibility for improving student academic experience and student outcomes; and in addition because LSBU holds degree awarding powers, that academic standards are set and maintained appropriately. This contributes to the Annual Provider Review process (APR) developed as part of the revised quality assurance operating model (2016).*

APR provides a holistic judgement about a provider using the APR dashboard which comprises of

- student and provider metrics;
- provider governance and management assurances;
- quality information;
- all underpinned by institutional intelligence.

The APR process is being refined to include information about apprenticeships. The Board of Governors were extensively briefed about the process last year but the HEFCE presentation attached recaps how the APR process works.

If a provider is successful with the APR process they are recorded on the HEFCE register of higher education providers and are eligible to apply to for TEF. Having completed the APR process last year the LSBU entry on the register can be found at:
<http://www.hefce.ac.uk/reg/register/search/Provider/10004078>

The use of APR and TEF metrics are designed to ensure a consistent approach. During 2016-17 LSBU submitted a provider submission and achieved a TEF silver award. The provider submission details the evidence of the outcomes achieved through LSBU approaches to quality and standards over and above the APR baseline. The TEF provider submission can be found at:
<http://www.hefce.ac.uk/tefoutcomes/#/provider/10004078>

In addition HEFCE has visited LSBU and the presentation prepared in support of that visit is attached.

*The Higher Education and Research Act (2017) and the subsequent establishment of the Office for Students from 2018 may result in some changes to the Operating Framework in Future. It is likely these changes will be outlined in the consultation about the future higher education regulatory framework to be published by the DfE during Oct 2017.

Assurances for 2016-17

In providing assurance for 2015-16 a mapping of LSBU processes to the Expectations of the UK Quality Code was completed - see the Academic Quality and Enhancement Manual 2016 http://www.lsbu.ac.uk/_data/assets/pdf_file/0015/103425/academic-quality-enhancement-manual.pdf .

In response to the mapping exercise an action plan was provided to the Board of Governors and is attached to this report with a final column that summarises the work completed. Further detail to the table is provided in two additional papers, one written by the Institutional Examiner and one which details the work developing a new process for strategic approval of courses.

During 2016-17 a mapping to the European Standards and Guidelines was completed and is attached. This allowed for triangulation between these ESG standards and the UK Quality Code Expectations. The TQE implementation plan designed to meet the LSBU Roadmap targets the items requiring action from this year's mapping. Therefore no additional action plan is being provided for 2017-18 as the ongoing assurance work is encapsulated in the implementation plan and the work of assuring quality and standards embedded into the reporting structures of the university. The TQE implementation plan is attached

In summary work in continuing the assurance of quality and standards at LSBU for 2017-18 includes:

- auditing and revising courses specification which will allow for the Educational Framework to be fully embedded and will better align LSBU to CMA guidance
- a focus on developing innovative assessment strategies across LSBU with the aim to make assessment more appropriate both to the validated learning outcomes and our student population.
- Developing greater understanding of the LSBU metrics. We have requested to be included in the TEF subject level pilot and will be targeting a Gold award in the next TEF exercise.

For information

The HEFCE specification for 2016-17 is still to be released and currently we only have the guidance from last year which states that:

As a governor and on behalf of the governing body, I confirm that for the 2015-16 academic year and up to the date of signing the return:

- The governing body has received and discussed a report and accompanying action plan relating to the continuous improvement of the student academic experience and student outcomes. This included evidence from the provider's own periodic review processes, which fully involve students and include embedded external peer or professional review.
- The methodologies used as a basis to improve the student academic experience and student outcomes are, to the best of our knowledge, robust and appropriate.

For providers with degree awarding powers:

- The standards of awards for which we are responsible have been appropriately set and maintained.

For providers without degree awarding powers:

- The standards of awards for which we are responsible have been appropriately maintained.

The subsequent submission, due on 1 December 2017 and relating to activity during the 2016-17 academic year, will also include the following additional assurance statement:

- The governing body has received a report that confirms that the provider continues to meet the standards of Part 1 of the European Standards and Guidelines (2015).

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LSBU Quality and Enhancement: August 2017

ESG Mapping: This grid shows the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) mapped to how LSBU meets each of the Standards in part 1 and relates to UK assurances through a mapping to the UK Quality Code for Higher Education.

| ESG Standard | How LSBU comply | Mapped to UK Quality Code Expectations as provided by QAA at workshop July 2017* | Notes and comments for action in academic year 2017-18 |
|--|--|--|--|
| <p>1.1 Policy for quality assurance</p> <p>Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.</p> | <p>LSBU has a policy about how its quality assurance processes operate and are implemented. This is documented through the academic quality enhancement manual which is made publically available on the web site at:</p> <p>http://www.lsbu.ac.uk/_data/assets/pdf_file/0015/103425/academic-quality-enhancement-manual.pdf</p> <p>*see 1.4 and 1.10 below</p> <p>At a staff workshop this year LSBU provision was considered in relationship to the multiple purposes of higher education as in recommendation 6 Council of Europe’s Committee of Ministers (2007) and detailed in the ESG (2015) see evidence photographs</p> | <p>Expectation A 2.1: In order to secure their academic standards, degree-awarding bodies establish transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualifications.</p> <p>Expectation B10: Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively.</p> | <p>Potentially this is an area we could consider making a more overt statement about how our courses are assured especially given our growing collaborative provision (checked through MOC spreadsheet) and include apprenticeship provision (especially for example with regard to the partnership required in providing maths and English provision at level two). Could explain how this relates to other regulators such as Ofsted requirements in conjunction to HEFCE assurances for level 4 and 5 awards or to PSRB requirements (ref to PSRB spread sheet).</p> <p>The Governance structure monitoring our Quality Assurance and reporting through the university we make might be made more</p> |

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| | | | transparent with a clear statement on the website available from the Academic Regulations web page. |
| <p>1.2 Design and approval of programmes</p> <p>Standard: Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> | <p>At LSBU alignment to Framework to Higher Education Qualifications (FHEQ) and subject benchmark statements is required for all new course approvals.</p> <p>LSBU uses an approval process which assigns risk to the type of validation event required but peers from across the university and external expertise are all utilised in approving a course for recruitment.</p> <p>Though the external examiner system we can report on standards and level of awards of courses that have been approved to run in comparison to other UK higher education providers.</p> <p>The processes are documented in the academic quality enhancement manual http://www.lsbu.ac.uk/_data/assets/pdf_file/0015/103425/academic-quality-enhancement-manual.pdf</p> <p>The process for research degrees is slightly different and the LSBU research degrees code of practice</p> | <p>Expectation A1: UK and European Reference Points for Academic Standards</p> <p>A 3.1: Degree-awarding bodies establish and consistently implement processes for the approval of taught programmes and research degrees that ensure that academic standards are set at a level which meets the UK threshold standard for the qualification and are in accordance with their own academic frameworks and regulations.</p> <p>A 3.2: Degree-awarding bodies ensure that credit and qualifications are awarded only where: a) the achievement of relevant learning outcomes (module learning outcomes in the case of credit and programme outcomes in the case of qualifications) has been demonstrated through assessment b) both the UK threshold standards and the academic standards of the relevant</p> | <p>At a staff workshop this year LSBU validation process were compared to other higher education providers in terms of 'what we do well' and 'what we could improve' see evidence photographs.</p> <p>As a result the approval to develop stage of the approval processes was made a more strategic exercise with a meeting between key Executive members with the senior management team of each School and a schedule for all validation activity for 2017-18 agreed. See AB paper xxx (still to write but attached in draft form)</p> <p>In addition the TQE group will be looking to support staff in helping to enhance their writing of excellent learning outcomes during the academic year 2017-18 through a series of workshops (ref to TQE implementation plan)</p> |

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| | <p>can be found online at http://www.lsbu.ac.uk/_data/assets/pdf_file/0007/84355/research-degree-code-of-practice.pdf</p> <p>The governance structure is that the School Academic Standards Committees report to university committees as appropriate and a representative of the Quality and Standards Committee sits on the Research Committee and vice versa both Committees report to the Academic Board that has ultimate responsibility for all the awards LSBU makes see 1.4 below.</p> | <p>degree-awarding body have been satisfied.</p> <p>A 3.3: Degree-awarding bodies ensure that processes for the monitoring and review of programmes are implemented which explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required by the individual degree-awarding body are being maintained.</p> <p>A 3.4: In order to be transparent and publicly accountable, degree-awarding bodies use external and independent expertise at key stages of setting and maintaining academic standards to advise on whether: a) UK threshold academic standards are set, delivered and achieved b) the academic standards of the degree-awarding body are appropriately set and maintained.</p> <p>B1: Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the</p> | |
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| | | quality of learning opportunities, operate effective processes for the design, development and approval of programmes. | |
| <p>1.3 Student-centred learning, teaching and assessment</p> <p>Standard: Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.</p> | <p>Courses design is supported by CRIT and checked through the validation events and then subsequently through annual monitoring, periodic reviews and academic audits as required.</p> <p>LSBU Student Services include: Disability & Dyslexia Support; Student Advice, Careers Service, Library and learning resources and includes the learner analytics work and the support for learning team.</p> <p>External examiners report on university standards and student achievement in relation to those standards, this information is used in annual monitoring. Details about the LSBU external examiner system can be found in the in the Assessment and Examination Procedure available on the web http://www.lsbu.ac.uk/about-us/policies-regulations-procedures#collapseTwo</p> <p>Complaints and Appeal can be made using the LSBU procedures available on the web site at</p> | <p>A 3.4: In order to be transparent and publicly accountable, degree-awarding bodies use external and independent expertise at key stages of setting and maintaining academic standards to advise on whether: a) UK threshold academic standards are set, delivered and achieved b) the academic standards of the degree-awarding body are appropriately set and maintained.</p> <p>B3: Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.</p> <p>B4: Higher education providers have in place, monitor and</p> | <p>TQE will conducted with input from HEA an assessment audit during 2017-18 (ref to TQE implementation plan)</p> |

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| | <p>http://www.lsbu.ac.uk/about-us/policies-regulations-procedures#collapseTwo At the end of the internal appeal or complaints process, a 'Completion of Procedures' letter is issued to the student which gives them the right to appeal to the OIA.</p> <p>The student voice is embedded through Course Boards; feedback surveys e.g. National Student Survey (NSS), Module Evaluation Questionnaires (MEQs), and student participation in Academic Board, QSC, Board of Governors and other committees and sub-committees</p> | <p>evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.</p> <p>B5: Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.</p> <p>B6: Higher education providers operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.</p> <p>B7: Higher education providers make scrupulous use of external examiners.</p> <p>B9: Higher education providers have procedures for handling academic appeals and student complaints about the quality of learning opportunities; these procedures are fair, accessible and timely, and enable enhancement.</p> | |
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| <p>1.4 Student admission, progression, recognition and certification</p> <p>Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.</p> | <p>LSBU has an ongoing commitment to revising Academic Regulations and Procedures to make sure they are fit for purpose. These are made public on the web site http://www.lsbu.ac.uk/about-us/policies-regulations-procedures</p> <p>QSC can make in year changes to procedures in the best interest of students and if it is made clear they are being added as amendments to existing procedures</p> <p>The LSBU research degrees code of practice can be found online at http://www.lsbu.ac.uk/_data/asset/s/pdf_file/0007/84355/research-degree-code-of-practice.pdf</p> | <p>A 2.2: Degree-awarding bodies maintain a definitive record of each programme and qualification that they approve (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.</p> <p>B2: Recruitment, selection and admission policies and procedures adhere to the principles of fair admission. They are transparent, reliable, valid, inclusive and underpinned by appropriate organisational structures and processes. They support higher education providers in the selection of students who are able to complete their programme.</p> <p>B6: Higher education providers operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.</p> <p>Expectation part C: Information about higher</p> | <p>LSBU retained its Plain English Crystal Mark for its Academic Regulations for 2017-18</p> |
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| | | education provision – Higher education providers produce information for their intended audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy. | |
| <p>1.5 Teaching staff</p> <p>Standard: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.</p> | <p>Course design by course teams is further supported through Centre for Research Informed Teaching (CRIT) and checked through validation events, (including using external specialists) with course teams meeting subsequent conditions before a new course is signed off for students to be allowed to enrol. This is checked through being annually monitored and periodically reviewed.</p> | <p>B3: Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.</p> | <p>At a staff workshop the Standards of the ESG were discussed through the use of a gallery walk exercise see evidence photographs. This standard about teaching was explored in depth. Including about the PGCert (ref to the TQE implementation plan)</p> <p>The Achieve programme will be used at LSBU again during 2017-18</p> |
| <p>1.6 Learning resources and student support</p> <p>Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.</p> | <p>Make reference to the APR assurances provided to HEFCE about financial sustainability</p> <p>Individual modules are reviewed every year and this is used for course monitoring reports which feed into School action plans for making continuous improvement.</p> <p>School Academic Standard Committees (SASC) and Quality and Standards Committee (QSC)</p> | <p>B3: Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative</p> | |

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| | | <p>thinking.</p> <p>B4: Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.</p> | |
| <p>1.7 Information Management</p> <p>Standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.</p> | <p>Include a reference to MIKE and use of university KPI as monitored by Academic Board</p> <p>External advisers are used in validation events and external examiners report on academic standards annually</p> <p>External examiner reports are used in annual monitoring reports and actions resulting from external examiner comments are discussed at SASCs</p> | <p>A 3.3: Degree-awarding bodies ensure that processes for the monitoring and review of programmes are implemented which explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required by the individual degree-awarding body are being maintained.</p> <p>B8: Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective, regular and systematic processes for monitoring and for review of programmes.</p> | |

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| <p>1.8 Public information</p> <p>Standard: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.</p> | <p>The definitive information made available to students and the recording any local protocols of differences from the Academic Regulations, for example because of professional body requirements, are made in the Course Specification</p> | <p>Expectation part C: Information about higher education provision – Higher education providers produce information for their intended audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy.</p> | <p>The LSBU Gov-legal team started and exercise about mapping the template currently used for our courses specs to CMA requirements. A new template has been piloted with an academic member of staff and will be revised and developed for use during 2017-16. An audit of course specs is currently under way and will pave the way for a new process of periodic review from next year.</p> |
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1.9 On-going monitoring and periodic review of programmes

Standard:

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Development and embedding the Educational Framework through course design supported by CRIT, checked through validation events. There is annual monitoring of courses, which are also periodically reviewed; external examiners report on university standards and student achievement in relation to those standards.

Through the specific LSBU Admissions and Enrolment Procedure, Enrolment Declaration and a Complaints and Appeals Procedure for admissions decisions.

<http://www.lsbu.ac.uk/about-us/policies-regulations-procedures#collapseTwo>

A 3.3: Degree-awarding bodies ensure that processes for the monitoring and review of programmes are implemented which explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required by the individual degree-awarding body are being maintained.

B8: Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective, regular and systematic processes for monitoring and for review of programmes.

Annual monitoring from next year will be semi-automated (ref to Harry and Richard Duke). As a result and as above the courses spec audit the process of periodic review will be reviewed next year.

The process of academic audit will continue (collaborative provision completed, AP(E)L is underway and next year a n assessment audit will contribute to a wider piece of work about assessment hopefully supported by the HEA (ref to TQE implementation plan)

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| <p>1.10 Cyclical external quality assurance Standard: Institutions should undergo external quality assurance in line with the ESG on a cyclical basis</p> | <p>From last year the Board of Governors had to assure HEFCE about the quality of the universities higher education and these assurances along with the metrics collated by the HEFCE contributed to the annual provider review. In providing assurance to the Board of Governors a mapping of LSBU processes to the UK Quality Code Expectations was completed and is published as an appendix in the academic quality enhancement manual (see 1.1 above) and published at: http://www.lsbu.ac.uk/_data/assets/pdf_file/0015/103425/academic-quality-enhancement-manual.pdf The results of the APR are logged on the Higher Education Provider register and LSBU can be found at http://www.hefce.ac.uk/reg/register/search/Provider/10004078 During 2016-17 LSBU also participated in the national Teaching Excellence Framework exercise and were award silver. This is also recorded on the web link above</p> <p>*evidence attached letter with TEF outcomes</p> | <p>See operating model at www.hefce.ac.uk/reg/QualityAssessment/about/</p> | |
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***How LSBU complies with the UK Quality Code can be found in appendix A**

http://www.lsbu.ac.uk/_data/assets/pdf_file/0015/103425/academic-quality-enhancement-manual.pdf

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London South Bank University

HEFCE Briefing

13th September 2017

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LSBU Approach to Continuous Improvement

- Review metrics & quantitative data
- Review qualitative data, incorporating student voice
- Ensure fit for purpose benchmarked and audited institutional quality processes
- Step change institutional programmes & dissemination of good practice driving institutional quality enhancement
- Reports and assurances to Board

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Student Success Metrics

- Updated TEF graphs
 - NSS
 - Progression
 - DLHE data
- PTES
- OIA data
- Differential data – e.g. disabled students satisfaction; BME student outcomes

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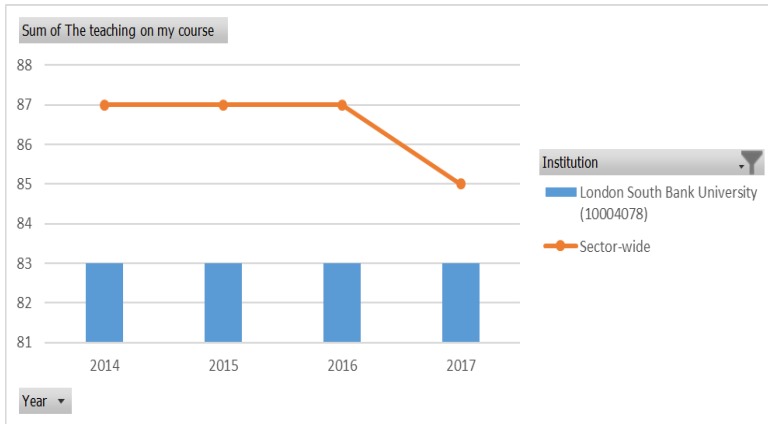


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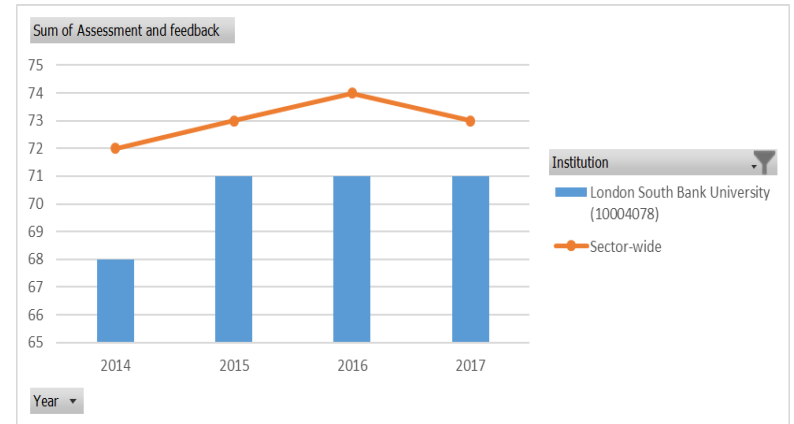
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NSS 2017

Teaching

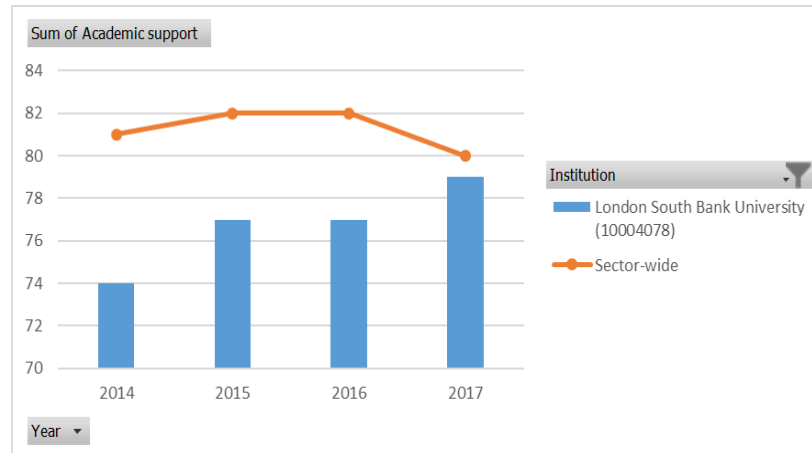


Assessment & Feedback

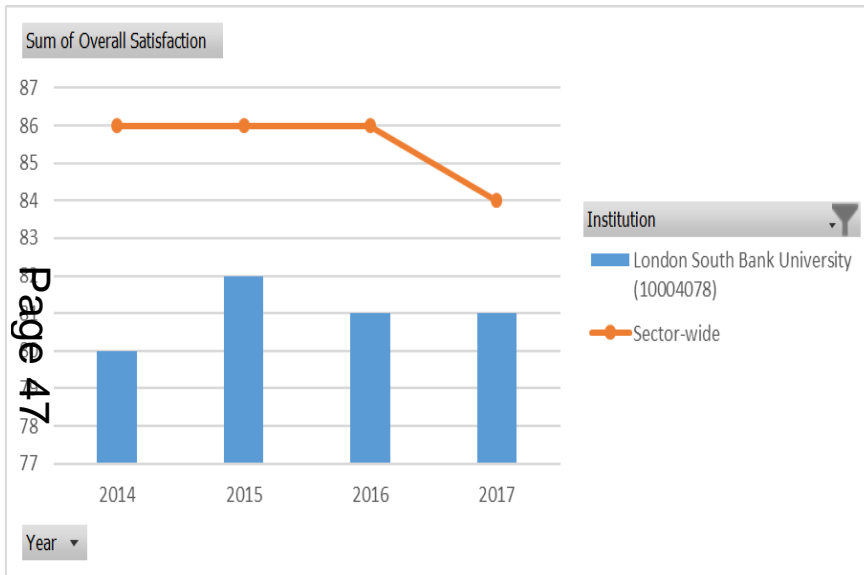


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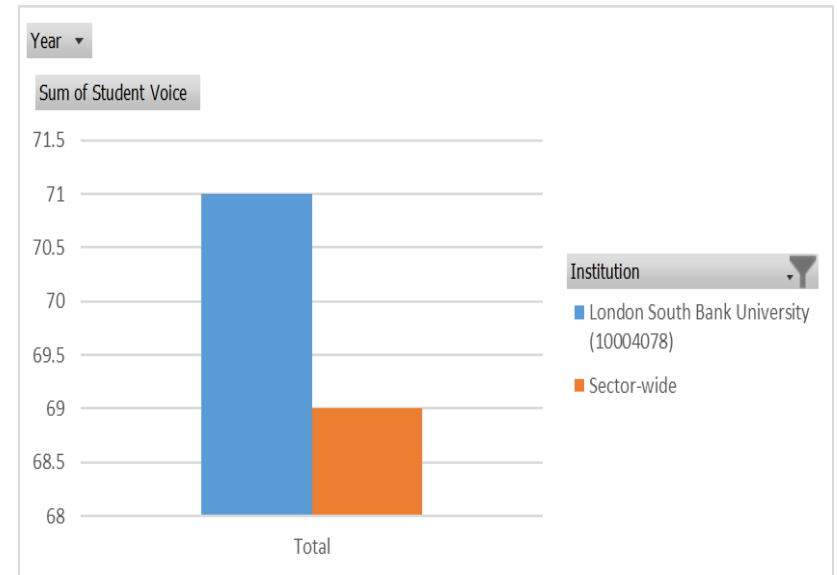
Academic Support



NSS 2017



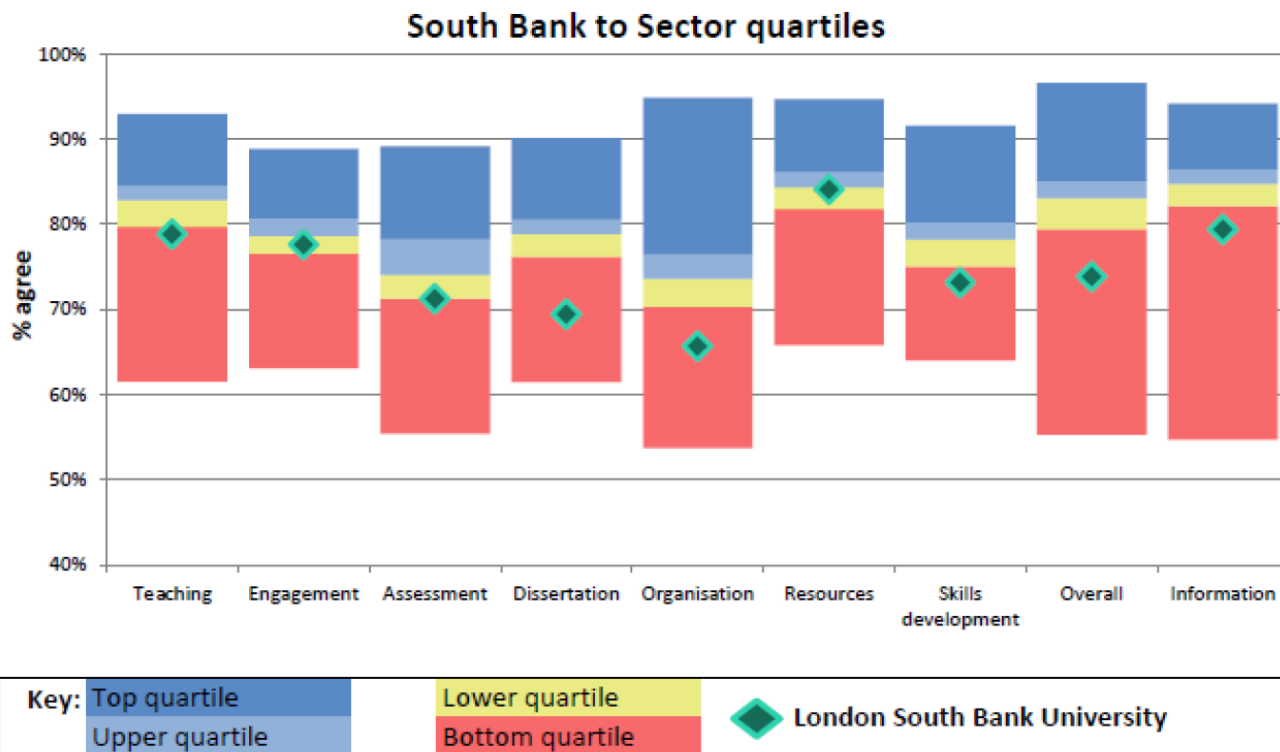
Overall Satisfaction



Student voice

Postgraduate Taught Experience Survey 2016 Summary

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New PGT survey 2016

- Overall satisfaction with LSBU 2016 **78%**
- Overall satisfaction with LSBU 2015 **72%**
- Most comments around overall satisfaction **were positive** such as ‘**good**’, ‘**great**’ and ‘**helpful**’; with most being around a student’s **course** or **lecturers**.
- Negative comments around organisation including timetables and timely communication of placements and other activities

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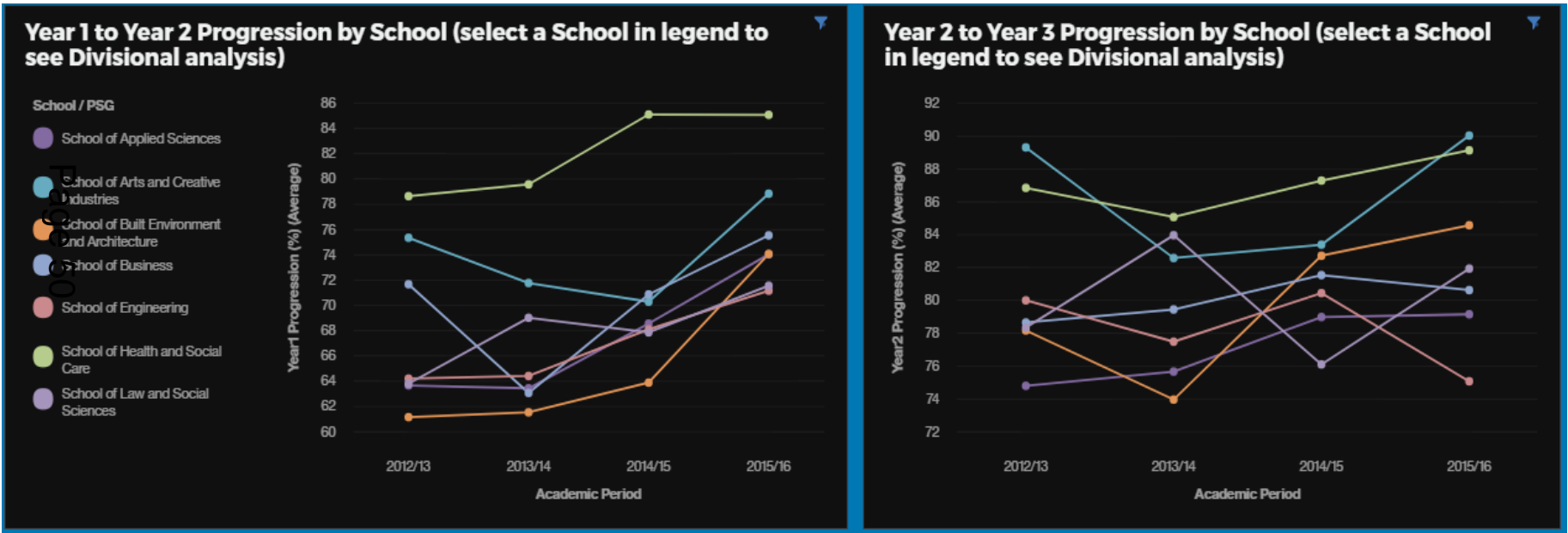


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Student Progression by School

Yr1-Yr2

Yr2-Yr3



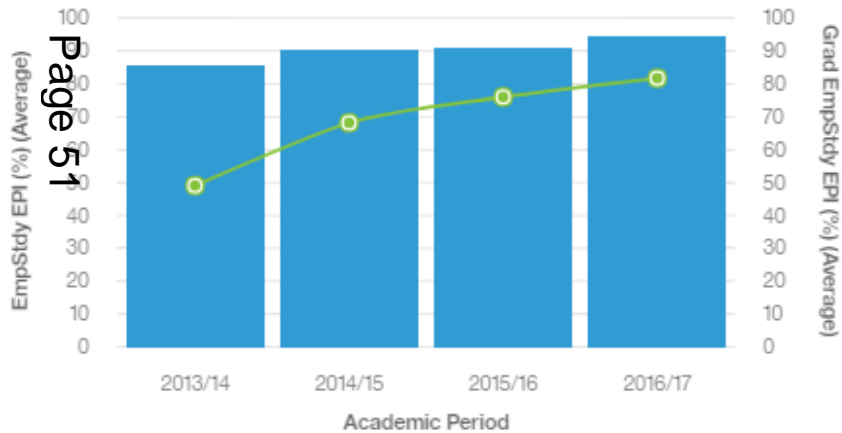
Source: LSBU Management Information Knowledge Exchange (MIKE)

EPI Cohort Graduate Employment and Study & EPI Cohort All Employment and Study

LSBU

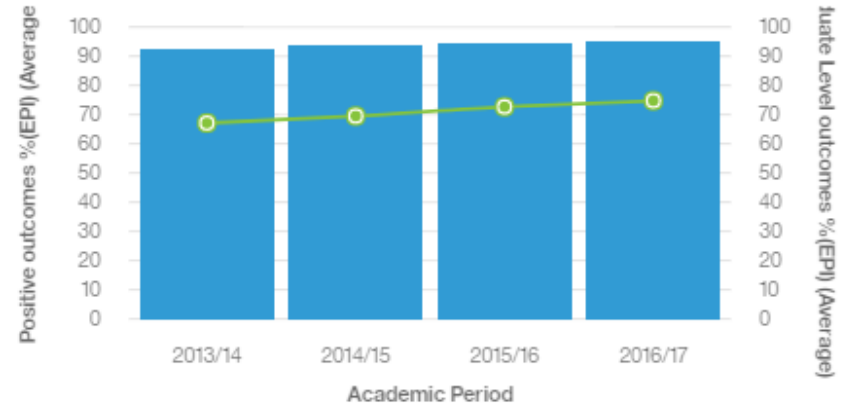
Sector (University)

LSBU: EPI Cohort - Graduate employment/ Study (%) and All employment/ Study (%)



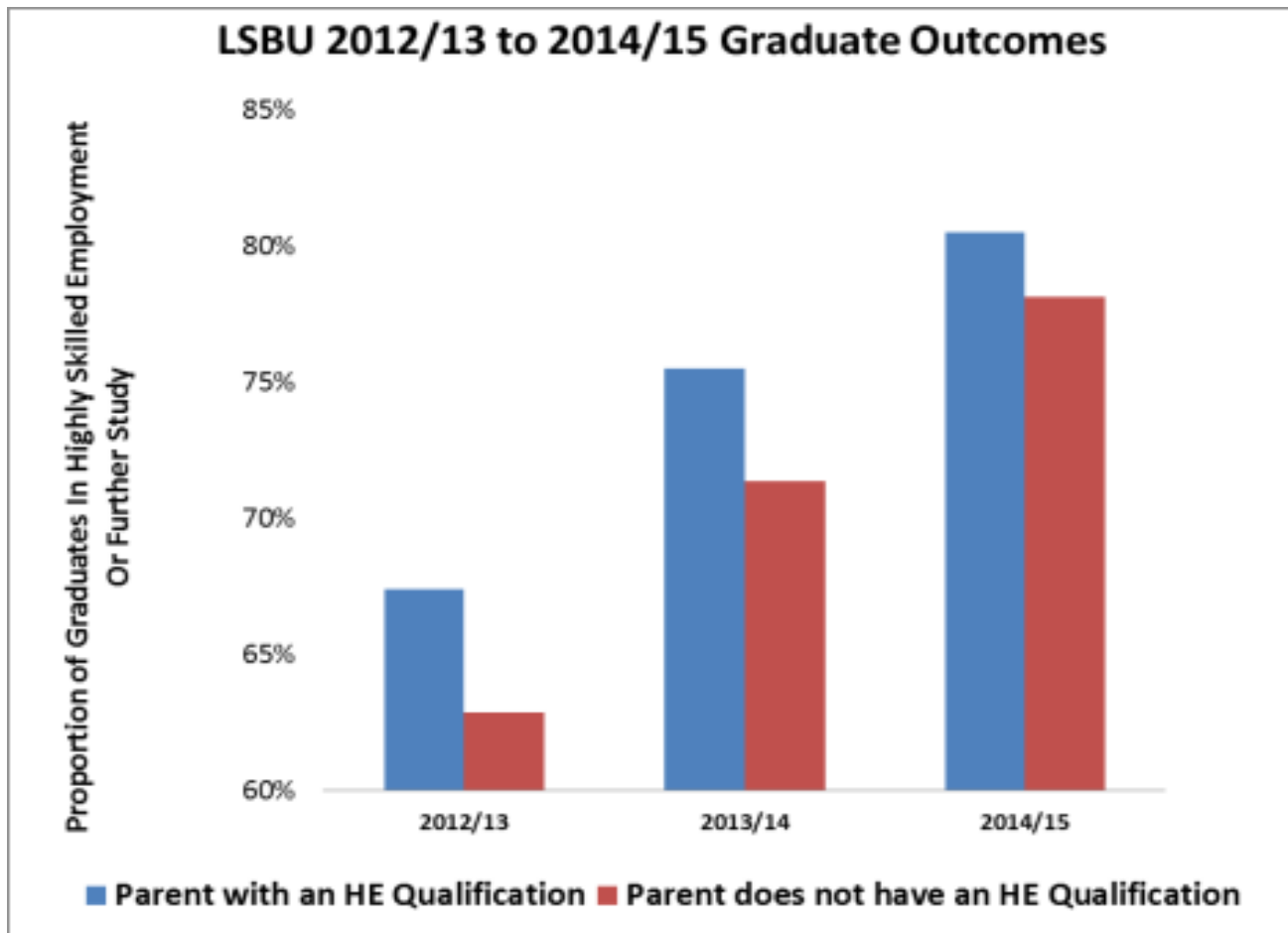
● Grad EmpStdy EPI (%) (Average)
 ■ EmpStdy EPI (%) (Average)

Sector (University): EPI Cohort - Graduate employment/ Study (%) and All employment/ Study (%)

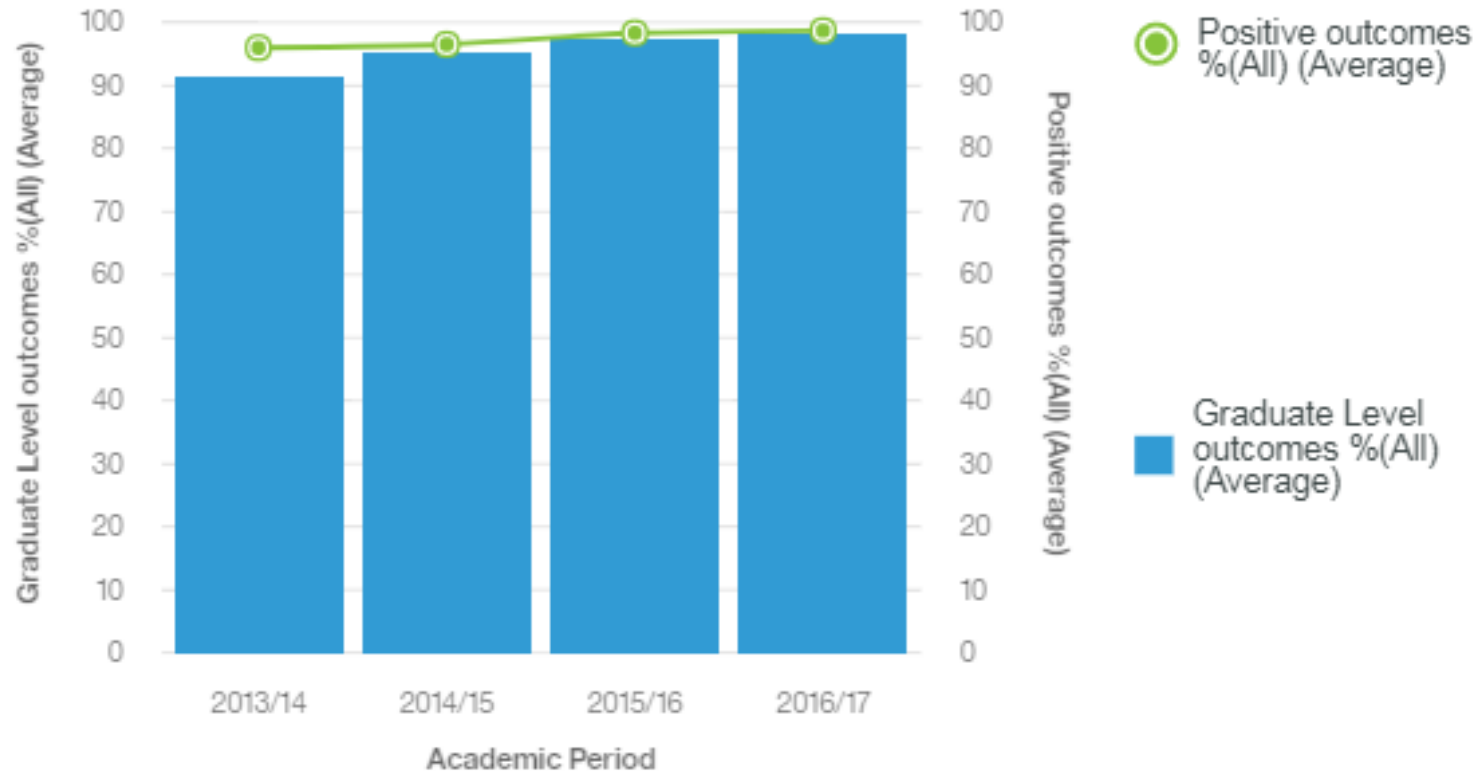


● Graduate Level outcomes %(EPI) (Average)
 ■ Positive outcomes %(EPI) (Average)

Comparison of LSBU graduate outcomes by parents' qualifications



LSBU PG DLHE Outcomes



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OIA Data

Number of Completion of Procedures Letters issued by LSBU

| | |
|------------|-----|
| Dated 2015 | 353 |
| Dated 2016 | 65 |

Complaints received by the OIA against LSBU

| | |
|------|----|
| 2015 | 43 |
| 2016 | 37 |

Complaints against LSBU closed by the OIA in 2016 by outcome

| | |
|------------------|-----------|
| Justified | 3 |
| Partly Justified | 0 |
| Settled | 6 |
| Not Justified | 17 |
| Withdrawn | 1 |
| Not Eligible | 7 |
| TOTAL | 34 |

Student experience & student voice

- **University:** student membership of committees & projects boards; structural barriers addressed via portfolio review & course approval processes; student surveys (eg PGT new student survey)
- **Schools:** MEQs, annual course monitoring; course boards; “tea with the Dean”; school student focus groups (new); school reviews of NSS data; working on community and improving relationships with course teams and students;
- **SU:** collaboration on strategy and committee agendas

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Examples of NSS driven projects

- Student Journey transformation programme
- Timetabling review
- Assessment and Feedback review programme

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Review of Institutional Quality Processes

- Mapping institutional processes to external benchmarks and standards
- Institutional Audit – e.g. partnerships, accreditation of prior learning; assessment
- Institutional Examiner provides external overview of quality processes, including external examiners' reports

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Institutional Quality Enhancement

Step change programmes accelerate improvements in student experience, institutional agility and efficiency

- Digital
- Portfolio and educational framework
- Student journey transformation

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Good practice dissemination spreads institutional change

- Review of BME attainment gap at QSC led to changes in Andrew Read's module presented at REC symposium to cross-university audience including SU
- Inclusivity in the curriculum - 'Switch' programme

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PGR Development 2016-17

Metrics and qualitative data via REF 2014, PRES 2015, competitor analysis 2016, internal audit against national quality benchmarks and guidance

Resulted in:

- ✓ Establishing the London Doctoral Academy
 - A research community
 - A outward facing research opportunity
- ✓ New resources
 - Student handbook
 - Supervision handbook
 - Code of practice
- ✓ Key skills programme:-
 - research skills
 - professional development
- ✓ New Haplo electronic PGR management system
- ✓ Compliance with QAA Quality Code

London Doctoral Academy



Governance

- LSBU Academic Board reviews student outcomes and academic standards
- Academic Board provides assurance to Board of Governors
- Audit Committee reviews LSBU quality and standards processes and confirms as fit for purpose to provide assurance to Board of Governors
- Ongoing process of:
 - mapping against reference points
 - reviewing
 - auditing

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Group structure

- MAT in place; houses Academy and UTC – non-consolidated
 - Discussions with Lambeth underway; if progressed, unlikely to lead to consolidation before 2019
- Non accredited CPD likely to be contracted through LSBU's commercial subsidiary

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Action planning for quality assurance and enhancement at LSBU:2016-17

| | | Action to be taken | Target date | Action by | Success indicators | Reported to | Progress to be reported for 2017 report |
|---|---|--|-------------|--|--|-------------|--|
| 1 | Alignment of each LSBU School's quality assurance with university processes for plans for future growth | <ul style="list-style-type: none"> Discussion in Schools about quality processes as completed at the local level and aligned with plans for future growth. | March 2017 | <ul style="list-style-type: none"> PVC E&SE and Director of AQE with the relevant AQE staff members, School Dean and DESE | <ul style="list-style-type: none"> Seven meetings held and reports written | SASC QSC | <ul style="list-style-type: none"> Completed meetings and provided ground work for new approval process meetings held later in the year |
| 2 | Annual review of course specifications | <ul style="list-style-type: none"> Centralised database of courses specifications Audit to check for changes since validation | July 2017 | <ul style="list-style-type: none"> Deputy Director of AQE | <ul style="list-style-type: none"> Database created Audit completed and reported to individual Schools if any recommendations made | SASC QSC | <ul style="list-style-type: none"> Started and will be ongoing during 2017-18 |
| 3 | Audit of assessment practices used across the universities. This is a topic for an academic audit | <ul style="list-style-type: none"> Review amount of assessment methods and means reviewed for consistency and inclusivity AP(E)L /RPL reviewed for consistency across the university | July 2017 | <ul style="list-style-type: none"> AQE staff with relevant School based staff | <ul style="list-style-type: none"> Recommendations made to School to align to consistent practices across the university | QSC | <ul style="list-style-type: none"> APEL meetings held report being discussed and edited. Full assessment audit and review working with CRIT and the HEA planned for 2017-18 (documented in the TQE implementation plan) |
| 4 | Academic Misconduct | <ul style="list-style-type: none"> Review the Academic | July 2017 | <ul style="list-style-type: none"> Gov-legal and Student Admin | <ul style="list-style-type: none"> Work on a revised procedure | QSC | <ul style="list-style-type: none"> Procedure published about |

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| | | <p>Misconduct Procedure</p> <ul style="list-style-type: none"> • Make Procedure available separately on the web page | | teams | published on the web | | to be published on web before academic year 2017-18 commences |
| 5 | Institutional Examiner Role | <ul style="list-style-type: none"> • Recruitment and development of new role | Dec 2016 | <ul style="list-style-type: none"> • PVC E&SE | <ul style="list-style-type: none"> • Institutional Examiner appointed | QSC | <ul style="list-style-type: none"> • Annual report made by Institutional Examiner from external Examiners reports two visits made in 2016-17 . report from July 2017 to go to next QSC/Academic Board |

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| 6. | Embed the student voice in quality assurance processes | <ul style="list-style-type: none"> • Work with the Student Union to review the student participation in quality assurance in particular to review the Student Charter | July 2017 | <ul style="list-style-type: none"> • AQE working with SU | <ul style="list-style-type: none"> • Work on revising the LSBU student Charter | Student Experience Committee | <ul style="list-style-type: none"> • Ongoing |
| 7. | Annual monitoring | <ul style="list-style-type: none"> • To make the results from the annual monitoring more timely for making appropriate changes to courses and to make the process less burdensome | July 2017 | <ul style="list-style-type: none"> • PPAT working with AQE and DESEs | <ul style="list-style-type: none"> • the CMR forms will be semi auto populated | SASC | <ul style="list-style-type: none"> • Overarching reports to QSC available by Oct 2017 (ref to work led by HL and RD) |

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| 8. | Monitoring and reviewing existing partnerships | <ul style="list-style-type: none"> Revising and developing the review mechanism for partnerships | Jan 2017 and ongoing | <ul style="list-style-type: none"> Academic Director for collaborative partnerships | <ul style="list-style-type: none"> robust reviewing and reporting from larger partnerships MOCs reviewed and updated annually | QSC | Database produced and checked through each School Standards Committee July 2017. Database held by International Office Collaborations team |
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Step Change Process report

September 2017

Prepared by:

Academic Quality and Enhancement Office

During July 2017, seven meetings took place with the Dean of each School and their senior management team with University Executive members including the Deputy Vice Chancellor, Pro Vice Chancellor (Education & Student Experience) and the Chief Marketing Officer and representatives from Planning, Quality and Marketing PSFs.

Each meeting looked at proposals for new courses and revalidation of existing courses for 2017/18, which coincided with a strategic discussion about the best approach to optimising the size and shape of the LSBU portfolio. The term 'approval' means that courses have been approved by the University for Development and the term 'validation' refers to the end point of a wider quality approval process that means a course can recruit students. Validation is complete when any conditions made at a validation event have been signed off by the chair of the validation.

It was agreed at the outset that higher and degree apprenticeships were considered as a high level priority for all schools and will be scheduled for validation in 2017/18 for a September 2018 start, as and when apprenticeship standards are released.

It was also agreed that specified courses (PSRB requirements, pedagogical reasons, external examiner reviews) would be validated/revalidated in 2017/18 with admissions commencing in September 2018 as failure to validate/revalidate would put LSBU's reputation at considerable risk.

All collaborative active (Home/EU/International) articulations, part franchise, full franchise, validation of external awards should in the first instance be directed through the Director for Internationalisation. However the schedule of approval and validation work would dictate how much additional collaborative activity could be undertaken over and above the agreed criteria below.

After the seven meetings with the seven Schools there was a wrap-up meeting between the University's Executives and representatives from the Academic Quality and Enhancement Office; Planning, Performance and Assurance; Marketing and Admissions. In the meeting, the panel considered the feedback received from the Schools portfolio meetings.

The panel prioritised validation/revalidation activity based on the following:

1. Apprenticeships;
2. PSRB driven activity;
3. Redesign of curriculum because of feedback from external examiner(s) from annual monitoring/previous validation;
4. Market driven – Niche market which would enhance LSBU portfolio;
5. Resource availability;

The priorities determined by the panel in the wrap up meeting for the seven Schools are as follows:

Applied Science

1. BSc Biomedical Science - VALIDATION
2. FdSc/BSc (Hons) Baking Science and Technology and pathways - VALIDATION
3. MSc Food Safety and Control - REVALIDATION

Arts and Creative Industries

4. BA (Hons) Fashion Promotion with Marketing and BA (Hons) Music Industry Management with Marketing - VALIDATION
5. BA Music and Sound Design - REVALIDATION
6. BA (Hons) Event Production & Cert HE Event Production at Cato Academy, London – COLLABORATION-VALIDATION

Built Environment and Architecture

7. HNC Building Services Engineering - VALIDATION
8. BA (Hons) Architecture, MArch Architecture; Professional Practice Examination i.e. RIBA parts 1, 2 and 3 - REVALIDATION
9. Level 6 and 7 Architecture Apprenticeships - VALIDATION
10. Integrated Level 7 award recommended by the RIBA - VALIDATION

Business

11. BA (Hons) Enterprise and Innovation - VALIDATION
12. BA (Hons) Business Management with Chinese Business Practice - VALIDATION
13. CERT HE Accounting - VALIDATION
14. Postgraduate courses review (maximum 10 awards) - REVALIDATION

Engineering

15. BSc (Hons) Information Technology, BSc (Hons) Mobile Computing and BSc (Hons) Software Engineering - REVALIDATION
16. MEng/BEng (Hons) Electrical and Electronic Engineering (EEE), MEng/BEng (Hons) Electrical Engineering and Power Electronics (EEPE), MEng/BEng (Hons) Computer Engineering (CE), MEng/BEng (Hons) Computer Systems and Networks Engineering (CSN) and MEng/BEng (Hons) Telecommunications Engineering (TE) - REVALIDATION
17. Level 7 apprenticeships on MSc Process Control - VALIDATION
18. Level 7 apprenticeships on MSc Renewable Energy - VALIDATION

Health and Social Care

19. Integrated Master of Chiropractic - VALIDATION
20. Integrated Masters in OT, DR and TR - VALIDATION
21. BSc (Hons) in Perioperative Care - VALIDATION
22. BSc (Hons) Acupuncture, MSc Advanced Oriental Medicine (Research and Practice), MSc Acupuncture - Accredited by BAcC, BAAB, MSc Advanced Complementary

- Medicine (Research and Practice) NCA Online, MSc Advanced Nutrition (Research and Practice) NCA Online, MSc Chinese Herbal Medicine NCA and MSc Nutrition Science and Practice – COLLABORATION-VALIDATION with Northern College of Acupuncture
23. Higher Apprenticeship Advanced Clinical Practitioner (Child + MH + Adult) - VALIDATION
 24. Apprenticeship for SCPHN– VALIDATION
 25. Apprenticeship for District Nurses - VALIDATION
 26. PGCert Paediatric Advanced Practice in Critical Care – VALIDATION
 27. PGCert Paediatric Intensive Care and GradCert Paediatric Intensive Care – COLLABORATION-VALIDATION with Great Ormond Street Hospital (GOSH)
 28. BA (Hons) Social Work, MA Social Work, MA Social Work - EBR, MA Social Work (Top Up), Postgraduate Diploma in Social Work, Postgraduate Diploma in Social Work – EBR - REVALIDATION
 29. Professional Doctorate in Nursing, Professional Doctorate For Allied Health Professions, Professional Doctorate in Health and Social Care - REVALIDATION
 30. Graduate Certificate In Non-Medical Prescribing, PGCert Non-Medical Prescribing - REVALIDATION
 31. BSc (Hons) Chinese Medicine: Acupuncture and Integrated Masters In Chinese Medicine: Acupuncture -M.CM (Acupuncture) - REVALIDATION
 32. Pre Reg Nursing - Adult, Child , MH & LD, inc Graduate Nurse apprenticeship - REVALIDATION

Law and Social Sciences

33. LLB Law programmes including all the specialist undergraduate Law degrees and “Law with ...” courses - REVALIDATION
34. LLB Law Franchise of Year one of the degree to Barking and Dagenham College – COLLABORATION-VALIDATION
35. BA (Hons) Sociology and Criminology and pathways - REVALIDATION
36. BA Housing Studies, HNC Housing Studies - REVALIDATION
37. BA (Hons) Urban and Environmental Planning - REVALIDATION
38. New course – dependent upon DfE requirements - VALIDATION
39. New course – dependent upon DfE requirements – VALIDATION

The impact of having the meetings supported the Schools to have clear guidance of which subject areas to develop in 2017/18. The Schools have recognised the importance of the approach and found it useful to have the opportunity to explain their portfolio to the University’s executives. The process has also helped the Academic Quality and Enhancement office to plan the validations and review activities in an effective and efficient way.

The University executives have indicated that they will continue to utilise this approach of making decisions on the new programme development and revalidations of the existing courses.

1: Strategic Context

Teaching Quality and Enhancement

| | | |
|-------------------------------|---|--|
| Vision Statement | <i>An innovative environment, supporting excellence in teaching and assured by robust processes, capable of managing risk across all modes and locations of delivery.</i> | |
| Staffing Priorities | Ofsted quality assurance expertise; academic development to support Digitally-Enhanced Learning (DEL) implementation | |
| Key Challenges | Challenge A | Compliance with new and extended external regulatory frameworks |
| | Challenge B | Increased flexibility of provision for to meet needs of student demographic |
| | Challenge C | Develop in-curricula provision for enhanced student employability |
| Strategic Initiatives | Theme 1 | Establish new internal audit and benchmarking processes for academic provision |
| | Theme 2 | Embed LSBU Educational Framework in course design and pedagogic practice |
| | Theme 3 | Create an environment and infrastructure that foster the digital transformation of learning and teaching at LSBU |
| | Theme 4 | Implement a qualifications quality framework across the LSBU family |
| Investment initiatives | Implementation of the DEL Strategy | |
| | External evaluation | |

4: Strategic Actions

PSG: Teaching Quality and Enhancement

| Ref | Action | Measure or Milestone | Timescale | Expected impact | Risk aspects | Corporate Goal | School / PSG link | What support is required? |
|-------|--|--|---------------------------|---|---|-----------------------|----------------------------------|--|
| TQE 1 | Design and validate PGCert TLHE for delivery in 2018/19 | Validation of course | Jun-18 | Increased number of teaching qualifications and HEA Fellowship for early career teaching staff leading to enhanced educational practice | Appropriate School hosting arrangement for course | Teaching and Learning | People & Organisation | Embedding of PGCert into recruitment, appointment and probation mechanisms |
| TQE 2 | Launch CPD programme (CRITICAL Conversations, DEL Webinars and LSBU Open Practice forums) with targeted consultancy and provision for UG and PG course directors | CPD programme published, with Termly CRITICAL conversation & Course Director events, 2 open forums per term, and regular webinars. Engagement report, average event attendance of 25. | 01/10/2017 July 18 | Development of a course director professional learning community as basis for institutional change model | Recruitment of CRIT staff to facilitate programme of events | Student Experience | Schools | Recognition and allocation of time for course director engagement with community |
| TQE 3 | Renew HEA accreditation for Achieve recognition scheme, and LSBU fellowship audit with a focus on capacity building at the Associate Fellowship and Fellowship levels. | HEA Accreditation awarded. Audit completed. 55% of relevant staff holding or working towards fellowship recognition. | Jan. Jan. July | Increased proportion of staff with HEA fellowship in HEA reporting | Recruitment of CRIT staff to lead and administer Achieve | Teaching and Learning | Health and Social Care | Collaboration with HSC to deliver on university HEA accreditation |
| TQE 4 | Deliver "Making Assessment Work" Assessment Audit and Enhancement Programme | Academic Audit of assessment completed and linked to enhancement activity | Jun-18 | Explicit mapping of assessment strategy including inclusive assessment, graduate attributes and DEL in courses | Recruitment of CRIT staff to support this area | Employability | | |
| TQE 5 | Deliver year 1 of DEL strategy project plan | Key objectives of year 1 DEL strategy achieved, including DEL baseline & 2 associated courses, staff skills audit and development materials, & lecture capture progress and technological roadmap. | Jul-18 | Increased uptake of digital solutions in pedagogic design and delivery | Resourcing and timing for ICT enhancement | Teaching and Learning | Estates and Academic Environment | ICT support to deliver on infrastructure needs |
| TQE 6 | Standardise course specification for all existing and future courses | New course specifications completed for internal audit | Mar-18 | Enhanced CMA compliance and reporting | CMA non-compliance | Employability | Schools | Support from Schools for updates on all course specifications |
| TQE 7 | Review and implement new course approval process | Proposal presented to QSC | Dec-17 | Streamlined process to improve focus on pedagogic and quality of course provision | keeping pace with changing external requirements | Teaching and Learning | | |
| TQE 8 | Initiate a model of external evaluation | Proposal presented to QSC | Jul-18 | Assurance to Board of Governors & Committees relating to duties around Quality matters | | Teaching and Learning | | |

3: Finances, & Staff numbers

PSG: Teaching Quality and Enhancement

| (£'000) | Past Performance | | Forecast | Forward Budget Proposals | | |
|---------|------------------|-------|----------|--------------------------|-------|-------|
| | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 |

Income

| | | | | | | |
|-----------------------------|-----------|-----------|------------|------------|--|--|
| Funding Grants | | | | | | |
| Teaching Income | | | | | | |
| Research Grants & Collabs | | | | | | |
| Enterprise Income | | | | | | |
| Overseas Partnerships (TNE) | | | | | | |
| Other income | £8 | £3 | £18 | £18 | | |
| Total Income | £8 | £3 | £18 | £18 | | |

Expenditure

| | | | | | | |
|--------------------------|-------------|---------------|---------------|---------------|--|--|
| Staff Costs | £710 | £1,134 | £1,860 | £1,911 | | |
| OPEX | £223 | £379 | £461 | £459 | | |
| Other Costs | | | | | | |
| Total Expenditure | £933 | £1,513 | £2,321 | £2,370 | | |

STAFF

| | | | | | | |
|------------------------|----------|-------------|----------|----------|----------|----------|
| Academic Staff FTE | | 0.7 | | | | |
| Professional Staff FTE | | 18.1 | | | | |
| Total Staff FTE | 0 | 18.8 | 0 | 0 | 0 | 0 |

Quality Assessment of Degree and Higher Apprenticeships: Annual Provider Review and the HEFCE model

Review of quality assessment

Why?

- Changing HE landscape;
- Students' expectations changing and growing;
- Opportunity to consider the kind of system and approach the sector needs for the future.

When?

- Discussion and formal consultation throughout 2015.
- Detailed design published through the Revised Operating Model in March 2016.
- Transition to the new arrangements in 2016-17; full implementation in 2017-18.

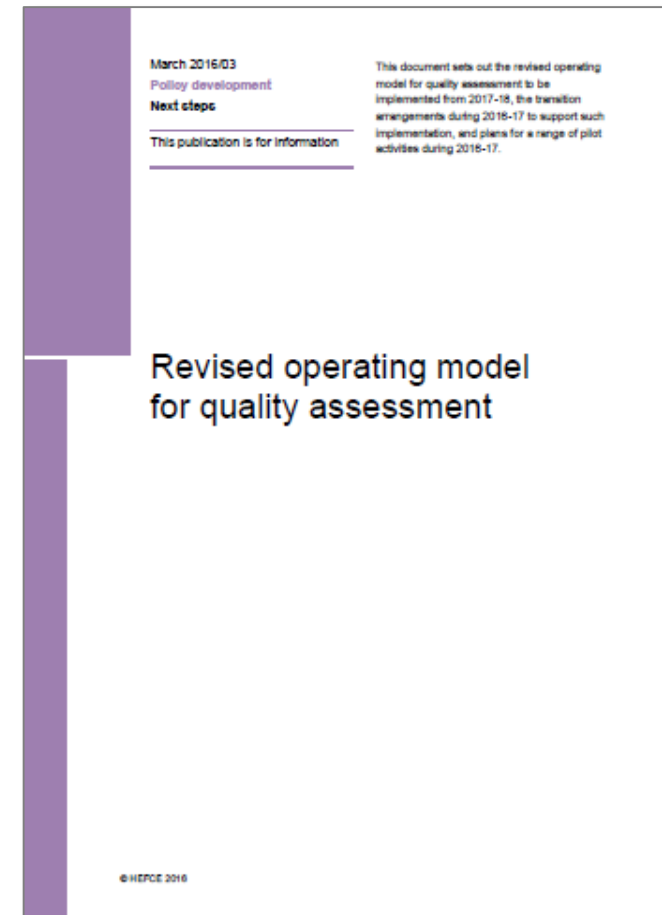
And...

- HERA 2017; transition to new regulatory landscape; a new regulator (OfS)

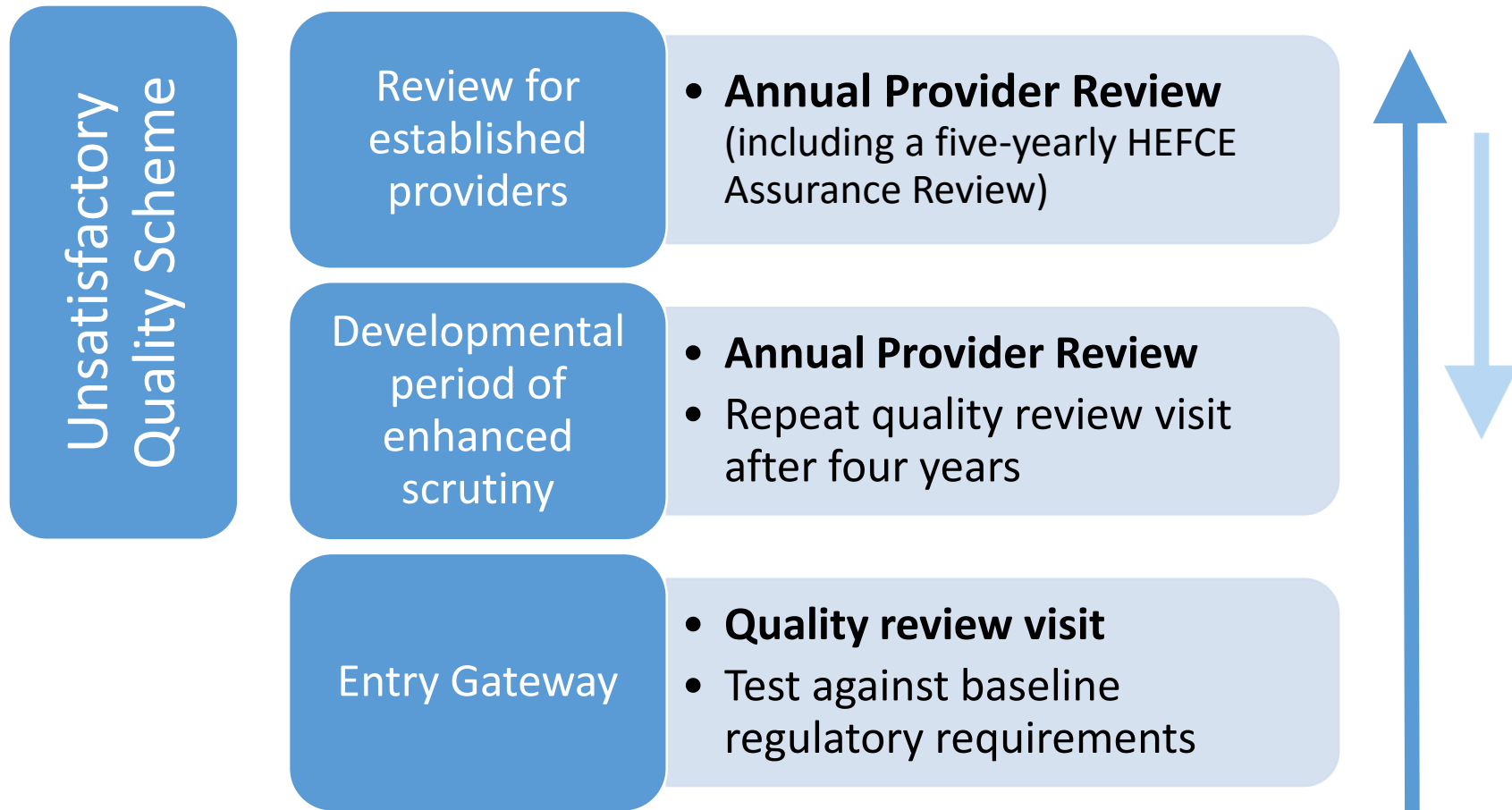
How quality assessment operated 2016/17 onwards

Key features of the HEFCE approach:

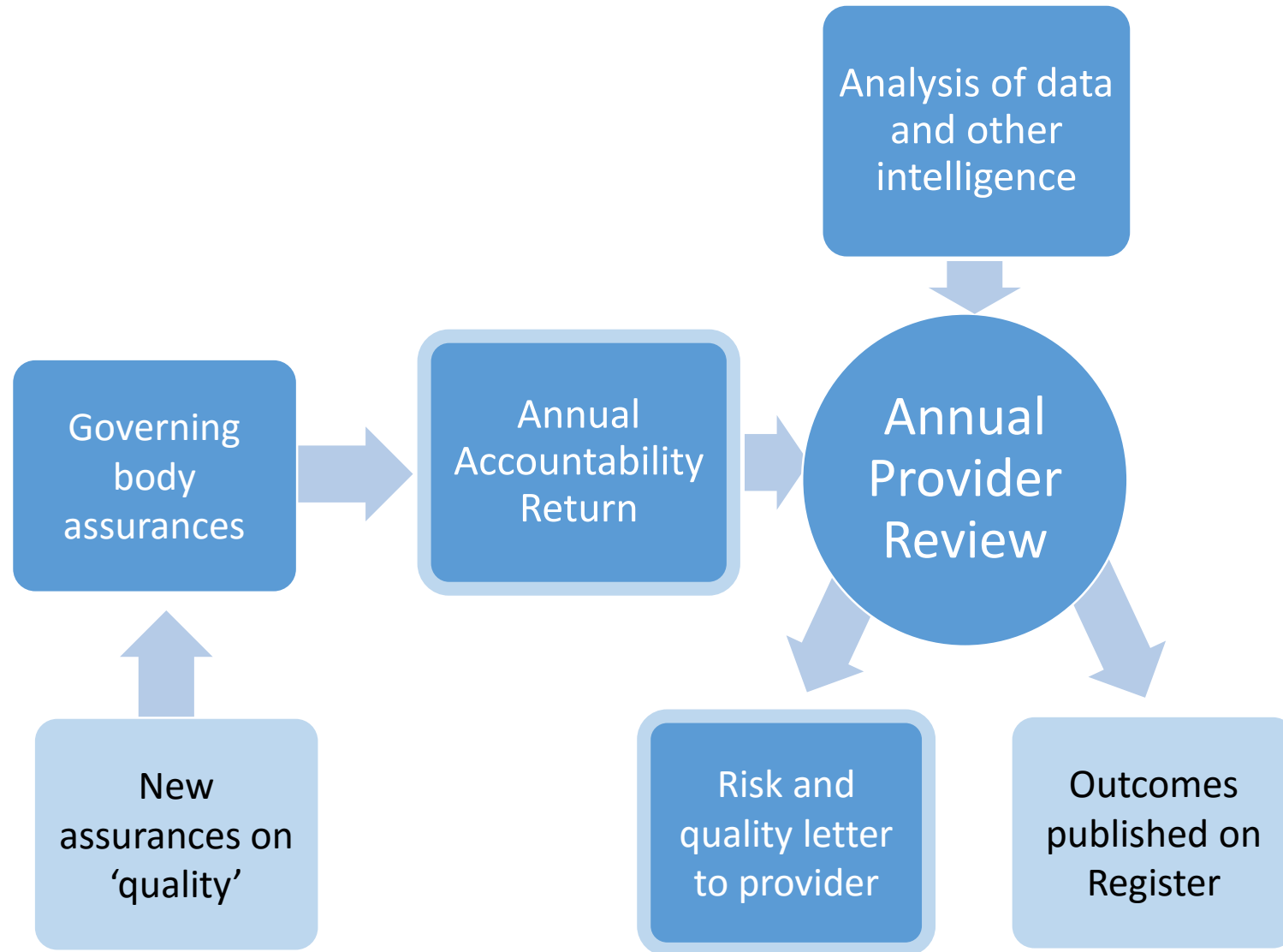
- Proportionate and risk-based.
- Grounded in the mission and context of an individual university or college.
- Focuses meaningful external scrutiny on those areas that matter to students.
- Aims to reduce the bureaucracy, cost and burden placed on providers.



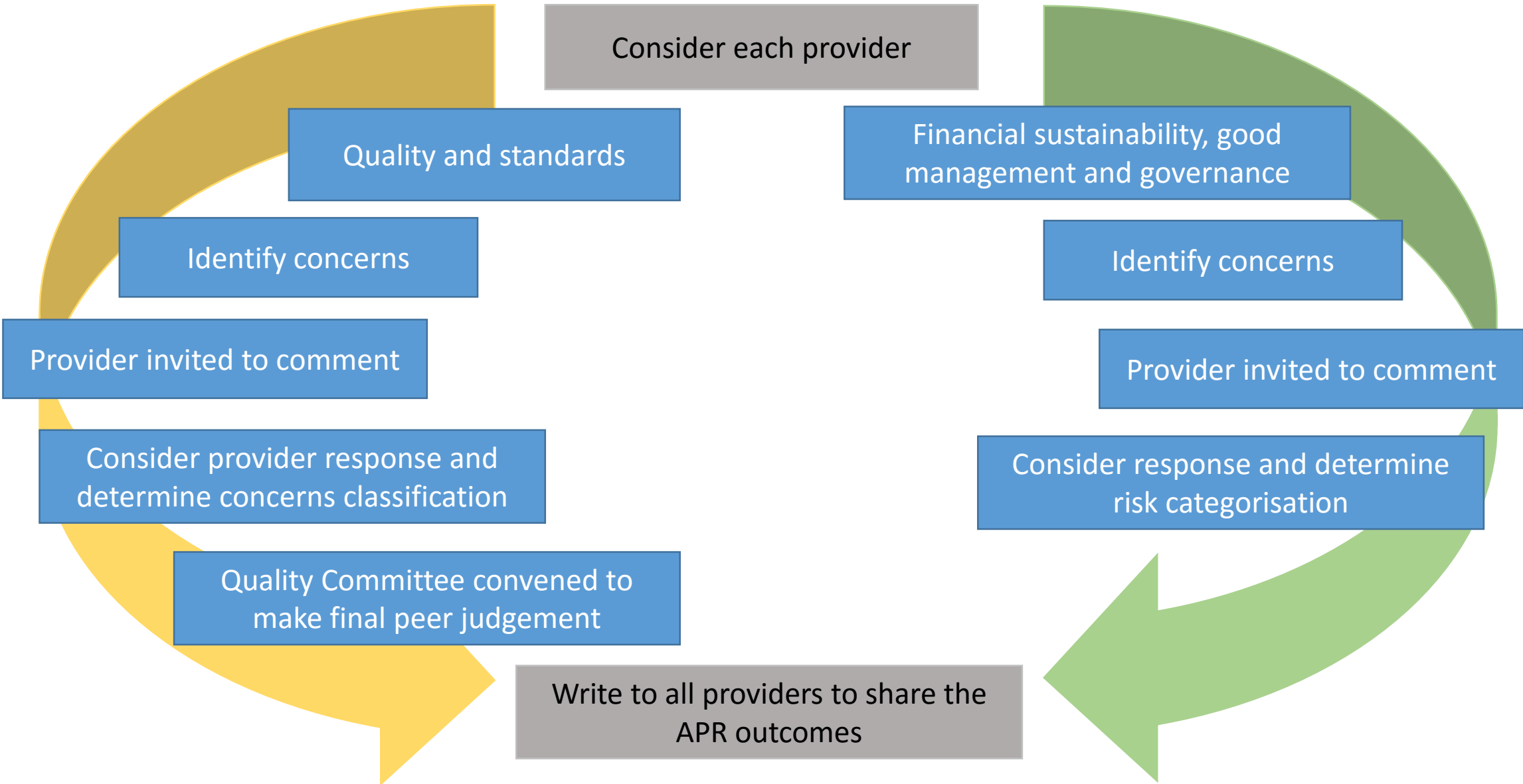
Current quality assessment model



Annual Provider Review (APR)



APR process



Consider each provider

Quality and standards

Financial sustainability, good management and governance

Identify concerns

Identify concerns

Provider invited to comment

Provider invited to comment

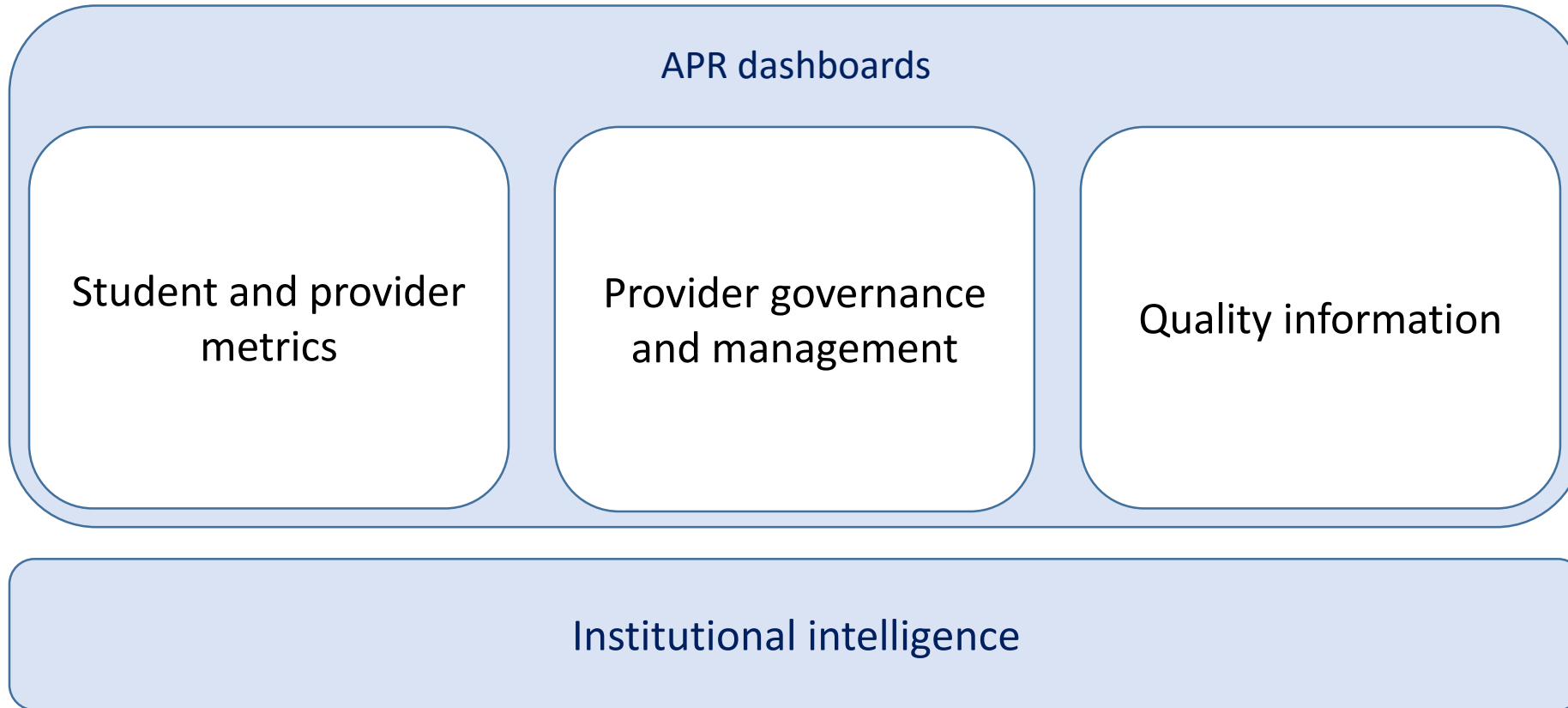
Consider provider response and determine concerns classification

Consider response and determine risk categorisation

Quality Committee convened to make final peer judgement

Write to all providers to share the APR outcomes

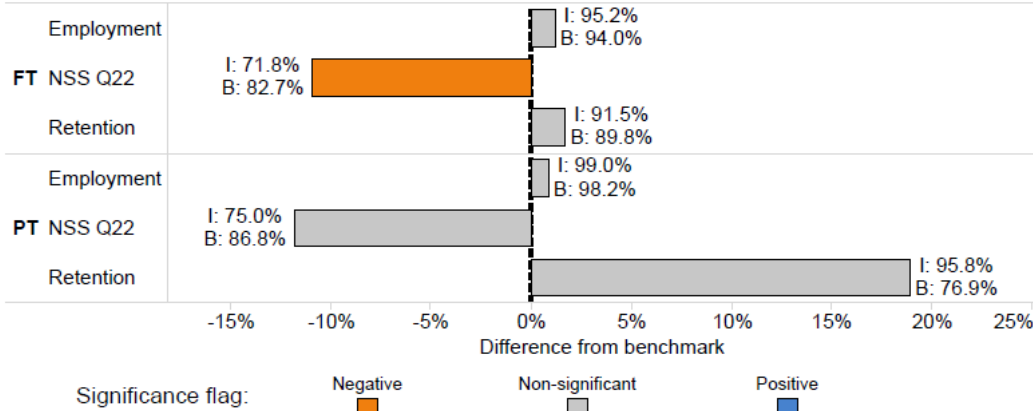
Scrutiny of key pieces of data



Example dashboard elements

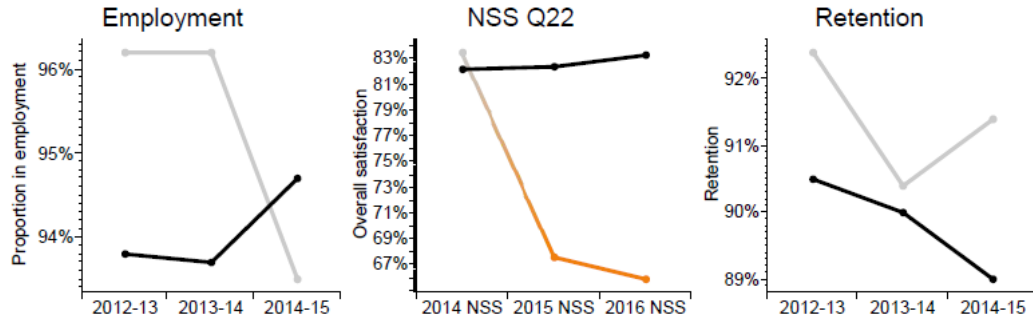
Student-based metrics - Aggregate

Sources: TEF metrics, HESA/ILR student records, National Student Survey responses. Undergraduate only.



Student-based metrics - Time series by Major mode (FT)

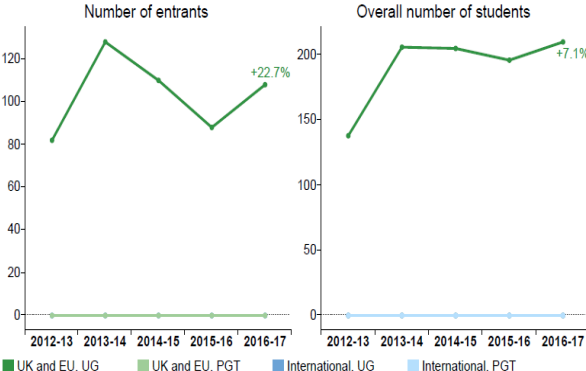
Sources: TEF metrics, HESA/ILR student records, National Student Survey responses. Undergraduate only.



Note: Black line represents benchmark. Results are considered significant if the absolute difference from the benchmark and the z-score are both 3 or above, the same as a double flag in the TEF.

Student recruitment

Source: HEIFES data submissions, Tables 1-3 and Table 5



Note: Numbers shown represent the headcount of students at the time of the HEIFES return plus any additional forecasted students. Forecast non-completions are not accounted for. Recruitment numbers for registered students only.

Student and provider metrics

Financial sustainability and key financial indicators

Student recruitment and sub-contractual arrangements

- Trends since 2012-13
- UK/EU and International, UG and PGT, overall and entrants

Profile of provision

- Student and course characteristics
- Mode, level and subject; Age, gender, disability, disadvantaged

Established performance measures:

- Retention rates
- Overall student satisfaction rates
- Employment or further study outcomes

Time series, to consider performance over time

Supplementary:

- Differences in degree outcomes

Benchmarking of student metrics

Allows meaningful interpretation of performance by taking account of differences in a provider's mix of students and provision which may affect the metrics and that are outside of their control

Is a 90% employment rate for a provider only teaching medicine 'good'? What about a provider who only teaches history and achieves a 75% employment rate?

For each provider, a weighted sector average is calculated :

- Using data from all providers
- Weighted to reflect the profile of students and subjects at the provider
- It shows what the sector average would be, if the whole sector had the same profile of subjects and student characteristics as the provider



Provider governance and management

HEFCE risk status
Governing body assurances

- Annual Accountability Returns, Quality and standards submissions

HEFCE Assurance Review outcomes
Data quality and audit

Quality information

QAA concerns investigations, Unsatisfactory Quality investigations
Status in revised operating model for quality assessment

Judgements from the APR

- The outcome of the APR will be one of the following:
 - **Meets requirements** – the provider will continue to undergo Annual Provider Review in subsequent years
 - **Meets requirements with an action plan** – the provider will continue to undergo Annual Provider Review in subsequent years, but with an action plan to address areas of immediate concern
 - **Pending** – the outcome for this provider is not yet available
 - **Does not meet requirements** – the provider will return to developmental enhanced scrutiny, with a peer review visit as appropriate and an ongoing schedule of four-yearly visits, with an action plan to address areas of immediate concern

Available resources

- Quality assessment webpages
www.hefce.ac.uk/reg/QualityAssessment/
- Revised operating model
www.hefce.ac.uk/pubs/year/2016/201603/
- APR detailed guidance
www.hefce.ac.uk/pubs/year/2016/201629/
- Queries to: qualityassessment@hefce.ac.uk



Thank you for listening

qualityassessment@hefce.ac.uk

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| | CONFIDENTIAL |
| Paper title: | Academic Board annual report |
| Board/Committee | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | Pat Bailey, Deputy Vice Chancellor |
| Purpose: | For discussion |
| Recommendation: | The Board is requested to recommend the report to the Board of Governors. |

Executive summary

Academic Board is responsible for academic standards and the direction and regulation of academic matters. Where Academic Board delegates responsibility it maintains oversight through reports from the Student Experience Committee; from the Quality and Standards Committee; and from the Research Committee.

In this document assurance is provided for the development of academic strategy, monitoring progress against academic key performance indicators; demonstrate the oversight of the development of the academic environment; demonstrate the oversight of academic ethics; report on the approval of the academic regulations and oversight of their enactment; and report on the granting of honorary degrees and academic titles.

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During the year to 31 July 2017, Academic Board was chaired by the Deputy Vice Chancellor (DVC) Professor Pat Bailey and met three times during the year. Two joint strategy days were held for members of the Academic Board and Board of Governors.

1. HEFCE Quality Assurance Report

Academic Board reviewed the quality assurance report to HEFCE, which was the initial submission under the new reporting framework, the Annual Provider Review (APR). The Board confirmed that the appropriate internal quality assurance processes had been completed and that standards are appropriate. The Board recommended the APR to the Audit Committee which reviewed it on behalf of the Board of Governors.

2. Key performance indicators

Academic Board reviewed the academic KPIs at each meeting. In June 2017 it discussed the Guardian league tables and LSBU's very encouraging performance, particularly when compared to other London modern universities. The Board noted that LSBU had risen from 107th position to 92nd.

3. Quality and standards assurance

Academic Board discussed improvements to examination boards to make them more consistent and efficient including improved use of external information. The Board discussed the report of the university's first Institutional Examiner.

Academic Board discussed the National Student Survey results and the quality of student experience. The Board explored initiatives to improve the student experience. For part-time students, a task-and-finish-group was established, reporting to both Academic Board and Operations Board that assessed the specific issues that affect part-time students, and made 10 recommendations for improving their experience.

4. Teaching Excellence Framework (TEF)

Academic Board discussed the new TEF and an application was submitted to the initial tranche in January 2017. LSBU was awarded a silver classification for “delivering high-quality teaching and outcomes for its students”, and consistently exceeding “national quality requirements for UK higher education”.

5. Educational Framework

Academic Board discussed the development of the Educational Framework and how it could be embedded within the curriculum. The Board agreed that graduate attributes should identify the expected outcomes for each course, and that LSBU’s EPIIC values (excellence, professionalism, integrity, inclusivity and creativity) provide a clear set of themes for these.

Academic Board noted the impact of the heightened compliance requirements in relation to course specifications from the Competition and Markets Authority (CMA). The Board discussed the importance of the role of Course Director in relation to CMA compliance and to improving the outcomes for students as identified in the National Student Survey.

6. Academic Regulations

The Academic Regulations of the University provide the means through which the standards of the University’s academic awards, including research degrees, are assured. The Academic Regulations are supported by a number of procedures which clarify the way in which the university ensures that students are fairly treated. The Academic regulations are agreed each year by Academic Board. Suggested amendments are received from staff and academics across the University and then discussed at QSC. The amendments were received and logged on a continuous basis throughout the 16/17 academic year by the AQE team.

Amendments to the Academic Regulations were approved by the Quality and Standards Committee in May 2017 and then approved by the Academic Board in June 2017. The Plain English Campaign also approved the continued use of the Crystal Mark 22140 on the Academic Regulations for 2017/18. The revised regulations and associated procedures were published on the LSBU website and can be found at

<http://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

7. Academic portfolio and environment

Academic Board discussed changes to the academic portfolio and environment and established a timeline for Schools to review and finalise their portfolios. The Board commissioned an audit of validation activity and discussed a more strategic approach to validating new courses including a focus on generating

growth in student recruitment. The Board discussed entry tariffs and approved the principle that the Certificate of Higher Education should prepare students to progress to a full degree with the provision of adequate support.

8. Partnerships

Academic Board noted the new approval pathway for LSBU's international partnerships, including with the British University in Egypt. The Board discussed the importance of Link Tutors in maintaining the quality of international provision and the need to provide consistent support to those in the role. It noted that the role should be explicitly identified within the Academic Framework. The Board noted the need for guidelines to develop consistent practice across the university.

9. Ethics

Academic Board noted that training was being developed to support Ethics Coordinators in Schools. The Board was strongly supportive of using HAPLO Research Manager software to manage all ethics applications, and this is now being used.

10. Research structure

Academic Board discussed the new research structure and environment. The key developments included:

- to strengthen the Professoriate Group to promote research culture.
- to identify and finalise the research centres and groups in consultation with Deans and Directors of Research and Enterprise. The Board noted there are now 4 research institutes, 14 centres, and 33 groups.
- the Annual University Research Audit (AURA) which has been successful in collating much of LSBU's current research data and which will be critical to the Research Excellence Framework (REF) 2021.

11. Joint strategy days with Board of Governors

Academic Board held two joint strategy days with the Board of Governors. Topics covered included: retention and completion, quality assessment and TEF, student experience in higher education, and apprenticeships.

12. Appointment of professors

Academic Board agreed that three new panel members should be appointed to the Promotions Panel each year and these were approved for 2016/17 through Chair's Action. The Board noted the appointment of six emeritus professors since 2016, and approved the revised criteria for making Honorary Awards.

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| | |
| Paper title: | Validations: Academic Provision Agreed to Proceed for Approval in 2017/8 |
| Board/Committee | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | Alam Mahbubul with Shân Wareing |
| Executive/Operations sponsor: | Shân Wareing |
| Purpose: | Ensure AB has a record of academic provision which is proceeding for approval in 2017/8, and to consider the process of identifying and agreeing academic provision |

| | |
|--|--|
| Executive Summary | |
| Context | Schools annually revitalise and extend their course offer in order to recruit more students, and to revalidate to maintain currency and professional body recognition of their courses. The University's quality processes underpin the academic approval process and the way we assure the maintenance of academic standards, quality and enhancement. In 2016/7 a university procedure was introduced to prioritise courses for approval according to their likelihood to recruit based on their strategic importance, market information, and the level of risk (impact on resources) that they represent. This paper presents the courses approved for academic approval in 2017/8 and to proceed to validation to recruit for September 2018. |
| Conclusion & Recommendation | Academic Board is asked to consider the approach taken to course approval in 2016/7 and agree the programme for new course approval, revalidation and partnerships for 2017/8 and provisional plans for 2018/9. |

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**London
South Bank
University**

EST 1892

Step Change Process report

October 2017

Prepared by:

Academic Quality and Enhancement Office

During July 2017, seven meetings took place with the Dean of each School and their senior management team with University Executive members including the Deputy Vice Chancellor, Pro Vice Chancellor (Education & Student Experience) and the Chief Marketing Officer and representatives from Planning, Quality and Marketing PSFs.

Each meeting looked at proposals for new courses and revalidation of existing courses for 2017/18, which coincided with a strategic discussion about the best approach to optimising the size and shape of the LSBU portfolio. The term 'approval' means that courses have been approved by the University for Development and the term 'validation' refers to the end point of a wider quality approval process that means a course can recruit students. Validation is complete when any conditions made at a validation event have been signed off by the chair of the validation.

It was agreed at the outset that higher and degree apprenticeships were considered as a high level priority for all schools and will be scheduled for validation in 2017/18 for a September 2018 start, as and when apprenticeship standards are released.

It was also agreed that specified courses (PSRB requirements, pedagogical reasons, external examiner reviews) would be validated/revalidated in 2017/18 with admissions commencing in September 2018 as failure to validate/revalidate would put LSBU's reputation at considerable risk.

All collaborative active (Home/EU/International) articulations, part franchise, full franchise, validation of external awards should in the first instance be directed through the Director for Internationalisation. However the schedule of approval and validation work would dictate how much additional collaborative activity could be undertaken over and above the agreed criteria below.

After the seven meetings with the seven Schools there was a wrap-up meeting between the University's Executives and representatives from the Academic Quality and Enhancement Office; Planning, Performance and Assurance; Marketing and Admissions. In the meeting, the panel considered the feedback received from the Schools portfolio meetings.

The panel prioritised validation/revalidation activity based on the following:

1. Apprenticeships;
2. PSRB driven activity;
3. Redesign of curriculum because of feedback from external examiner(s) from annual monitoring/previous validation;
4. Market driven – Niche market which would enhance LSBU portfolio;
5. Resource availability;

The priorities determined by the panel in the wrap up meeting for the seven Schools are as follows:

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1. BSc Biomedical Science - VALIDATION
2. FdSc/BSc (Hons) Baking Science and Technology and pathways - VALIDATION
3. MSc Food Safety and Control - REVALIDATION

Arts and Creative Industries

4. BA (Hons) Fashion Promotion with Marketing and BA (Hons) Music Industry Management with Marketing - VALIDATION
5. BA Music and Sound Design – REVALIDATION
6. BA (Hons) Theatre Technologies – REVALIDATION
7. BA (Hons) Event Production & Cert HE Event Production at Cato Academy, London – COLLABORATION-VALIDATION. Postponed for 2017/18 academic year.

Built Environment and Architecture

8. HNC Building Services Engineering - VALIDATION
9. BA (Hons) Architecture, MArch Architecture; Professional Practice Examination i.e. RIBA parts 1, 2 and 3 - REVALIDATION
10. Level 6 and 7 Architecture Apprenticeships - VALIDATION
11. Integrated Level 7 award recommended by the RIBA - VALIDATION

Business

12. BA (Hons) Enterprise and Innovation - VALIDATION
13. BA (Hons) Business Management with Chinese Business Practice - VALIDATION
14. Cert HE Accounting - VALIDATION
15. Postgraduate courses review – Division of Management, Marketing and People and MSc Project Management

Engineering

16. BSc (Hons) Information Technology, BSc (Hons) Mobile Computing and BSc (Hons) Software Engineering - REVALIDATION
17. MEng/BEng (Hons) Electrical and Electronic Engineering (EEE), MEng/BEng (Hons) Electrical Engineering and Power Electronics (EEPE), MEng/BEng (Hons) Computer Engineering (CE), MEng/BEng (Hons) Computer Systems and Networks Engineering (CSN) and MEng/BEng (Hons) Telecommunications Engineering (TE) - REVALIDATION
18. Level 7 apprenticeships on MSc Process Control - VALIDATION
19. Level 7 apprenticeships on MSc Renewable Energy - VALIDATION

Health and Social Care

20. Integrated Master of Chiropractic - VALIDATION
21. Integrated Masters in OT, DR and TR - VALIDATION
22. BSc (Hons) in Perioperative Care - VALIDATION
23. BSc (Hons) Acupuncture, MSc Advanced Oriental Medicine (Research and Practice), MSc Acupuncture - Accredited by BACC, BAAB, MSc Advanced Complementary Medicine (Research and Practice) NCA Online, MSc Advanced Nutrition (Research and Practice) NCA Online, MSc Chinese Herbal Medicine NCA and MSc Nutrition

- Science and Practice – COLLABORATION-VALIDATION with Northern College of Acupuncture
24. Higher Apprenticeship Advanced Clinical Practitioner (Child + MH + Adult) - VALIDATION
 25. Apprenticeship for SCPHN– VALIDATION
 26. Apprenticeship for District Nurses - VALIDATION
 27. PGCert Paediatric Advanced Practice in Critical Care – VALIDATION
 28. PGCert Paediatric Intensive Care and GradCert Paediatric Intensive Care – COLLABORATION-VALIDATION with Great Ormond Street Hospital (GOSH)
 29. BA (Hons) Social Work, MA Social Work, MA Social Work - EBR, MA Social Work (Top Up), Postgraduate Diploma in Social Work, Postgraduate Diploma in Social Work – EBR - REVALIDATION
 30. Professional Doctorate in Nursing, Professional Doctorate For Allied Health Professions, Professional Doctorate in Health and Social Care - REVALIDATION
 31. Graduate Certificate In Non-Medical Prescribing, PGCert Non-Medical Prescribing - REVALIDATION
 32. BSc (Hons) Chinese Medicine: Acupuncture and Integrated Masters In Chinese Medicine: Acupuncture -M.CM (Acupuncture) - REVALIDATION
 33. Pre Reg Nursing - Adult, Child , MH & LD, inc Graduate Nurse apprenticeship - REVALIDATION

Law and Social Sciences

34. LLB Law programmes including all the specialist undergraduate Law degrees and “Law with ...” courses - REVALIDATION
35. LLB Law Franchise of Year one of the degree to Barking and Dagenham College – COLLABORATION-VALIDATION
36. BA (Hons) Sociology and Criminology and pathways and BA (Hons) Politics - REVALIDATION
37. BA (Hons) and MA Housing Studies – REVALIDATION
38. BA (Hons) Urban and Environmental Planning - REVALIDATION
39. New course – dependent upon DfE requirements - VALIDATION
40. New course – dependent upon DfE requirements – VALIDATION

The impact of having the meetings supported the Schools to have clear guidance of which subject areas to develop in 2017/18. The Schools have recognised the importance of the approach and found it useful to have the opportunity to explain their portfolio to the University’s executives. The process has also helped the Academic Quality and Enhancement office to plan the validations and review activities in an effective and efficient way.

The University executives have indicated that they will continue to utilise this approach of making decisions on the new programme development and revalidations of the existing courses.



**London
South Bank
University**

(Re)Validation Report September 2017

Prepared by:

Academic Quality and Enhancement

In 2016/17 we developed new courses and revalidated some existing provisions across the seven Schools. In total we had 52 validation and revalidation events. Out of these, there were 47 validations including 10 events with the collaborative partners and 5 revalidations.

We commenced events in September 2016 and concluded business at the end of May 2016. During this time, we validated and revalidated a total of 122 academic awards. These awards originated from 51 courses and their pathways.

The School of Health and Social Care had the greatest number of validations and reviews followed by the School of Law and Social Science, Business, Engineering, Arts and Creative Industries, Applied Science, and Built Environment and Architecture.

It was an eventful year for the Academic Quality and Enhancement Office due to the high number of new course proposals were submitted from the Schools. The course approval and review process were divided into three types:

- Full event
- Medium touch event
- Light touch event

Full and medium events required to hold a half or full day event however, the only difference was that at the medium touch, the external advisor didn't need to attend the event but only had to submit their comments to the validation panel.

The 52 events had generated a total of 187 conditions, 96 recommendations and 98 commendations.

- The conditions were mainly around the following areas:
 - learning outcomes of the modules,
 - entry requirements,
 - summative and formative assessments,
 - course specification and external reference points
- The recommendations made at the validations were related to:
 - the resources,
 - reading lists,
 - School and University strategies,
 - quality of documentation,
 - curriculum map,
 - exit points and end point assessments
- The commendations were about:
 - the level of detail in the documentation,
 - facilities for students,
 - professional orientation embedded in course contents,
 - strong line of communication between staff and students;
 - provide opportunities for students to further study,
 - innovative course design,
 - vocational experience

| | |
|---|-----------|
| Total no. of Validations/revalidations | 52 |
| Full validation events | 42 |
| Light touch validations | 10 |
| No. of New course validations | 47 |
| No. of Re-validations | 5 |
| No. of Collaborative validations | 10 |
| School of ACI | 5 |
| School of ASC | 4 |
| School of BEA | 1 |
| School of BUS | 10 |
| School of ENG | 7 |
| School of HSC | 13 |
| School of LSS | 12 |
| Total no. of Awards | 122 |
| No. of conditions | 187 |
| No. recommendations | 96 |
| No. commendations | 98 |

We noticed that the conditions and recommendations generated from the approval events were mostly around curriculum planning, learning outcomes and assessment strategy. Therefore, the University's Centre for Research Informed Teaching (CRIT) has organised short courses for the staff that are leading or involved in developing courses for validation or re-validation. The short courses are on writing effective learning outcomes, planning high impact pedagogies and developing an effective assessment strategy.

The Academic Quality and Enhancement (AQE) Office have also taken steps to support the course teams who will be developing new courses and/or reviewing their existing courses in 17/18. AQE have consulted with the Schools regarding the timeframe of the course approval or review. As soon as an event date is set and agreed by the course team, the AQE sent a letter to the course team and the School's executives to inform about the important deadlines and the minimum documentation required for the validation or revalidation. The letter also includes the support available for the course team to write the documentation.

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|-------------------------------|--|
| | PAPER NO: |
| Paper title: | Developing the Course Directors' Role |
| Board/Committee | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | Shân Wareing |
| Executive/Operations sponsor: | Shân Wareing |
| Purpose: | Update for AB on Course Directors Role development |

| Executive Summary | |
|--------------------------|--|
| Context | <p>Course Directors are key to the student experience and have a significant impact on NSS scores. However they are very diverse and until recently have been relatively unsupported.</p> <p>The role is very different depending on course size, and filled by staff at different levels and career stages. Centralised student administration has an impact on course directors, many of whom find themselves handling administrative tasks. Staff development and support is being increased in 2017/8 to support staff in these roles. Succession Planning in Schools is a challenge, but critically important for the consistency of the student experience.</p> <p>The paper lists current support available for Course Directors, and links the step change Portfolio Redesign project to the future of the course director role.</p> |

Activities to support Course Directors

1. Course Directors Conference – Annual event commenced 2016/2017
2. PGT Course Directors Conference – Annual event commenced 2016/7
3. Course Directors Yammer site – for Q&A, and requesting and creating resources to support course directors
4. Termly School Meetings with PVC Education and Student Experience – commenced September 2017
5. CRIT programme of events – see <https://our.lsbu.ac.uk/article/academic-life/enhancing-course-design>
6. OD programme of leadership development – see <https://our.lsbu.ac.uk/article/LSBU-and-You/leadership-academy>

Step Change Projects

The Portfolio Review Project will impact on the course director role positively. It aims to improve the student experience by:

1. Simplify and structure the LSBU course offer to improve marketing and recruitment
2. Support compliance with CMA and avoid fines and reputational damage
3. Manage administrative processes and costs effectively
4. Ensure academic quality
5. Clarify and support the course director role more effectively

| | |
|--------------------|--|
| | PAPER NO: |
| Paper title: | Postgraduate Taught Courses and Student Loans |
| Board/Committee | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | Shân Wareing |
| Executive sponsor: | Shân Wareing |
| Purpose: | To review the university's position regarding the length of FT PGT courses in relation to student loans for the same |

| | |
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| Executive Summary | |
| Context | <p>Student Finance England provides loans to PGT students studying a full master's course of 180 credits or more. Students are ineligible for the loan if they have accreditation of prior learning or enrol for a qualification with less credit like a PGDip.</p> <p>Students enrolled on a masters where the final assessment is submitted more than 12 months after they enrol are recorded by SFE as taking a 2 year masters, and their loan is received across two academic years. As the fees are due for payment in the first year of study, many students on 13 months masters have had financial problems.</p> |
| Questions | <ol style="list-style-type: none"> 1. Should a finance/fees issue dictate course design? 2. Is it fair on students to shorten the time they have to do a masters course? 3. Lengthening courses increases direct and indirect costs; other institutions teach these courses in 12 months; one problem for our students is financial hardship and one of our issues is retention. Therefore do these courses have to be more than 12 months? Is it really a question of need or a question of content and design? |
| Conclusion & Recommendation | AB is requested to make a statement regarding the length of PGT courses |

| Summary of the LSBU approach to the length of full time Masters courses | |
|--|---|
| School | Position on length of FT PGT courses |
| Applied Science | Issue was discussed in SASC recently. It appears 53 students are on 13 month courses. |
| Arts and Creative Industries | Amendments were made last year to existing masters courses; all new full time Masters courses validated in 2016/17 were 12 months long. |
| Built Environment and Architecture | The decision was taken that all masters course are and should remain at 13 months. A payment plan was intended to have been set up to allow these students to pay over a two year period, but communication somehow broke down with Finance/Fees causing problems. BEA are now resolving the situation. 102 students appear to be on 13 month courses. It is likely that many are employer sponsored. |
| Business | Existing Masters courses were due to be restructured during the 2017/18 academic session, so changes have not yet been made. As of now in 17/18 there are approximately 145 students on 16 PGT courses which run for more than 12 months which commenced in September. This accounts for all new and continuing students. There are approximately 145 students across 46 part time PGT courses, where these courses could be standardised in the future to 24 months. |
| Engineering | Masters courses were amended to be 12 months long and all new courses going forward in Engineering will be 12 months long. |
| Health and Social Care | Students usually study at level 7 under the CPPD Framework or slowly build up to MSc/MA by working through the PGC/PGD. If any new Masters courses are developed they will adhere to the full time 12 month structure. |
| Law and Social Sciences | Amendments were made last year to existing masters courses and all new full time Masters courses validated in 2016/17 were 12 months long. |

A complicating factor has been that many students seem to have underestimated the cost of PGT fees and their living costs. The loan covers fees or accommodation, not both, and many totally misjudged this, got into financial hardship, and have paid their accommodation bills but not their fees, leading to a raised risk of bad debt. We need to strengthen pre-enrolment financial advice accordingly.

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| | |
| Paper title: | The Race Attainment Gap |
| Board/Committee | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | Shân Wareing, Sofia Jabeen, Emma Downes |
| Executive/Operations sponsor: | Shân Wareing |
| Purpose: | To present the current race attainment gap data to Academic Board |

| Executive Summary | |
|--------------------------|--|
| Context | <p>Academic Board is requested to note the current LSBU data on the gap in attainment of good degrees (1st and 2:1s) correlated to race.</p> <p>Awareness of our data, and the evidence of inequality, is part of our preparations for our Bronze Race Equality Charter Mark Submission in July 2018.</p> <p>At present:</p> <ul style="list-style-type: none"> • Black students are less likely than the sector average to be offered a place at LSBU • BME students are less likely to progress onto year 2 compared to their white counterparts • BME students are significantly less likely to achieve 1st and 2:1 degrees compared to their white counterparts • BME students are less likely to get good employment outcomes compared to their white counterparts. <p>Through the EDI and CRIT, we are developing guidance, support and staff development for universal curriculum design which improves participation, engagement and outcomes for students at present at risk for demographic reasons of poorer outcomes.</p> |

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The BME Student Journey at LSBU

- Black students are significantly **less likely** to be **offered a place** at LSBU compared to other ethnicities
- BME students **are less likely to progress** from year 1 to year 2, and to achieve good honours (1st or 2:1)
- BME students are **more satisfied** than white students (NSS) – Contrary to sector averages
- BME students are **less likely** to achieve **graduate level employment** (DLHE)
- BME students who complete **'A' levels** **perform as well** compared to their White counterparts



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| | CONFIDENTIAL |
| Paper title: | Student Attainment Gap |
| Board/Committee: | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | Equality Charter Mark Project Manager - Sofia Jabeen Director of Research Informed Teaching – Dr Saranne Weller |
| Purpose: | Identify the BME attainment and progression gap for LSBU students. |
| Recommendation: | The Board is requested to note the report. |

Executive Summary (Arial 12 point)

The degree attainment gap is defined by the Equality Challenge Unit (ECU) as “the difference in ‘top degrees’ – a First or 2:1 classification – awarded to different groups of students”.

This paper follows up the Attainment Gap 2013/14 – 2015/16 report presented at the Quality and Standards Committee in March 2017.

Student Attainment Gap

1. The Attainment Gap

1.1 National

As previously reported to the Quality and Standards Committee in March 2017, nationally, the largest attainment gap is determined by ethnicity. At a national level, the degree attainment gap between UK-domiciled white and black and minority ethnic (BME) students in 2014/15 is **15.3 percentage points** (77.1% of white students receive a first or 2:1 compared with 61.8% of BME students). However, this overall figure does not convey significant differences between different ethnic groups. For example, the White: BME attainment gap for black African is 27.4 percentage points; for black Caribbean 22.9 percentage points; for other black background is 26.9 percentage points. In comparison, amongst Chinese students the attainment gap is 6.5 percentage points (ECU, 2016). There are approximately 1.4 million white students studying in UK HE, and approximately 400,000 BME students. However the difference between White and BME students varies according to HEI; with only 8% BME students St Andrews, 18% at Cambridge and 53% at LSBU.

Figure 1. Good honours attainment gap by London Moderns

| Row Labels | Sum of 2014/15 Total | | Sum of % 1st-2:1 | | Attainment Gap | Sum of 2015/16 Total | | Sum of % 1st-2:12 | | Attainment Gap |
|----------------------------------|----------------------|-------|------------------|-------|----------------|----------------------|-------|-------------------|-------|----------------|
| | Black and | White | Black and | White | | Black and | White | Black and | White | |
| London Metropolitan University | 1507 | 687 | 42% | 67% | 25% | 1301 | 669 | 37% | 70% | 33% |
| Ravensbourne | 134 | 293 | 53% | 81% | 28% | 187 | 378 | 40% | 70% | 30% |
| The University of West London | 908 | 735 | 52% | 76% | 24% | 863 | 729 | 56% | 84% | 28% |
| The University of East London | 2021 | 808 | 55% | 77% | 22% | 1583 | 738 | 54% | 80% | 26% |
| Roehampton University | 590 | 718 | 57% | 81% | 23% | 694 | 724 | 56% | 80% | 24% |
| St Mary's University, Twickenham | 197 | 689 | 49% | 63% | 13% | 224 | 679 | 44% | 65% | 21% |
| University of the Arts, London | 520 | 1619 | 53% | 71% | 18% | 552 | 1490 | 53% | 74% | 21% |
| London South Bank University | 1564 | 1153 | 52% | 72% | 21% | 1271 | 1044 | 55% | 75% | 19% |
| The University of Westminster | 1516 | 1094 | 62% | 81% | 20% | 1635 | 1131 | 65% | 82% | 17% |
| Kingston University | 1814 | 1593 | 56% | 74% | 18% | 1780 | 1525 | 60% | 77% | 17% |
| Middlesex University | 1898 | 1250 | 58% | 73% | 15% | 1699 | 1081 | 59% | 76% | 17% |
| The University of Greenwich | 1413 | 1746 | 55% | 76% | 21% | 1629 | 1826 | 60% | 76% | 16% |

The attainment gap for LSBU in 2015/16 is 19%, when comparing LSBU to the sector average it is 15%.

2. London South Bank University (LSBU)

As previously reported to the Quality and Standards Committee in March 2017, the attainment gap at LSBU widened in 5 Schools and narrowed in 2 between 2013/14 and 2015/16. In 2015/16 LSBU Schools have attainment gaps varying from -4% to +35% with **6 Schools reporting an attainment gap greater than +17%**. With BME students making up 52% of our student population, the degree attainment gap is a fundamental ethical, quality and business issue for LSBU.

Figure 2. BME & White Students Attainment gap for 2014/15 and 2015/16

| School / PSG | 2014/15 | | 2015/16 | | Attainment Gap | |
|--|---------|-------|---------|-------|----------------|---------|
| | BME | White | BME | White | 2014/15 | 2015/16 |
| School of Law and Social Sciences | 52 | 76 | 52 | 87 | 24 | 35 |
| School of Engineering | 55 | 82 | 54 | 84 | 27 | 30 |
| School of Applied Science | 47 | 83 | 52 | 76 | 36 | 24 |
| School of Built Environment and Architecture | 63 | 79 | 59 | 82 | 16 | 23 |
| School of Arts and Creative Industries | 47 | 67 | 64 | 81 | 20 | 17 |
| School of Health and Social Care | 47 | 66 | 49 | 66 | 19 | 17 |
| School of Business | 59 | 74 | 67 | 63 | 15 | -4 |

The Schools of Business and Health and Social Care have the narrowest attainment gap.

The School of Health and Social Care

In the School of Health and Social Care, which has the largest BME student population (BME 2,982, white 3,479), had a 17% attainment gap in 2015/16, which is 2% above the national average.

Although the School of Arts and Creative Industries (ACI) have reported a 17% attainment gap in 2015/16, ACI have one of the lowest proportion of BME students representing 32% approximately 310 students

The School of Business

The School of Business has one of the largest BME student populations at 1,695, whereas the White student population is at 664. The School reported a shift in BME students who attained first and 2:1s in 2015/16, by outperforming their white counter parts by 4%. However White student degree outcomes dropped in 2015/16 by 7%.

Next Steps:

- Identify good practice
- The EDI team and the Centre for Research Informed Teaching will set up 121 meetings and focus groups with Academic Staff
- Set up focus group with student representatives from both Schools, to understand what contributes to student success

The two schools which reported the largest attainment gap were the School of Law and Social Sciences and the School of Engineering.

The School of Law and Social Sciences

The School of Law and Social Sciences has a large attainment gap of 35% in 2015/16, an increase of 11% since 2014/15.

The School of Engineering has the second largest BME cohort representing 71% approximately 1227 students, the School of Engineering also has the second largest attainment gap at 30%.

It is also important to note, that the School of Applied Science has narrowed the gap by 17% since 2014/15, however White students attainment has dropped since 2014/15 by 7%.

Next Steps:

- Identify the courses and modules which have the largest attainment gap
- Work with the course and module leaders in identifying key actions and long term sustainable change.
- Set up focus groups with both Academics and students to identify best practice and to understand what are the causes for low attainment
- Identify courses with the greatest numbers of students who came with BTEC qualifications and /or via Clearing, and explore whether there is a correlation with race and with student outcomes.
- Work with the Head of Skills for Learning to identify key interventions

The implications of the degree attainment gap include differentials in graduate leaver destinations. Six months after qualifying, 61.2% of White leavers were in full time employment compared with 54.8% of BME leavers. In addition 7.8% of BME leavers were unemployed compared with 4.3% of White leavers (ECU, 2016). This can be explained in part by the use of degree classification in the selection criteria.

3. Progression

Figure 3. BME & White Students progression gap for 2014/15 and 2015/16

| School / PSG | 2014/15 | | 2015/16 | | Progression Gap | |
|--|---------|-------|---------|-------|-----------------|---------|
| | BME | White | BME | White | 2014/15 | 2015/16 |
| School of Built Environment and Architecture | 61 | 65 | 73 | 83 | 4 | 10 |
| School of Arts and Creative Industries | 64 | 73 | 75 | 82 | 9 | 7 |
| School of Applied Science | 64 | 76 | 72 | 77 | 12 | 5 |
| School of Engineering | 69 | 61 | 70 | 75 | -8 | 5 |
| School of Business | 70 | 74 | 75 | 77 | 4 | 2 |
| School of Law and Social Sciences | 65 | 69 | 71 | 73 | 4 | 2 |
| School of Health and Social Care | 84 | 87 | 86 | 85 | 3 | -1 |

As part of the in-depth analysis of the Race Equality data we saw in the School of Applied Science, School of Arts and Creative Industries and School of Engineering BME students, particularly Black students had lower progression rates compared to other groups.

In the School of Law and Social Sciences those who identify themselves as 'other' had consistently low progression rates.

In the School of Applied Science, School of Business, School of Health and Social Care, School of Law and Social Sciences generally Asian students had better progression rates compared to other student groups.

Generally we saw Black student had the lowest progression rates across most Schools.

Appendix One

Case Study

Interventions to raise attainment with a third year cohort:

BA Education Studies (non-work-based)

The cohort

42 students in the 3rd year of a BA honours course. Three students (7%) are white; 39 students (93%) are BME.

Factors which triggered the interventions

- 1. Cohort data** The course leader had compiled detailed attainment data at the end of Year 2. The average grade was 54%. 10 students (24% of the cohort) had an average grade in the 40-49% range. Five students (12% of the cohort) had an average grade in the 60-69% range. The rest of the cohort (27 students, 64% of the cohort) had an average grade in the 50-59% range.
- 2. Informal analysis of student engagement** I was module leader for one of the first modules that the non-work-based students followed in Year 3, EDU_6_AIE. Through engagement with the cohort in lectures and seminars I became aware of some of the obstacles they faced, particularly in relation to academic writing and clarity in articulating ideas. Making clear links between theory and practice, which was central to the module, seemed challenging in particular.
- 3. Attainment of the cohort in EDU_6_AIE** Student attainment was significantly stronger than might have been predicted from the end of Year 2 data.

| EDU_6_AIE | Average grade | First | 2:1 | 2:2 | Third | Fail |
|------------------------------|---------------|---------|----------|----------|----------|------|
| Overall (after resubmission) | 59.25%* | 21% (9) | 33% (14) | 29% (12) | 17% (7)* | 0% |

*This includes grades capped at 40% on resubmission.

Overall 54% of all students who submitted had a grade of 60% and over. This suggested that the interventions employed (see below) had been effective. Student feedback (via the MEQ) was also consistently (89% +) positive. On this basis I decided to use similar approaches for Project (the Education dissertation module).

- 4. On-going dialogue/feedback as a characteristic of Project** For each session a one-hour lecture was followed by a two-hour seminar. Within the lecture there was always opportunity for questioning from the students, and the seminars had space for dialogue between tutors/dissertation supervisors and students. I developed resources (see below) in response to this feedback/dialogue.

Interventions and recommendation

- 1. Explicit engagement with assessment criteria this** was particularly the case with EDU_6_AIE – the focus of the module is Assessment in Education so it seemed apposite to get the students to engage critically with the assessment criteria for the module. Although this was not in itself entirely successful (students did not necessarily see the value of this), it did enable me to identify elements of the assessment criteria that were not entirely clear. For example, the assessment criteria referred to students addressing *values* associated with assessment, and the discussion around the criteria made it evident that these values needed to be unpicked more explicitly.
- 2. Clear expectations around structure the** assignment word count for AIE is relatively short and I wanted to maximise students' focus on meeting the assessment criteria. Standard essay guidance often requires students to include an introduction but this seemed unnecessary for this module. I provided a systematic breakdown with suggested word counts. Most students used this, and unfocused writing was limited (whilst variety in student responses was maintained). I adopted a similar approach with Project and continually referred students back to the structural guidance.
- 3. Modelling of the use of literature this** was characteristic throughout both modules. Lectures and seminars included examples of literature used to support points, and referencing practice (Harvard LSBU) was frequently explicitly referred to.
- 4. Feedback on draft sections of dissertations this** was offered to students as part of dissertation supervision although student take-up was not as consistent as I had expected.
- 5. Use of screen casting in** response to questions from students, I prepared a handful of screencasts using the free resource at www.screencast-o-matic.com. Here is an example: <https://screencast-o-matic.com/watch/cbfhDB6Pdg>. There appears to be a high level of engagement with the screencasts – the website provides a record of 'hits' and this suggests that 50-100% of students viewed the screencasts.
- 6. Use of detailed, transferable feedback comments** we used Turn tin for submission and marking. The feedback for AIE in particular represented feedforward, with a more generic formative purpose. (Feedback on the dissertations was necessarily more summative, although we did aim to comment on possible postgraduate endeavours.)
- 7. Clear information about how to calculate final degree award** I did provide this (via a screencast and examples) towards the end of the year – so arguably too late to have an impact. However, I have already shared this information with students entering Year 3.

Outcomes

All students in this cohort completed their degrees.

| Degree class | Number of students | % of cohort |
|--------------|--------------------|-------------|
| 1 | 8 | 19% |
| 2:1 | 16 | 38% |
| 2:2 | 15 | 36% |
| 3 | 3 | 7% |

Given the data from the end of Year 2 these appear to be strong outcomes. It is perhaps notable that students who were performing more strongly at the end of Year 2 were not necessarily those with the highest outcomes at the end of the course.

Whilst the majority (93%) of students in this group are BME, I would argue that the interventions represent generic good practice.

Andrew Read, 20/09/2017

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| | |
| Paper title: | National Student Survey (NSS) Review and Action Plan 2017 |
| Board/Committee | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | Shân Wareing |
| Executive/Operations sponsor: | Shân Wareing |
| Purpose: | To inform Academic Board of the NSS results 2017 and planned actions for the 2018 Survey |

| | |
|--|---|
| Executive Summary | |
| Context | The annual National Student Survey is a high priority. It captures important information about the student experience, is a metric which HEFCE and the new Office for Students use in making judgements about the university and informs national league tables. LSBU needs to raise our average NSS results by approximately |
| | |
| Conclusion & Recommendation | <p>Deans and Directors of Education and Student Experience are asked to:</p> <ul style="list-style-type: none"> • Ensure all final year UG students know about the NSS and have discussed the questions and improvements made based on feedback from students in previous years by the end of 2017. • Have planned for the School's launch of the NSS • Are aware of areas of strengths and weakness in the School in relation to NSS questions and are working with OD and CRIT to improve those areas. • Are looking at succession planning for course director roles |

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The NATIONAL STUDENT SURVEY

An overview

LSBU September 2017

The National Student Survey has gathered and published data about the perceptions of final year undergraduate students at UK universities since 2005.

In 2017 there were changes to the questions for the first time in 12 years.

For more information about the NSS see <http://www.thestudentsurvey.com/about.php>

For a review of the new questions, see <http://wonkhe.com/blogs/analysis-more-engaging-new-nss/>

The key dates for the NSS are roughly as follows:

NSS key dates are:

| | |
|------------|--|
| 7 January | 'soft launch' – NSS opens |
| 7 February | LSBU NSS 'hard' launch – information about completing the survey is published to LSBU students |
| 30 April | NSS closes |
| 1 August | LSBU receives its own embargoed NSS raw data |
| 17 August | Approximate date sector comparative data is published |

- NSS results appear on course websites as part of the Key Information Set to inform prospective students
- They are a metric used in league tables
- They contributed 50% to the Teaching Excellence Framework metrics
- This proportion will be reduced in future TEF exercises: <http://wonkhe.com/blogs/halving-the-nss/>
- Subject level TEF (TEF3) will use NSS data:
<http://www.hefce.ac.uk/news/newsarchive/2017/Name,114768,en.html>

NSS 2017 Questions

The teaching on my course

1. Staff are good at explaining things
2. Staff have made the subject interesting
3. The course is intellectually stimulating
4. My course has challenged me to achieve my best work

Learning opportunities [new section]

5. My course has provided me with opportunities to explore ideas or concepts in depth
6. My course has provided me with opportunities to bring information and ideas together from different topics
7. My course has provided me with opportunities to apply what I have learnt

Assessment and feedback

8. The criteria used in marking have been clear in advance
9. Marking and assessment has been fair
10. Feedback on my work has been timely
11. I have received helpful comments on my work

Academic support

12. I have been able to contact staff when I needed to
13. I have received sufficient advice and guidance in relation to my course
14. Good advice was available when I needed to make study choices on my course

Organisation and management

15. The course is well organised and running smoothly
16. The timetable works efficiently for me
17. Any changes in the course or teaching have been communicated effectively

Learning resources

18. The IT resources and facilities provided have supported my learning well
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well
20. I have been able to access course specific resources (e.g. equipment, facilities, software, collections) when I needed to

Learning community

21. I feel part of a community of staff and students
22. I have had the right opportunities to work with other students as part of my course

Student voice [

23. I have had the right opportunities to provide feedback on my course
24. Staff value students' views and opinions about the course
25. It is clear how students' feedback on the course has been acted on
26. The Students' Union (Association or Guild) effectively represents students' academic interests
27. Overall, I am satisfied with the quality of the course

NSS 2017 Results

Become what you want to be



EST 1892

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1. LSBU year on year scores comparing first degree and other undergraduate
 2. LSBU scores compared to England and the overall sector
 3. LSBU scores compared to aspirational group by question area and year on year trend
 4. Weighted School performance by question
 5. **Year on year change by School and question area**
 6. **School 2017 performance compared to sector average (NSS subject area level 3 comparison)**
 7. Top 20 performing LSBU courses in 2017
 8. Lowest 20 performing LSBU courses in 2017
 9. LSBU 2017 Scores by NSS subject area level 3
 10. LSBU year on year scores by NSS subject area level 3
 11. LSBU sector comparison by NSS subject area level 3
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To understand School Performance tables 5 and 6 provide the most significant information as it is comparing to sector averages by subject and year on year changes.

When reviewing year on year changes, please consider that the 2017 NSS followed a new methodology, with rewording of questions, new question sets and an overall greater number of questions. Therefore treat year on year comparisons with caution.

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1. LSBU level of study comparison: % agree scores

| Question Area | First degree | | | Other undergraduate | | |
|------------------------------|--------------|------------------------|----------|---------------------|------------------------|----------|
| | % Agree | % Agree: previous year | % Change | % Agree | % Agree: previous year | % Change |
| The teaching on my course | 83.2 | 84 | -1 | 75.2 | 77 | -2 |
| Learning Opportunities (New) | 83.6 | - | | 77.1 | - | |
| Assessment and feedback | 71.3 | 71 | 0 | 68.6 | 72 | -3 |
| Academic support | 79.4 | 77 | 2 | 75.9 | 79 | -3 |
| Organisation and management | 70.7 | 72 | -1 | 64.9 | 65 | 0 |
| Learning resources | 87.2 | 90 | -3 | 84.1 | 87 | -3 |
| Learning Community (New) | 78.6 | - | | 74.0 | - | |
| Student Voice (New) | 71.2 | - | | 62.9 | - | |
| Overall Satisfaction | 81.8 | 82 | 0 | 73.8 | 76 | -2 |

- 1,832 First degree respondents
- 150 Other undergraduate respondents

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2. LSBU All Students performance compared to England and Sector: % agree scores

| Question Area | London South Bank University | | | England | | | Sector | | |
|-------------------------------|------------------------------|------------------------|----------|---------|------------------------|----------|---------|------------------------|----------|
| | % Agree | % Agree: previous year | % Change | % Agree | % Agree: previous year | % Change | % Agree | % Agree: previous year | % Change |
| The teaching on my course | 82.6 | 83 | 0 | 84.6 | 87 | -2 | 84.6 | 87 | -2 |
| Learning Oppportunities (New) | 83.1 | - | | 83.7 | - | | 83.6 | - | |
| Assessment and feedback | 71.1 | 71 | 0 | 73.8 | 74 | 0 | 73.4 | 73 | 0 |
| Academic support | 79.1 | 77 | 2 | 80.0 | 82 | -2 | 79.9 | 82 | -2 |
| Organisation and management | 70.2 | 71 | -1 | 75.4 | 79 | -4 | 75.3 | 79 | -4 |
| Learning resources | 87.0 | 89 | -2 | 85.0 | 86 | -1 | 85.1 | 87 | -2 |
| Learning Community (New) | 78.2 | - | | 77.1 | - | | 77.2 | - | |
| Student Voice (New) | 70.6 | - | | 69.4 | - | | 69.2 | - | |
| Overall Satisfaction | 81.2 | 81 | 0 | 84.1 | 85 | -1 | 84.2 | 86 | -2 |

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3. Aspirational Group Performance

| Institution | The teaching on my course | | Learning opportunities (New) | | Assessment and feedback | | Academic support | | Organisation and management | | Learning resources | | Learning community (New) | | Student Voice (New) | | Overall satisfaction | |
|-------------------------------|---------------------------|----------------------|------------------------------|----------------------|-------------------------|----------------------|------------------|----------------------|-----------------------------|----------------------|--------------------|----------------------|--------------------------|----------------------|---------------------|----------------------|----------------------|----------------------|
| | Score | Difference from 2016 | Score | Difference from 2016 | Score | Difference from 2016 | Score | Difference from 2016 | Score | Difference from 2016 | Score | Difference from 2016 | Score | Difference from 2016 | Score | Difference from 2016 | Score | Difference from 2016 |
| University of East London | 84.9 | ↓ 0 | 85.9 | ↑ 0 | 75.3 | ↑ 0 | 78.6 | ↓ 0 | 75.2 | ↓ -1 | 84.0 | ↓ -4 | 80.8 | 72.2 | 84.1 | ↑ 1 | | |
| University of Hertfordshire | 83.9 | ↓ -1 | 82.8 | ↑ 1 | 70.8 | ↑ 1 | 77.8 | ↓ -2 | 74.9 | ↑ 2 | 86.4 | ↓ -2 | 78.8 | 70.1 | 83.4 | ↑ 1 | | |
| City, University of London | 81.5 | ↓ -5 | 81.4 | ↓ -5 | 68.5 | ↓ -5 | 76.3 | ↓ -5 | 76.9 | ↓ -5 | 87.6 | ↑ 1 | 73.4 | 67.5 | 82.3 | ↓ -3 | | |
| London South Bank University | 82.6 | ↓ 0 | 83.1 | ↑ 0 | 71.1 | ↑ 0 | 79.1 | ↑ 2 | 70.2 | ↓ -1 | 87.0 | ↓ -2 | 78.2 | 70.6 | 81.2 | ↑ 0 | | |
| Middlesex University | 80.7 | ↓ -2 | 82.5 | ↓ -5 | 71.1 | ↓ -5 | 77.8 | ↓ -1 | 72.1 | ↓ -4 | 87.3 | ↓ -1 | 77.2 | 69.6 | 80.2 | ↓ -3 | | |
| Kingston University | 79.2 | ↑ 0 | 80.4 | ↑ 0 | 70.3 | ↑ 0 | 75.3 | ↓ -2 | 71.6 | ↓ -2 | 86.2 | ↑ 1 | 75.1 | 70.1 | 80.1 | ↑ 0 | | |
| The University of Westminster | 78.6 | ↓ 0 | 79.8 | ↑ 1 | 68.4 | ↑ 1 | 74.3 | ↓ -1 | 74.4 | ↓ -5 | 85.0 | ↓ -1 | 74.3 | 68.4 | 79.7 | ↓ -1 | | |
| University of Greenwich | 80.2 | ↓ -2 | 80.9 | ↓ -1 | 71.0 | ↓ -1 | 77.4 | ↓ -1 | 71.1 | ↓ -3 | 85.4 | ↑ 2 | 75.7 | 69.3 | 79.4 | ↓ -4 | | |

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4. School performance 2017: Weighted Average % agree scores

| | Applied Sciences | Arts and Creative Industries | Built Environment and Architecture | Business | Engineering | Health and Social Care | Law and Social Sciences |
|--|------------------|------------------------------|------------------------------------|-------------|-------------|------------------------|-------------------------|
| Question (Area): | | | | | | | |
| The teaching on my course | 78.9 | 84.0 | 79.5 | 86.6 | 75.4 | 84.3 | 85.5 |
| 1. Staff are good at explaining things. | 82.8 | 91.2 | 82.2 | 89.4 | 77.9 | 88.2 | 91.8 |
| 2. Staff have made the subject interesting. | 78.9 | 84.5 | 74.3 | 83.2 | 69.5 | 79.2 | 80.2 |
| 3. The course is intellectually stimulating. | 76.6 | 79.9 | 82.2 | 86.9 | 79.1 | 86.0 | 81.6 |
| 4. My course has challenged me to achieve my best work. | 77.3 | 80.4 | 79.3 | 87.8 | 75.3 | 83.7 | 88.4 |
| Learning opportunities | 72.0 | 85.3 | 78.3 | 82.7 | 76.9 | 87.7 | 87.0 |
| 5. My course has provided me with opportunities to explore ideas or concepts in depth. | 76.6 | 87.1 | 79.5 | 82.0 | 74.0 | 85.1 | 87.8 |
| 6. My course has provided me with opportunities to bring information and ideas together from different topics. | 68.8 | 80.9 | 82.5 | 82.8 | 79.1 | 85.4 | 85.9 |
| 7. My course has provided me with opportunities to apply what I have learnt. | 70.9 | 88.1 | 73.4 | 83.1 | 77.6 | 92.6 | 87.3 |
| Assessment and feedback | 67.5 | 83.1 | 66.5 | 70.5 | 69.9 | 69.8 | 74.7 |
| 8. The criteria used in marking have been clear in advance. | 64.8 | 86.6 | 66.8 | 77.1 | 70.8 | 71.6 | 78.7 |
| 9. Marking and assessment has been fair. | 64.7 | 78.9 | 70.5 | 72.7 | 73.0 | 59.6 | 70.5 |
| 10. Feedback on my work has been timely. | 64.7 | 80.9 | 63.7 | 65.5 | 65.3 | 76.8 | 68.6 |
| 11. I have received helpful comments on my work. | 75.8 | 86.1 | 65.1 | 66.3 | 70.7 | 71.0 | 81.5 |
| Academic support | 75.9 | 85.3 | 77.7 | 81.5 | 78.4 | 79.8 | 77.9 |
| 12. I have been able to contact staff when I needed to. | 83.6 | 88.1 | 83.0 | 84.7 | 86.7 | 81.3 | 81.2 |
| 13. I have received sufficient advice and guidance in relation to my course. | 70.3 | 84.2 | 78.4 | 83.2 | 72.7 | 81.1 | 79.7 |
| 14. Good advice was available when I needed to make study choices on my course. | 73.7 | 84.5 | 71.5 | 77.0 | 76.4 | 77.0 | 73.2 |
| Organisation and management | 72.3 | 75.3 | 68.0 | 81.3 | 67.5 | 63.9 | 71.8 |
| 15. The course is well organised and running smoothly. | 60.9 | 70.9 | 63.9 | 76.2 | 60.5 | 53.9 | 67.4 |
| 16. The timetable works efficiently for me. | 81.3 | 78.6 | 70.5 | 86.1 | 72.4 | 70.0 | 77.8 |
| 17. Any changes in the course or teaching have been communicated effectively. | 74.6 | 77.7 | 69.4 | 82.8 | 69.9 | 67.9 | 70.5 |
| Learning resources | 84.8 | 83.4 | 86.9 | 90.5 | 80.1 | 88.1 | 89.5 |
| 18. The IT resources and facilities provided have supported my learning well. | 82.1 | 83.4 | 82.1 | 89.7 | 78.4 | 86.9 | 89.2 |
| 19. The library resources (e.g. books, online services and learning spaces) have supported my learning well. | 85.6 | 85.1 | 90.3 | 92.5 | 83.4 | 92.1 | 92.3 |
| 20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to. | 87.1 | 81.7 | 88.2 | 89.4 | 78.5 | 85.3 | 87.0 |
| Learning community | 70.7 | 80.7 | 77.9 | 79.0 | 79.4 | 81.1 | 77.8 |
| 21. I feel part of a community of staff and students. | 60.9 | 70.9 | 67.6 | 71.6 | 68.6 | 72.7 | 73.5 |
| 22. I have had the right opportunities to work with other students as part of my course. | 80.9 | 90.1 | 87.8 | 86.5 | 89.6 | 89.3 | 83.0 |
| Student Voice | 63.0 | 75.0 | 67.9 | 75.3 | 69.5 | 70.2 | 75.5 |
| 23. I have had the right opportunities to provide feedback on my course. | 75.0 | 84.0 | 76.4 | 83.3 | 81.5 | 87.1 | 85.3 |
| 24. Staff value students' views and opinions about the course. | 70.2 | 82.5 | 75.0 | 81.6 | 71.5 | 71.6 | 78.9 |
| 25. It is clear how students' feedback on the course has been acted on. | 54.8 | 74.7 | 59.6 | 68.4 | 64.8 | 61.4 | 66.7 |
| 26. The students' union (association or guild) effectively represents students' academic interests. | 52.7 | 58.7 | 61.6 | 68.5 | 61.0 | 60.7 | 69.8 |
| Overall satisfaction | 72.5 | 80.9 | 79.2 | 89.0 | 75.6 | 83.1 | 84.8 |

5. School performance 2017: Weighted Average % agree scores with YoY trend

| Question (Area): | Applied Sciences | | Arts and Creative Industries | | Built Environment and Architecture | | Business | | Engineering | | Health and Social Care | | Law and Social Sciences | |
|-----------------------------|------------------|------------|------------------------------|------------|------------------------------------|------------|----------|------------|-------------|------------|------------------------|------------|-------------------------|------------|
| | Score | YoY Change | Score | YoY Change | Score | YoY Change | Score | YoY Change | Score | YoY Change | Score | YoY Change | Score | YoY Change |
| The teaching on my course | 78.9 | ↓ -2.3 | 84.0 | ↓ -7.1 | 79.5 | ↑ 0.6 | 86.6 | ↓ -4.4 | 75.4 | ↓ -0.2 | 84.3 | ↑ 3.2 | 85.5 | ↓ -5.0 |
| Learning opportunities | 72.0 | | 85.3 | | 78.3 | | 82.7 | | 76.9 | | 87.7 | | 87.0 | |
| Assessment and feedback | 67.5 | ↑ 5.0 | 83.1 | ↑ 2.3 | 66.5 | ↓ -5.8 | 70.5 | ↓ -9.6 | 69.9 | ↑ 6.1 | 69.8 | ↑ 3.9 | 74.7 | ↓ -8.2 |
| Academic support | 75.9 | ↓ -1.8 | 85.3 | ↓ -2.2 | 77.7 | ↑ 2.7 | 81.5 | ↓ -4.0 | 78.4 | ↑ 5.8 | 79.8 | ↑ 9.1 | 77.9 | ↓ -6.1 |
| Organisation and management | 72.3 | ↓ -4.4 | 75.3 | ↓ -4.6 | 68.0 | ↓ -1.9 | 81.3 | ↓ -7.0 | 67.5 | ↓ -1.9 | 63.9 | ↑ 8.3 | 71.8 | ↓ -11.7 |
| Learning resources | 84.8 | ↓ -1.9 | 83.4 | ↓ -5.3 | 86.9 | ↓ -2.4 | 90.5 | ↓ -2.5 | 80.1 | ↓ -4.3 | 88.1 | ↓ -1.0 | 89.5 | ↓ -4.8 |
| Learning community | 70.7 | | 80.7 | | 77.9 | | 79.0 | | 79.4 | | 81.1 | | 77.8 | |
| Student Voice | 63.0 | | 75.0 | | 67.9 | | 75.3 | | 69.5 | | 70.2 | | 75.5 | |
| Overall satisfaction | 72.5 | ↓ -9.2 | 80.9 | ↓ -5.4 | 79.2 | ↑ 2.0 | 89.0 | ↓ -4.7 | 75.6 | ↑ 1.7 | 83.1 | ↑ 4.3 | 84.8 | ↓ -2.7 |

6. School performance 2017: Difference of average % agree scores from Sector subject scores

| | Applied Sciences | Arts and Creative Industries | Built Environment and Architecture | Business | Engineering | Health and Social Care | Law and Social Sciences |
|--|------------------|------------------------------|------------------------------------|----------|-------------|------------------------|-------------------------|
| Question (area): | | | | | | | |
| The teaching on my course | -6.2 | 1.0 | -5.0 | 5.7 | -6.2 | -2.0 | 0.5 |
| 1. Staff are good at explaining things. | -6.7 | 3.3 | -5.8 | 2.3 | -6.7 | -0.7 | 1.9 |
| 2. Staff have made the subject interesting. | -4.7 | -0.2 | -5.6 | 6.7 | -6.4 | -5.5 | -2.5 |
| 3. The course is intellectually stimulating. | -9.6 | -0.2 | -3.9 | 6.2 | -5.1 | -0.1 | -3.9 |
| 4. My course has challenged me to achieve my best work. | -3.7 | 1.2 | -4.6 | 8.0 | -6.5 | -1.7 | 6.4 |
| Learning opportunities | -10.1 | 2.3 | -5.0 | 1.6 | -5.0 | 0.0 | 2.6 |
| 5. My course has provided me with opportunities to explore ideas or concepts in depth. | -7.1 | 3.4 | -3.8 | 0.9 | -7.5 | -0.5 | 1.4 |
| 6. My course has provided me with opportunities to bring information and ideas together from different topics. | -15.2 | -2.0 | -2.6 | -1.2 | -5.4 | -0.7 | -0.2 |
| 7. My course has provided me with opportunities to apply what I have learnt. | -7.9 | 5.7 | -8.1 | 4.9 | -2.1 | 1.3 | 6.5 |
| Assessment and feedback | -5.4 | 9.4 | -5.2 | -1.1 | 1.5 | -3.4 | 0.0 |
| 8. The criteria used in marking have been clear in advance. | -8.9 | 16.0 | -4.6 | 4.1 | 1.7 | -2.2 | 3.4 |
| 9. Marking and assessment has been fair. | -7.4 | 6.5 | -3.0 | 0.5 | 1.3 | -8.4 | -3.0 |
| 10. Feedback on my work has been timely. | -7.8 | 8.3 | -5.4 | -6.6 | 0.0 | -0.5 | -6.0 |
| 11. I have received helpful comments on my work. | 2.5 | 6.8 | -7.7 | -3.1 | 3.2 | -2.6 | 5.9 |
| Academic support | -3.9 | 4.7 | -2.9 | 3.1 | -0.2 | -0.1 | -1.8 |
| 12. I have been able to contact staff when I needed to. | -2.9 | 2.8 | -2.5 | -0.4 | 0.5 | -1.0 | -4.4 |
| 13. I have received sufficient advice and guidance in relation to my course. | -8.0 | 5.0 | -1.8 | 5.7 | -4.0 | 1.2 | 0.5 |
| 14. Good advice was available when I needed to make study choices on my course. | -0.9 | 7.3 | -4.6 | 4.5 | 3.7 | -0.5 | -1.2 |
| Organisation and management | -4.8 | 4.5 | -8.6 | 3.2 | -6.7 | -2.4 | -5.9 |
| 15. The course is well organised and running smoothly. | -12.0 | 8.2 | -8.0 | 0.0 | -7.0 | -3.9 | -6.9 |
| 16. The timetable works efficiently for me. | 1.1 | 0.3 | -9.2 | 7.8 | -6.0 | -1.4 | -2.3 |
| 17. Any changes in the course or teaching have been communicated effectively. | -3.5 | 5.9 | -8.9 | 2.7 | -7.0 | -1.8 | -8.3 |
| Learning resources | -1.9 | 0.9 | 1.5 | 4.3 | -5.9 | 0.0 | 4.5 |
| 18. The IT resources and facilities provided have supported my learning well. | -3.1 | 4.2 | -0.2 | 4.1 | -6.2 | 0.5 | 6.1 |
| 19. The library resources (e.g. books, online services and learning spaces) have supported my learning well. | -1.9 | 0.6 | 2.7 | 6.0 | -3.8 | 2.3 | 5.3 |
| 20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to. | -0.5 | -2.3 | 1.8 | 2.6 | -7.8 | -2.8 | 1.8 |
| Learning community | -5.2 | 2.5 | -2.6 | 2.5 | -1.1 | -0.5 | 2.8 |
| 21. I feel part of a community of staff and students. | -6.6 | -1.6 | -4.7 | 3.5 | -3.0 | -1.4 | 5.2 |
| 22. I have had the right opportunities to work with other students as part of my course. | -3.7 | 6.0 | -1.0 | 1.6 | 0.1 | 0.2 | 1.2 |
| Student Voice | -7.2 | 6.7 | -1.3 | 5.4 | 0.2 | -0.6 | 5.6 |
| 23. I have had the right opportunities to provide feedback on my course. | -9.3 | 2.7 | -7.0 | 0.5 | -2.2 | 0.8 | 2.1 |
| 24. Staff value students' views and opinions about the course. | -6.0 | 6.5 | -0.9 | 7.2 | -2.0 | -3.5 | 2.2 |
| 25. It is clear how students' feedback on the course has been acted on. | -5.5 | 14.3 | -2.3 | 6.5 | 3.2 | -0.7 | 5.6 |
| 26. The students' union (association or guild) effectively represents students' academic interests. | -7.0 | 3.6 | 6.8 | 7.6 | 2.6 | 1.6 | 11.1 |
| Overall satisfaction | -11.9 | 1.1 | -5.7 | 5.4 | -6.0 | -0.3 | -0.6 |

| | |
|--|----------------|
| | less than -2 % |
| | -2 to 2 % |
| | above 2 % |

7. Top 20 Courses based on avg. % agree scores for 9 areas:

| Course | School | The teaching on my course | Learning opportunities | Assessment and feedback | Academic support | Organisation and management | Learning resources | Learning community | Student Voice | Overall satisfaction | Average of all question areas | Number of Respondents (npe) | Rank |
|---|------------------------------------|---------------------------|------------------------|-------------------------|------------------|-----------------------------|--------------------|--------------------|---------------|----------------------|-------------------------------|-----------------------------|------|
| BTEC HND Electrical and Electronic Engineering | Engineering | 92.5 | 96.7 | 100.0 | 100.0 | 93.3 | 100.0 | 95.0 | 95.0 | 90.0 | 95.8 | 10 | 1 |
| BA (Hons) Education Studies (Work Based) | Law and Social Sciences | 100.0 | 100.0 | 100.0 | 97.0 | 78.8 | 100.0 | 95.5 | 88.6 | 100.0 | 95.5 | 11 | 2 |
| BSc (Hons) Learning Disabilities Nursing | Health and Social Care | 100.0 | 98.0 | 89.7 | 100.0 | 88.2 | 94.1 | 94.1 | 89.7 | 93.8 | 94.2 | 17 | 3 |
| BEng/BEng (Hons) Civil Engineering | Built Environment and Architecture | 95.6 | 88.3 | 91.3 | 94.2 | 95.0 | 97.5 | 88.5 | 82.7 | 94.9 | 92.0 | 40 | 4 |
| BA (Hons) Film Studies | Arts and Creative Industries | 100.0 | 90.9 | 95.5 | 90.9 | 93.9 | 75.8 | 86.4 | 86.4 | 100.0 | 91.1 | 11 | 5 |
| BA (Hons) Digital Photography | Arts and Creative Industries | 84.3 | 93.5 | 86.1 | 98.2 | 87.0 | 94.4 | 91.7 | 87.5 | 94.4 | 90.8 | 18 | 6 |
| LLB (Hons) Law | Law and Social Sciences | 95.6 | 93.5 | 84.5 | 89.5 | 81.7 | 96.1 | 84.3 | 88.2 | 96.1 | 89.9 | 51 | 7 |
| BA (Hons) Housing Studies | Law and Social Sciences | 84.7 | 92.6 | 87.5 | 88.0 | 90.7 | 98.2 | 83.3 | 86.1 | 94.4 | 89.5 | 18 | 8 |
| BSc (Hons) Architectural Technology | Built Environment and Architecture | 98.2 | 92.9 | 78.6 | 90.5 | 85.7 | 88.1 | 92.9 | 77.4 | 100.0 | 89.4 | 14 | 9 |
| BSc (Hons) Occupational Therapy | Health and Social Care | 90.9 | 92.9 | 87.5 | 87.7 | 82.5 | 88.1 | 91.7 | 79.8 | 88.1 | 87.7 | 42 | 10 |
| BA (Hons) Drama and Performance | Arts and Creative Industries | 90.3 | 90.7 | 88.9 | 97.2 | 79.6 | 88.4 | 84.7 | 80.1 | 86.1 | 87.3 | 36 | 11 |
| BSc (Hons) Mental Health Nursing | Health and Social Care | 91.0 | 92.9 | 79.5 | 82.5 | 82.0 | 93.7 | 91.0 | 80.1 | 90.2 | 87.0 | 61 | 12 |
| BSc (Hons) English with Creative Writing | Arts and Creative Industries | 89.1 | 91.3 | 79.4 | 84.1 | 88.4 | 88.4 | 89.1 | 85.9 | 87.0 | 87.0 | 23 | 13 |
| BA (Hons) Business Studies | Business | 90.6 | 91.7 | 78.1 | 86.5 | 91.7 | 89.6 | 78.1 | 86.5 | 87.5 | 86.7 | 16 | 14 |
| BA (Hons) Business Administration | Business | 88.5 | 85.4 | 78.1 | 88.7 | 88.5 | 94.4 | 83.3 | 79.0 | 93.8 | 86.6 | 48 | 15 |
| BEng (Hons) Petroleum Engineering | Engineering | 88.3 | 88.5 | 75.8 | 89.6 | 81.3 | 94.8 | 85.9 | 78.9 | 84.4 | 85.3 | 32 | 16 |
| BSc (Hons) Sociology | Law and Social Sciences | 89.3 | 92.9 | 75.0 | 78.6 | 88.1 | 81.0 | 82.1 | 71.4 | 92.9 | 83.5 | 14 | 17 |
| BA (Hons) Accounting and Finance (with placement) | Business | 89.8 | 83.0 | 73.4 | 80.4 | 81.9 | 93.4 | 80.7 | 77.2 | 89.6 | 83.3 | 96 | 18 |
| BSc (Hons) Adult Nursing | Health and Social Care | 87.5 | 91.3 | 69.9 | 82.0 | 71.8 | 93.7 | 88.4 | 75.9 | 88.1 | 83.2 | 168 | 19 |
| BSc (Hons) Forensic Science | Applied Sciences | 87.5 | 72.9 | 78.1 | 87.5 | 81.3 | 95.8 | 90.6 | 73.4 | 80.0 | 83.0 | 16 | 20 |

8. Bottom 20 Courses based on avg. % agree scores for 9 areas:

| Course | School | The teaching on my course | Learning opportunities | Assessment and feedback | Academic support | Organisation and management | Learning resources | Learning community | Student Voice | Overall satisfaction | Average of all question areas | Number of Respondents (npe) | Rank |
|---|------------------------------------|---------------------------|------------------------|-------------------------|------------------|-----------------------------|--------------------|--------------------|---------------|----------------------|-------------------------------|-----------------------------|------|
| BTEC HND Electrical And Electronic Engineering - PT | Engineering | 54.2 | 47.2 | 58.3 | 61.1 | 50.0 | 80.6 | 66.7 | 52.1 | 58.3 | 58.7 | 12 | 62 |
| BEng (Hons) Electrical and Electronic Engineering | Engineering | 44.2 | 64.1 | 65.4 | 61.5 | 56.4 | 71.8 | 69.2 | 68.6 | 53.9 | 61.7 | 13 | 61 |
| BSc (Hons) Criminology | Law and Social Sciences | 72.4 | 72.4 | 50.0 | 56.3 | 56.3 | 75.9 | 56.9 | 61.6 | 71.4 | 63.7 | 29 | 60 |
| BSc (Hons) Diagnostic Radiography | Health and Social Care | 73.8 | 79.4 | 68.5 | 72.6 | 30.2 | 80.6 | 66.7 | 44.8 | 66.7 | 64.8 | 42 | 59 |
| BEng (Hons) Electrical Engineering and Power Electronics FT | Engineering | 66.1 | 66.7 | 57.1 | 64.3 | 59.5 | 76.2 | 78.6 | 53.6 | 61.5 | 64.8 | 14 | 58 |
| BA (Hons) Architecture | Built Environment and Architecture | 69.0 | 71.3 | 58.6 | 67.8 | 57.5 | 73.0 | 70.7 | 68.4 | 62.1 | 66.5 | 29 | 57 |
| BSc (Hons) Psychology - Clinical | Applied Sciences | 75.0 | 61.1 | 55.6 | 65.7 | 77.8 | 79.6 | 61.1 | 52.8 | 72.2 | 66.8 | 18 | 56 |
| FdSc Banking Technology Management | Applied Sciences | 67.7 | 64.7 | 59.8 | 74.5 | 70.6 | 70.6 | 73.5 | 61.3 | 58.8 | 66.8 | 17 | 55 |
| BSc (Hons) Quantity Surveying | Built Environment and Architecture | 64.1 | 60.9 | 55.8 | 73.9 | 71.0 | 84.1 | 67.4 | 47.8 | 78.3 | 67.0 | 23 | 54 |
| BA (Hons) Arts and Festival Management | Arts and Creative Industries | 72.9 | 77.8 | 75.0 | 67.4 | 58.3 | 77.8 | 58.3 | 61.5 | 62.5 | 67.9 | 24 | 53 |
| BSc (Hons) Psychology - Child Development | Applied Sciences | 75.0 | 67.9 | 75.0 | 69.1 | 64.3 | 79.8 | 53.6 | 62.5 | 71.4 | 68.7 | 14 | 52 |
| BSc (Hons) Children's Nursing | Health and Social Care | 74.4 | 79.2 | 54.9 | 75.0 | 47.9 | 80.7 | 69.5 | 62.0 | 76.6 | 68.9 | 128 | 51 |
| BEng (Hons) Building Services Engineering | Built Environment and Architecture | 79.0 | 73.7 | 55.3 | 71.9 | 57.9 | 85.1 | 69.7 | 67.1 | 68.4 | 69.8 | 38 | 50 |
| BTEC HND Building Services Engineering | Built Environment and Architecture | 70.1 | 79.7 | 65.2 | 74.4 | 49.6 | 83.3 | 75.6 | 57.3 | 73.2 | 69.8 | 41 | 49 |
| BSc (Hons) Business Information Technology (with placement) | Engineering | 76.1 | 75.8 | 60.2 | 68.2 | 57.6 | 72.7 | 76.2 | 73.8 | 76.2 | 70.8 | 22 | 48 |
| BSc (Hons) Economics | Business | 73.2 | 66.7 | 55.4 | 78.6 | 73.8 | 81.0 | 71.4 | 67.9 | 78.6 | 71.8 | 14 | 47 |
| BSc (Hons) Therapeutic Radiography | Health and Social Care | 79.8 | 85.7 | 73.8 | 71.4 | 57.1 | 77.0 | 73.8 | 57.1 | 75.0 | 72.3 | 21 | 46 |
| BEng (Hons) Mechanical Engineering | Engineering | 74.0 | 71.8 | 74.0 | 79.5 | 65.4 | 75.6 | 82.0 | 61.7 | 76.0 | 73.3 | 26 | 45 |
| BSc (Hons) Psychology | Applied Sciences | 80.4 | 77.5 | 70.3 | 74.8 | 73.4 | 91.9 | 64.9 | 61.3 | 70.3 | 73.8 | 37 | 44 |
| BA (Hons) Marketing | Business | 80.0 | 86.7 | 53.3 | 72.2 | 68.9 | 88.9 | 70.0 | 58.3 | 86.7 | 73.9 | 15 | 43 |

9. Subject area performance 2017: All students % agree scores

| Subject | The teaching on my course | Learning opportunities | Assessment and feedback | Academic support | Organisation and management | Learning resources | Learning community | Student Voice | Overall satisfaction | Number of Respondents (fpe) |
|--|---------------------------|------------------------|-------------------------|------------------|-----------------------------|--------------------|--------------------|---------------|----------------------|-----------------------------|
| Academic studies in Education | 88.1 | 94.7 | 79.6 | 74.2 | 59.1 | 86.4 | 84.1 | 79.8 | 83.7 | 44 |
| Accounting | 88.7 | 83.1 | 72.9 | 80.4 | 80.5 | 92.6 | 79.6 | 77.5 | 89.2 | 65 |
| Architecture | 78.5 | 78.3 | 65.1 | 75.2 | 66.7 | 77.9 | 77.9 | 71.3 | 74.4 | 43 |
| Building | 71.6 | 68.2 | 60.6 | 75.6 | 68.7 | 88.6 | 73.1 | 58.6 | 79.1 | 67 |
| Business studies | 85.3 | 83.0 | 70.7 | 81.6 | 80.2 | 86.7 | 79.7 | 76.5 | 88.3 | 129 |
| Chemical, Process and Energy Engineering | 84.8 | 82.7 | 72.5 | 85.2 | 70.9 | 90.3 | 81.7 | 73.7 | 81.0 | 79 |
| Cinematics and Photography | 81.9 | 82.5 | 83.3 | 91.1 | 80.6 | 84.2 | 85.8 | 77.6 | 81.7 | 60 |
| Civil Engineering | 93.8 | 88.4 | 79.4 | 88.4 | 89.4 | 94.2 | 88.1 | 82.6 | 92.5 | 69 |
| Design studies | 79.3 | 85.9 | 72.1 | 82.7 | 71.8 | 73.4 | 79.8 | 68.0 | 76.9 | 52 |
| Drama | 85.9 | 87.5 | 85.4 | 89.8 | 74.3 | 85.8 | 78.1 | 75.4 | 80.2 | 48 |
| Economics | 73.2 | 66.7 | 55.4 | 78.6 | 73.8 | 81.0 | 71.4 | 67.9 | 78.6 | 14 |
| Electronic and Electrical Engineering | 67.0 | 70.8 | 70.5 | 73.8 | 67.3 | 83.3 | 79.5 | 67.7 | 69.1 | 56 |
| English studies | 87.9 | 93.6 | 76.6 | 82.8 | 89.3 | 91.4 | 85.5 | 83.1 | 90.3 | 16 |
| Finance | 90.6 | 84.0 | 74.8 | 80.6 | 83.3 | 93.3 | 81.3 | 78.0 | 90.4 | 52 |
| Food and Beverage studies | 66.7 | 64.8 | 56.5 | 75.9 | 70.4 | 72.2 | 75.0 | 57.9 | 55.6 | 18 |
| Forensic and Archaeological Science | 81.9 | 68.5 | 75.0 | 85.2 | 75.9 | 88.9 | 88.9 | 70.8 | 70.6 | 18 |
| General Engineering | 74.4 | 76.7 | 59.7 | 73.5 | 52.9 | 84.4 | 71.9 | 60.3 | 70.0 | 80 |
| Imaginative Writing | 87.2 | 93.2 | 84.0 | 85.5 | 81.2 | 89.7 | 75.6 | 84.0 | 87.2 | 20 |
| Journalism | 80.6 | 81.5 | 88.9 | 74.1 | 56.5 | 79.6 | 75.0 | 69.9 | 88.9 | 18 |
| Law | 93.5 | 89.9 | 81.5 | 82.6 | 80.1 | 94.6 | 79.9 | 83.2 | 93.7 | 71 |
| Marketing | 80.0 | 86.7 | 53.3 | 72.2 | 68.9 | 88.9 | 70.0 | 58.3 | 86.7 | 15 |
| Mechanical, Production and Manufacturing Engineering | 75.9 | 73.8 | 75.0 | 79.8 | 65.5 | 77.4 | 81.5 | 61.7 | 77.8 | 28 |
| Media studies | 89.2 | 89.7 | 87.9 | 86.8 | 92.0 | 89.7 | 82.8 | 80.2 | 93.1 | 29 |
| Medical Technology | 76.2 | 82.1 | 69.6 | 72.6 | 39.5 | 80.0 | 69.2 | 49.4 | 68.8 | 65 |
| Music | 67.3 | 74.4 | 75.0 | 62.2 | 53.9 | 76.9 | 53.9 | 56.7 | 57.7 | 13 |
| Nursing | 84.9 | 87.9 | 67.5 | 79.8 | 65.8 | 89.4 | 81.0 | 71.8 | 84.0 | 445 |
| Others in Biological Sciences | 72.9 | 80.6 | 41.7 | 77.8 | 72.2 | 83.3 | 91.7 | 59.0 | 66.7 | 12 |
| Others in Subjects allied to Medicine | 90.5 | 91.7 | 87.5 | 86.0 | 79.2 | 87.5 | 89.3 | 79.5 | 87.5 | 56 |
| Planning (Urban, Rural and Regional) | 84.7 | 92.6 | 87.5 | 88.0 | 90.7 | 98.2 | 83.3 | 86.1 | 94.4 | 18 |
| Psychology | 78.5 | 72.4 | 66.6 | 71.4 | 70.2 | 87.7 | 61.8 | 61.2 | 72.9 | 85 |
| Social Work | 83.1 | 88.2 | 79.8 | 76.3 | 65.6 | 87.1 | 79.0 | 62.1 | 80.7 | 31 |
| Sociology | 78.2 | 77.9 | 60.1 | 63.5 | 64.4 | 81.0 | 64.2 | 64.6 | 76.3 | 58 |
| Sports Science | 83.7 | 78.2 | 66.4 | 82.1 | 66.7 | 83.3 | 80.8 | 67.3 | 80.8 | 26 |
| Tourism, Transport and Travel | 78.4 | 81.0 | 68.5 | 77.8 | 72.2 | 91.3 | 75.0 | 63.7 | 73.8 | 42 |

| | |
|--|----------------|
| | Less than 75 % |
| | 75 % to 85 % |
| | More than 85 % |

10. Subject area performance 2017: YoY difference in subject % agree scores

| Subject | The teaching on my course | Learning opportunities | Assessment and feedback | Academic support | Organisation and management | Learning resources | Learning community | Student Voice | Overall satisfaction | Number of Respondents (fpe) |
|--|---------------------------|------------------------|-------------------------|------------------|-----------------------------|--------------------|--------------------|---------------|----------------------|-----------------------------|
| Accounting | -4.3 | | -8.1 | -10.6 | -10.5 | -0.4 | | | -8.8 | 65 |
| Architecture | -15.5 | | -21.9 | -5.8 | -22.3 | -9.1 | | | -19.6 | 43 |
| Building | -2.4 | | -4.4 | 14.6 | 0.7 | -2.4 | | | 11.1 | 67 |
| Business studies | -1.7 | | -6.3 | 4.6 | -1.8 | -4.3 | | | 1.3 | 129 |
| Chemical, Process and Energy Engineering | 8.8 | | 9.5 | 16.2 | 6.9 | -2.7 | | | 9 | 79 |
| Cinematics and Photography | -9.1 | | 4.3 | 7.1 | -1.4 | 0.2 | | | -5.3 | 60 |
| Civil Engineering | 10.8 | | 8.3 | 7.4 | 12.4 | 5.2 | | | 4.5 | 69 |
| Design studies | -12.7 | | -6.9 | -2.3 | -13.2 | -11.6 | | | -15.1 | 52 |
| Drama | -8.1 | | 7.4 | -0.2 | 1.3 | -7.2 | | | -4.8 | 48 |
| Electronic and Electrical Engineering | -7 | | 5.5 | 0.8 | 2.3 | -1.7 | | | 1.1 | 56 |
| English studies | -2.1 | | -9.4 | -4.2 | -6.8 | -0.6 | | | -1.7 | 16 |
| Finance | -4.4 | | -7.2 | -8.4 | -10.7 | -1.7 | | | -9.6 | 52 |
| Food and Beverage studies | -4.3 | | -6.5 | -9.1 | 0.4 | -17.8 | | | -11.4 | 18 |
| Forensic and Archaeological Science | -15.1 | | 4 | -5.8 | 1.9 | -6.1 | | | -17.4 | 18 |
| General Engineering | -0.6 | | -8.3 | -5.5 | -5.1 | -2.6 | | | 0 | 80 |
| Imaginative Writing | 1.2 | | 4 | 1.5 | -3.8 | 3.7 | | | 6.2 | 20 |
| Journalism | -13.4 | | 4.9 | -21.9 | -30.5 | -14.4 | | | -5.1 | 18 |
| Law | -3.5 | | -6.5 | -5.4 | -7 | -2.4 | | | -3.3 | 71 |
| Marketing | -14 | | -33.7 | -20.8 | -21.1 | -11.1 | | | -8.3 | 15 |
| Mechanical, Production and Manufacturing Engineering | 2.9 | | 6 | 4.8 | -4.5 | -12.6 | | | 0.8 | 28 |
| Media studies | 2.2 | | 4.9 | 2.8 | 13 | 14.7 | | | 15.1 | 29 |
| Medical Technology | -17.9 | | -3.4 | -9.4 | -37.5 | -6 | | | -24.3 | 65 |
| Music | -10.7 | | 4 | -11.8 | 2.9 | -6.1 | | | -0.3 | 13 |
| Nursing | 3.9 | | 1.5 | 10.8 | 10.8 | 0.4 | | | 6 | 445 |
| Others in Subjects allied to Medicine | 11.5 | | 15.5 | -1 | 19.2 | 1.5 | | | 7.5 | 56 |
| Planning (Urban, Rural and Regional) | -0.3 | | 13.5 | 8 | 11.7 | 2.2 | | | 18.4 | 18 |
| Psychology | -0.5 | | 4.6 | 0.4 | -7.8 | 6.7 | | | -8.1 | 85 |
| Social Work | 9.1 | | 21.8 | 11.3 | 26.6 | -8.9 | | | 9.7 | 31 |
| Sociology | -2.8 | | -13.9 | -8.5 | -11.6 | -8 | | | -6.7 | 58 |
| Sports Science | -5.3 | | -11.7 | -4 | -14.3 | -8.7 | | | -7.2 | 26 |
| Tourism, Transport and Travel | -6.6 | | -8.6 | -1.2 | -5.8 | -0.7 | | | -0.2 | 42 |

| | |
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| | less than -2 % |
| | -2 to 2 % |
| | above 2 % |

11. Subject area performance 2017: LSBU subject comparison with Sector: % agree scores

| Subject | The teaching on my course | Learning opportunities | Assessment and feedback | Academic support | Organisation and management | Learning resources | Learning community | Student Voice | Overall satisfaction |
|--|---------------------------|------------------------|-------------------------|------------------|-----------------------------|--------------------|--------------------|---------------|----------------------|
| Academic studies in Education | 2.5 | 6.4 | 0.0 | -6.6 | -18.2 | 2.2 | 5.6 | 7.4 | -2.1 |
| Accounting | 4.6 | 0.8 | -2.6 | -1.4 | -1.2 | 4.5 | 1.0 | 3.7 | 1.1 |
| Architecture | -9.9 | -9.7 | -7.3 | -7.5 | -9.0 | -3.9 | -7.4 | -2.5 | -12.2 |
| Building | -10.6 | -13.1 | -10.9 | -4.4 | -7.1 | 3.7 | -4.9 | -8.7 | -2.7 |
| Business studies | 5.3 | 0.8 | -0.5 | 4.2 | 4.0 | 2.2 | 2.9 | 8.2 | 6.0 |
| Chemical, Process and Energy Engineering | 4.3 | 0.7 | 10.3 | 8.6 | -3.3 | 3.5 | -0.9 | 5.5 | 0.6 |
| Cinematics and Photography | 2.3 | 1.6 | 10.3 | 12.6 | 13.6 | 1.6 | 8.9 | 10.6 | 6.3 |
| Civil Engineering | 8.6 | 3.7 | 8.1 | 7.0 | 10.2 | 6.2 | 4.0 | 11.0 | 5.2 |
| Design studies | -4.9 | -0.5 | -4.6 | 1.0 | -1.7 | -10.0 | 1.1 | -4.1 | -4.6 |
| Drama | 0.8 | 2.9 | 13.5 | 7.9 | 4.6 | 5.7 | -5.6 | 6.2 | -0.7 |
| Economics | -7.3 | -9.8 | -13.1 | 1.5 | -6.4 | -4.6 | 1.0 | 0.3 | -4.5 |
| Electronic and Electrical Engineering | -15.9 | -9.6 | -1.5 | -6.8 | -7.1 | -4.4 | -1.5 | -3.3 | -14.4 |
| English studies | -1.8 | 7.4 | -2.0 | -0.5 | 7.5 | 5.6 | 13.1 | 14.4 | 0.4 |
| Finance | 8.3 | 3.4 | 2.3 | 1.1 | 3.2 | 5.3 | 4.6 | 5.9 | 5.3 |
| Food and Beverage studies | -15.7 | -18.0 | -12.1 | -4.6 | -1.1 | -14.6 | -7.2 | -10.8 | -25.8 |
| Forensic and Archaeological Science | -5.2 | -15.0 | 2.1 | 3.8 | 1.9 | 0.6 | 7.3 | -1.6 | -13.6 |
| General Engineering | -7.3 | -1.1 | -12.6 | -3.6 | -19.7 | 0.7 | 1.2 | -0.8 | -11.3 |
| Imaginative Writing | -1.1 | 9.0 | 5.6 | 3.5 | 6.4 | 8.0 | -0.2 | 16.2 | 1.9 |
| Journalism | -1.0 | -1.7 | 15.4 | -7.0 | -15.5 | -8.2 | -4.6 | 1.9 | 8.3 |
| Law | 7.2 | 8.6 | 9.6 | 6.1 | 2.7 | 9.3 | 11.3 | 17.3 | 7.8 |
| Marketing | 2.3 | 6.6 | -15.4 | -3.8 | -5.2 | 2.7 | -6.6 | -8.3 | 6.7 |
| Mechanical, Production and Manufacturing Engineering | -4.9 | -4.8 | 8.7 | 2.1 | -8.0 | -7.2 | 2.3 | -5.1 | -3.2 |
| Media studies | 9.1 | 10.2 | 17.1 | 8.8 | 21.4 | 6.3 | 7.8 | 14.5 | 15.4 |
| Medical Technology | -12.7 | -7.0 | -6.1 | -11.5 | -32.7 | -10.2 | -15.7 | -24.5 | -19.2 |
| Music | -15.3 | -6.5 | 3.2 | -18.6 | -14.4 | -0.8 | -24.7 | -10.6 | -20.7 |
| Nursing | -1.0 | 0.3 | -5.0 | 0.4 | 1.9 | 0.7 | -0.5 | 1.4 | 1.2 |
| Others in Biological Sciences | -13.8 | -1.1 | -31.8 | -1.2 | -4.0 | -3.2 | 18.1 | -8.0 | -19.5 |
| Others in Subjects allied to Medicine | 3.7 | 5.4 | 13.2 | 5.8 | 4.2 | 2.2 | 8.5 | 7.8 | 3.3 |
| Planning (Urban, Rural and Regional) | 0.9 | 6.9 | 13.8 | 4.0 | 9.7 | 11.9 | 3.1 | 11.8 | 10.3 |
| Psychology | -6.9 | -8.4 | -6.6 | -7.0 | -8.5 | 1.3 | -9.3 | -7.8 | -12.3 |
| Social Work | -1.3 | 0.5 | 4.9 | -0.9 | -6.0 | 7.6 | 2.4 | -6.4 | -0.3 |
| Sociology | -7.3 | -6.2 | -13.1 | -15.1 | -12.8 | -3.9 | -8.0 | -3.2 | -9.9 |
| Sports Science | -1.1 | -6.3 | -8.5 | -0.2 | -11.3 | -3.0 | -0.7 | -5.6 | -3.7 |
| Tourism, Transport and Travel | -4.3 | -3.8 | -7.0 | -4.3 | -5.1 | 6.5 | -5.6 | -9.2 | -10.2 |

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| | less than -2 % |
| | -2 to 2 % |
| | above 2 % |

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| | CONFIDENTIAL |
| Paper title: | Link Tutor – Roles and Responsibilities – WLA agreement |
| Board/Committee: | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | Mandy Maidment / Janet Bohrer |
| Purpose: | For information |
| Recommendation: | The Board is requested to note the recommendations, all of which have been approved by the Deans. |

Executive Summary

LSBU is growing its Transnational Education (TNE) and this paper seeks to gain Institutional agreement for managing the Academic Quality and Standards for our TNE provision for large collaborations.

Currently, our two significant TNE relationships are the British University of Egypt (BUE) and the developing Applied Science University (ASU) Bahrain. It is intended that this model will be used as further *Institution to Institution* collaborative relationships develop.

The LSBU – BUE partnership is the **largest** collaborative arrangement in the MENA region and is currently acknowledged as a model of transnational education.

This *Institution to Institution* relationship is now undergoing significant growth and as a result we are proposing a number of ways of managing the relationship from an institutional perspective.

The importance of the role of the Link Tutor is vital to ensure maintenance of Quality Assurance between the Institutes and with BUE it is different to many other collaborations because this is a *Cross-Institution* relationship. Furthermore, it is vital that there is a consistency of practice across the Schools in both the acknowledgment of the role and responsibilities of Link Tutors and how they are supported in delivering this role.

This paper requests that the Schools endorse the following:-

- All Schools support their nominated Link Tutors with a WLA of 10% i.e. 4 weeks of Link Tutor activities per year.

This requires:-

- 2 x Link Tutor visits per year of 5 days duration, which requires a non-negotiable scheduled visit in each semester.
- That Link Tutors travel as a group to reduce risk due to potential safety concerns in the region.
- Acknowledgement of the Role & Responsibilities of Link Tutors, most notably:-
 - Link Tutors liaise with External Examiners on assessment - Coursework & Examination briefs.
 - Link tutors oversee Moderation of assessments.
 - Link Tutors liaise with BUE and Externals regarding reviews and validation events.
 - Link Tutors participate in Staff Development activities with BUE staff.
- All Schools ensure for Sustainability / Succession Planning and when BUE cohorts reach 500, a deputy is assigned to reduce institutional risk.

This paper proposes that the Schools consider the following proposal:-

- That LSBU adopts the title of Academic Link Manager (ALM) which reflects more accurately the activities undertaken in this role.

To mitigate against academic Quality & Standards risks it is imperative that all Link Tutors are recognized in a consistent manner across LSBU that means we can assure the understanding that BUE have with regard to their expectations of Link Tutors.

Appendices to this paper list *Institution to Institution* collaborative relationships noting current provision and courses validated. These will be updated on an annual basis.

Appendix 1.

BUE-LBSU validated course provision for 2017-2018 is:-

UG

- Psychology
- English Language and Literature (English Literature, Applied Linguistics or Translation)
- Communication and Mass Media
- Business Studies
- Economics
- Chemical Engineering
- Electrical & Communications Engineering
- Mechanical Engineering
- Petroleum Engineering & Gas Technology
- Informatics & Computer Science
- Computer Systems Engineering
- Law
- Politics
- Architectural Engineering
- Civil Engineering
- Construction Engineering & Management (CEM)

PG

- Advanced Materials Science (MSc / MTech)
- Advanced Materials Technology (MSc / MTech)
- Renewable Energy (MSc)
- Web Science (MSc)
- Sustainable Engineering Design and Construction (MSc / MTech)

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| | CONFIDENTIAL |
| Paper title: | Sub-committee reports |
| Board/Committee: | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | Sub-committee Chairs |
| Purpose: | For information and approval |
| Recommendation: | The committee is requested to note the reports. |

Executive Summary

Quality and Standards Committee, 18 October 2017

The committee approved the following policies:

- Academic appeals procedure
- Academic misconduct procedure
- Extenuating circumstances
- Fitness to practice
- Fitness to study
- Interruption and withdrawal
- Assessment and examination procedures

The committee discussed:

- Annual Provider Review draft
- Institutional Examiner Report and actions
- Recommendations of new awards
- Review of quality and standards since the last meeting, including:
 - Student complaints and appeals
 - Validation processes update
 - Working with Registry
- Postgraduate taught update
- Postgraduate research and London Doctoral Academy update
- Anonymous marking
- Terms of Reference, membership, and annual business plan.

The committee noted reports on the following:

- Partnerships and international collaboration
- Academic Audit reports and action tracking

- Assessment
- Attainment gap
 - Race Equality Chartermark
- Validations Annual Report
- Schools' Academic Standards Committee - minutes

Research Committee, 18 October 2017

The committee discussed:

- Research income for 2016/17 and research awards and pipeline for 2017/18
- Research and Enterprise Institutes – update on Research Centres and Research Groups
- REF 2021- update
- London Doctoral Academy – update
- Research Committee annual work plan for 2017/18

The committee noted reports on the following:

- UK Scholarly Communications Licence
- Terms of Reference for the research committees:
 - Professoriate Working Group
 - Researcher Development Group
 - REF Working Group
 - Research Board of Study

Student Experience Committee, 11 October 2017

The committee discussed:

- Estates matters – update
- Student-led projects – update on 2016/17 outcomes and proposals for 2017/18
- Course-based societies – update on changes for the 2017/18 academic year
- Educational Framework embedding – update
- National Student Survey results
- The approval process for 2017 National Teaching Fellowship nominations.
- LLR Student experience – update
- Student Wellbeing initiatives - update

Joint Board and Academic Board strategy day notes – 28 September 2017

15 Hatfields, SE1

The Chair welcomed governors, Academic Board members and Executive members to the meeting. New governors and members of Academic Board were introduced to the meeting.

The Chair noted that there were currently two contrasting themes for the meeting to consider as part of the day: 1) under-recruitment for 2017/18; and 2) the improving reputation of the University, for example achievement of TEF silver; moving up the University league tables, and being named University of the Year for Graduate Employment.

External environment

The Vice Chancellor presented a review of the external policy environment.

The meeting noted opportunities, including to:

- develop non-accredited training courses and the CPD offer;
- grow direct recruitment internationally and trans-national education (TNE), including through a potential joint venture with Applied Science University, Bahrain.
- develop the “family of educational institutions” concept to cover further education, secondary education, apprenticeships and enterprise

It was agreed that new business developments should be aligned with the corporate strategy and support LSBU’s core business.

The meeting noted challenges, including:

- the current political environment, including uncertainty over “Brexit”;
- the current political debate around university fee levels;
- recognition that the new regulator, the Office for Students, is likely to make significant changes to the sector and the regulatory environment.

It was noted that LSBU is well-placed to tackle uncertainties in a difficult environment, but that the HE sector, as a whole, faces challenges to promote the value of HE among the general public.

Progress of the Corporate Strategy to 2020

The Deputy Vice Chancellor presented a progress report on LSBU's Corporate Strategy to 2020.

The meeting discussed the following points:

- the importance of metrics which, even though proxy measurements, provide performance insights into challenges and successes.
- the importance of the National Student Survey (NSS). Course Directors are a very significant factor in influencing NSS outcomes and are working to raise student satisfaction. It was noted that universities in urban areas tended to perform less well in the NSS.
- other key areas which impact on student satisfaction include estates, IT, and digital materials, which are separate key change projects.
- readiness to address the subject level Teaching Excellence Framework (TEF), likely to begin in 2019/20.
- the executive is leading a drive towards simplification of business processes at School level.
- continued communication of positive messages to staff and a revised internal communication strategy is being developed.
- as noted above, recruitment is a key challenge which needs to be addressed at every level of entry and study mode.

LSBU governance team

October 2017

Present

Board of Governors: Jerry Cope (Chair), David Phoenix, Sodiq Akinbade, Steve Balmont, Shachi Blakemore, Duncan Brown, Julie Chappell, Michael Cutbill, Peter Fidler, Hilary McCallion, Mee Ling Ng, Tony Roberts, Suleyman Said

Additional members of the Academic Board: Craig Barker, Dean of Law & Social Science
Janet Bohrer, Director of Academic Quality Development Office
Patrick Callaghan, Dean of Applied Sciences
Kirsteen Coupar, Director of Student Services
Charles Egbu, Dean of Built Environment & Architecture
Janet Jones, Dean of Arts & Creative Industries
Mike Molan, Pro Vice Chancellor (Enhancement), Dean of Business
Shushma Patel, Acting Dean of Engineering
Lesley Roberts, Head of Skills for Learning
Warren Turner, Dean PVC Health & Social Care

Members of the Executive: Pat Bailey, Deputy Vice Chancellor
Mandy Eddolls, Executive Director of Organisational Development and Human Resources
Richard Flatman, Chief Finance Officer
Paul Ivey, Pro Vice Chancellor (Research and External Engagement)
Nicole Louis, Chief Marketing Officer
Ian Mehrtens, Chief Operating Officer
James Stevenson, University Secretary & Clerk to the Board of Governors
Shân Wareing, Pro Vice Chancellor, Education and Student Experience

With: Michael Broadway, Deputy University Secretary
Joe Kelly, Governance Officer
Sally Skillett-Moore, Deputy Director, Teaching Quality and Enhancement

Apologies: Carol Hui, independent governor
Kevin McGrath, independent governor

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| | PAPER NO: |
| Paper title: | Report from Institutional Examiner July 2017 |
| Board/Committee | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | Dr Janet Bohrer, Director, Academic Quality Development |
| Executive/Operations sponsor: | Professor Shân Wareing |
| Purpose: | To report on the progress of recommendations made following the first visit of the Institutional Examiner, Professor Taylor. |
| Recommendation | Academic Board is requested to note the report. |

| | |
|--------------------------|--|
| Executive Summary | |
| Context | <p>This paper comments on upcoming initiatives and offers advice from a quality perspective on the best ways of achieving the set aims</p> <p>Professor Taylor has agreed to return to the university in February 2018</p> |

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Report from Professor Claire Taylor

Institutional Examiner second visit to LSBU 6th July 2017

1. Purpose

- To follow up on progress made as regards recommendations arising from the last visit in relation to Quality Assurance and Enhancement
- To understand any new and forthcoming initiatives related to Quality Assurance and Enhancement

2. People involved

- Professor Shan Wareing: Pro Vice-Chancellor, Education and Student Experience
- Dr Saranne Weller: Director of CRIT
- Marc Griffith: Head of Digitally Enhanced Learning
- Sally Skillet Moore: Deputy Director Academic Quality and Enhancement
- Ian Govender: Senior AQE Quality Assurance and Enhancement Advisor
- Edwin Idollor and Diana Ankara: AQE Quality Assurance and Enhancement Advisors
- Martin Bundy: Team Leader Examinations and Conferment
- Dr Mandy Maidment: Head of Division, Food Sciences; 0.5 secondment to oversee academic collaborative provision
- Ruth Richards: Director of Education and Student Experience

3. Information provided in advance of the visit

- Institutional Examiner Report Academic Board Feb 2017
- Report from LSBU: responses to Institutional Examiner report Feb 2017
- Strategic Portfolio Development: powerpoint presentation
- EE Data Collection Project Plan
- A Digital Learning Ecosystem: powerpoint presentation
- Educational Framework for Academic Board June 2017
- Link Tutor Paper for Academic Board June 2017
- 3 ARCH document
- External Examiner Report APB

- External Examiner Report SAB
- External Examiner report STB

4. Areas of discussion and observations

Course development and approval

A more strategic approach to the approval of new provision is being established. To support this, a more coherent approach to supporting validation by members of the AQE and CRIT teams is in development. Discussion centred around the importance of clear communication to academics 'on the ground' around new processes and approaches in relation to quality assurance and enhancement in order to ensure manageable 'buy-in' and engagement. There was also discussion around the importance of the Course Director role, as a key contact for course development and evaluation, with a sense that the university is moving towards a more holistic and course-focussed approach to programme development rather than a purely module-focussed approach

External Examiners

Reporting templates have been updated in order to better capture information needed for programme enhancement. Discussion was had around whether there is a consistent approach across the University to course-level responses to external examiner reports and inclusion of feedback in course annual monitoring reports. This is an area that would warrant further investigation.

I note that my recommendations in relation to maintaining more robust records of the reciprocal arrangements of LSBU staff that are external examiners at other institutions have been actioned, with a register in development.

Discussion was held around the late submission of exam papers to the examinations office and the variety of issues this causes, including potentially disadvantaging those students for whom a reasonable adjustment should be made. It was noted that a broader piece of work around assessment will be underway during 2017/18 which will address more fundamental issues related to assessment policy and practice, including the role of examinations. The Director of CRIT outlined that the university was considering engaging with resources associated with the HEA's 'Transforming Assessment' project to support this work.

Assuring the Quality of Collaborative Provision

Discussions with Dr Mandy Maidment outlined that a much more secure institutional overview of collaborative provision has developed over the past year. However, continuing issues with the role of the Link Tutor have been identified and raised at Academic Board. There needs to be institution-wide clarity around the nature and title of the role and how associated workload is recognised. This is especially important given the projected growth trajectory for collaborative work with the British University in Egypt (BUE) and the potential risks associated with this.

It was noted that much of the provision at BUE requires revalidation this summer and that a bespoke process has been developed to achieve this. I was able to see samples of paperwork and verified that student involvement was still a key part of the approach.

Clear strategy and associated policy/criteria with regard to assessing potential academic collaborations are being developed by the Director of Internationalisation; it would be useful to explore this further during a future visit.

Overall, it is clear that good progress has been made establishing processes in relation to collaborative provision. Now the challenge is to move into the sphere of enhancement, whilst still ensuring that 'risk' is fully understood and appreciated by all those involved in academic collaborative partnership work. Clearly, institutional quality assurance of international partners remains a topic for discussion and I would be interested in learning at a future visit whether the university chooses to use QAA international review as a tool for review with partners.

Developing a DEL strategy

It was noted that this is a project for 2017/18. The Head of DEL outlined the strategy and associated key principles and priorities. During discussion, colleagues were encouraged to give further thought to timescales and milestones, implementation plans and relevant KPIs. In addition, it is recommended that an evaluation plan is put in place with quantifiable impact measures identified in order to demonstrate added value for the student and/or staff experience.

Embedding the LSBU Educational Framework and Graduate Attributes

Another key project for 2017/18. Noted that a pilot mapping exercise of graduate attributes to some courses will shortly be undertaken. Discussions with one School Director of Education and Student Experience (DESE) suggested that there is further work to do to support colleagues in embedding the Educational Framework within new course proposals. One

DESE is proactively developing a handbook for the School to include guidance around how to embed the Educational Framework. It was not clear as to whether this is a standard approach across all Schools and this warrants further consideration.

Identifying and sharing good practice

Discussions were held with the Director of CRIT outlining ways to identify and spread good practice. CRIT is raising its profile internally and has initiated a series of events where academics are invited to share innovative practice. The university is also keen to encourage a higher percentage of academic staff to engage as external examiners elsewhere in order to broaden exposure to alternative practice. The HEA work around external examining and degree standards is one area that the university may wish to investigate further.

Professor Claire Taylor

Deputy Vice-Chancellor, Wrexham Glyndŵr University

24th July 2017

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| | CONFIDENTIAL |
| Paper title: | Key Performance Indicators |
| Board/Committee | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | John Baker – Corporate & Business Planning Manager |
| Executive/Operations sponsor: | Pat Bailey – Deputy Vice Chancellor |
| Purpose: | To present the latest performance figures for the University KPIs for the 16/17 cycle, as at October 18 th 2017. |
| Recommendation: | That Academic Board considers the recent results for this cycle, and identifies ways in which Schools might: <ul style="list-style-type: none"> • Respond to current results, or • Contribute to University initiatives undertaken to improve the performance against other KPI targets. |

Executive Summary:

The report presents the latest performance figures for the Corporate KPIs.

Notes on results:

KPIs 8,9,17, 20, 21 & 22 – Finance Data: Financial outturn figures are provided to reflect the data in the management accounts from Sep Ops board (period – end July 2017) These are still subject to audit review at this point.

KPI 2 – NSS overall satisfaction %: The result was static at 82%, against sector decline.

KPI 13 – Y1 Progression %: The result looks to have fallen by 3 % points.

KPI 25 – Times League Table: LSBU has climbed 15 places and is now at 92. Further detail on the impact of the constituent measures and subject results is provided overleaf. Where no new results have been received, the column remains grey, and the 15/16 column indicates the most recent institutional performance against this metric.

The Committee is requested to note the report.

2018 Times League Table

LSBU has increased on the 2017 position by 14 places, moving from 120th to 106th and increasing its score by 11% from 400 points to 443, the 8th biggest increase in the league table. A further 3 points would have resulted in a 1 place increase in rank and a further 7 points would have resulted in a 6 place improvement to position 100th.

LSBU improved in rank against all measures with the exception of Student Staff Ratio and Research. SSR declined by 6 places, despite an improvement from 17.2

to 17, these declines in rank were not as a result of a material deterioration in performance, but rather other institutions entering the table or improving their performance.

Particularly strong improvement in rank was seen for the two NSS measures, where LSBU gained 34 and 27 places for the two measures, and the DLHE measure where LSBU gained 28 places.

LSBU falls outside the top 100 in 3 of the 8 measures: Entry standards (124th) and Firsts / 2:1s (111th), and Completion rates (123rd)

Using a prediction model which approximated the 2018 scores using HESA and NSS data, it is possible to estimate the points gained by improvement in specific measures (assuming the others in the table stay the same). The table below estimates effect of improvements in each measure individually to achieve the points increase needed to achieve 99th rank in this table dataset.

| Measure | Current Rank | Current Score | Modelled Improvement in Measure | Difference | Current Total Points in Model | Points Improvement in model | Points Difference |
|--------------------------------|--------------|---------------|---------------------------------|------------|-------------------------------|-----------------------------|-------------------|
| TEACHING QUALITY (%) | 81 | 78.97 | 79.97 | 1.0 | 430.0 | 438.2 | 8.2 |
| STUDENT EXPERIENCE (%) | 80 | 77.43 | 78.43 | 1.0 | 430.0 | 434.1 | 4.1 |
| NSS WEIGHTED | | 78.46 | 79.46 | 1.0 | 430.0 | 442.3 | 12.3 |
| RESEARCH QUALITY (%) | 65 | 9 | - | - | 430.0 | - | - |
| ENTRY STANDARDS (UCAS PTS) | 124 | 107 | 127.0 | 20.0 | 430.0 | 438.3 | 8.2 |
| GRADUATE PROSPECTS (%) | 20 | 82.1 | 84.6 | 2.5 | 430.0 | 437.6 | 7.5 |
| FIRSTS/2:1s(%) | 111 | 63.9 | 66.9 | 3.0 | 430.0 | 438.7 | 8.7 |
| COMPLETION RATE (%) | 123 | 74.6 | 76.6 | 2.0 | 430.0 | 440.5 | 10.5 |
| STUDENT-STAFF RATIO | 88 | 17 | 15.5 | -1.5 | 430.0 | 438.8 | 8.7 |
| SERVICES/ FACILITIES SPEND (£) | 45 | 2248 | 2428.0 | 180.0 | 430.0 | 438.8 | 8.7 |

Within the Aspirational Group, five Institutions have shown an overall improvement in rank with LSBU achieving the greatest improvement (14 places), followed by Westminster (11 places) and East London (9 places). Improvements were seen in rank for DLHE and SSR for Westminster and East London made significant gains in ranking in the NSS measures this year.

Three Institutions declined in overall rank, City (25 places), Middlesex (17 places) and Greenwich (2 places). This was mainly due to declining rank in NSS or DLHE and in the case of City and Middlesex a decline in SSR rank also.

At subject level, LSBU appears in the top three quartiles in 15 out of 30 subject tables. The top performers are: Law (40%), Social Work (44%), Subjects allied to medicine (45%).

Table - LSBU Subject Area Performance

| Subject | Published Subject Rank | Percentile Rank | Number of Institutions |
|--|-------------------------------|------------------------|-------------------------------|
| Law | 40 | 40% | 100 |
| Social Work | 34 | 44% | 78 |
| Subjects allied to medicine | 36 | 45% | 80 |
| Sport Science | 40 | 51% | 79 |
| Creative writing | 26 | 52% | 50 |
| Mechanical Engineering | 36 | 54% | 67 |
| Hospitality, Leisure, Recreation and Tourism | 34 | 56% | 61 |
| Nursing | 40 | 56% | 71 |
| Civil Engineering | 32 | 59% | 54 |
| Drama, Dance and Cinematics | 59 | 61% | 97 |
| Communication and Media Studies | 64 | 70% | 92 |
| Chemical Engineering | 20 | 71% | 28 |
| Accounting and Finance | 72 | 72% | 100 |
| Art and Design | 60 | 73% | 82 |
| Business Studies | 90 | 75% | 120 |
| General Engineering | 27 | 77% | 35 |
| Psychology | 88 | 77% | 114 |
| Education | 65 | 81% | 80 |
| Music | 65 | 82% | 79 |
| Building | 29 | 85% | 34 |
| Electrical and Electronic Engineering | 59 | 88% | 67 |
| Architecture | 47 | 90% | 52 |
| Computer Science | 96 | 91% | 106 |
| Criminology | 59 | 92% | 64 |
| Biological Sciences | 94 | 94% | 100 |
| English | 100 | 94% | 106 |
| Sociology | 91 | 96% | 95 |
| Archaeology and forensic science | 55 | 96% | 57 |
| Food Science | 41 | 98% | 42 |
| Radiography | 24 | 100% | 24 |

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| | | Report Date | | 18th October 2017 | | Benchmark | Past Performance Baselines | | | Target | Result | DoT | Ambition | | 16/17 Rating Criteria | | |
|-----------------------|---|---|--|--|---|--------------------------------|----------------------------|-----------|--------|-----------|----------------|-----------|---------------|---------------|-----------------------|----------------|------------|
| Out comes | # | Corporate Strategy Goals | 20/20 Success Measures | # | Key Performance Indicators | Competitor Group 12/13 average | 13/14 | 14/15 | 15/16 | 16/17 | | | 20/21 | Exec. Lead | Green | Amber | Red |
| Student Success | 1 | Teaching and Learning | Top 50% of universities for graduate employment / starting salaries. | 1 | Graduate level employment &/or Further study (EPI population) | n/a (local indicator) | 49% | 68% | 76.0% | 77% | 82.1% | ↑ | 80% | PVC (SE) | 77 % + | 72 - 76 % | <72 % |
| | 2 | Student Experience | Top quartile of all universities in NSS | 2 | NSS scores – overall satisfaction (First Degree respondents) | 81.7% | 80% | 82% | 82% | 84% | 82% | → | 89% | DVC | 84 % + | 82 - 83 % | < 82 % |
| | | | | 3 | International Student barometer (% recommending LSBU) | not available | 72.40% | | 77% | 78% | 77% | → | 81% | | 78% + | 74 - 77% | < 74 % |
| | | | | 4 | PGT experience (% satisfaction) | not available | 77% | 74% | 74% | 76% | 74% | → | 82% | | 76 % + | 73- 75 % | < 73 % |
| | | | | 5 | Student Staff Ratio | 21.2 | 17.2:1 | 16.4:1 | 17:1 | 17.5:1 | | | 18:1 | | <=17.5 | 17.5 - 18.5 | > 18.5 |
| Real World Impact | 3 | Employability | 95% students in employment / further study (EPI) | 6 | DHLE Positive Outcomes; employment or further study (EPI) | 88.5% | 85.5% | 90.2% | 90.8% | 92% | 94.6% | ↑ | 95% | PVC (SE) | 92 % + | 90 - 91 % | <90 % |
| | | | Top 10 UK universities for student start ups | 7 | Number of Student start ups | 47.86 | 1 | 30 | 50 | 70 | 65 *(Forecast) | | 150 | PVC (R&E) | 70 + | 63 - 69 | < 63 |
| | 4 | Research & Enterprise | Top 50% UK for Research & Enterprise Income | 8 | Research Income (non Hefce) | £6.1 | £1.8 | £2.0 | £1.9 | £2.6 | £2.8 | ↑ | £6.0 m | PVC (R&E) | £2.6 m + | £2.35 - 2.60 m | <£2.35 m |
| | | | | 9 | Enterprise Income | not available | £8.4m | £8.1 | £7.8 | £9.9 | £9.2 | ↑ | £15.0 m | | £9.9 m + | £9.3 - 9.9 m | <£9.3 m |
| | | | | 10 | % recruitment from low participation neighbourhoods | 6.4% | 7.4% | 7.7% | 8.4% | 7.5-8.5% | 9.2% | ↑ | 9.0% | | CMO | 8.2% + | 7.7 -8.1 % |
| 11 | % FT UG students (excluding HSC contract) recruited before Clearing | not available | 73.6% | 71.8% | 71.8% | 72% | 71.1% | ↓ | 90% | 72 % + | 69 - 71 % | < 69 % | | | | | |
| Access to Opportunity | 5 | Access | Top London Modern for LPN recruitment | 12 | First Degree completion projection (from HESA benchmark) | -3.13% | -9.5% | -7 % | -5.8% | -4% | -5.5% | ↑ | +3% | DVC | >=-4 % | -5 to -7 % | <-8 % |
| | | | | 13 | Year 1 progression | not available | 69.9% | 73.1% | 77.2% | 79% | 74% (tbc) | | 85% | | 79 % + | 75 - 78% | <75% |
| | | | | 14 | Good Honours | 62.2% | 61.0% | 61.2% | 66.4% | 63-67% | | | 63 - 67% | | 63-67% | 68-70% 60-62% | <60% >70% |
| | | | 15 | PGT completion | not available | 54.8% | 61.5% | 58.7% | 65% | | | 85% | 65% + | 61-64% | < 60% | | |
| | | | 16 | QS Star Rating | not available | 2 (prov.) | 3 stars | 3 stars | 3 | 4 stars | ↑ | 4 | VC | 3 | 2 | 2 | |
| | 17 | Overseas student income (millions) | £29.5m | £9.3 m | £11.2 | £9.8 | £10.7 | £11.2 | ↑ | 20m | PVC (R&E) | £10.7 m + | £9.8 - 10.6 m | <£9.8 m | | | |
| | Strategic Enablers | 7 | People and Organisation | Rated as a good employer | 18 | Appraisal completion % | not available | 37% | 90% | 91% | 95% | | 95% | EDHR | 95 % + | 90 - 94 % | < 90 % |
| 19 | | | | | Average Engagement Score as as % | 70% | - | 58% | 62% | 62% | ↑ | 75% | 62% | | 58 - 61 % | < 58 % | |
| 8 | | Resources & Infrastructure | Grow our income by 25% to £170m annually, deliver an operating surplus of 5% and an EBITDA margin of 15% | 20 | Surplus as % of income | 9.6% | 2.3% | 0.9% | 2.4% | 0.7% | 1.3% | ↓ | 5.0% | CFO | 0.7 % + | 0.4 - 0.6 % | < 0.4% |
| | | | | 21 | Income (£m) | £188.2m | £134.8m | £140.8m | £138.2 | £144.5m | £144.5 | ↑ | £170.0m | | £144.5 m + | £140 - 144 m | < £140 m |
| | | | | 22 | EBITDA margin (EBITDA expressed as % of income) | 9.20% | 11.4% | 9.2% | 11.8% | 11.7% | 12.0% | ↑ | 15.0% | | 11.7% + | 11.3 - 11.6% | <11.3% |
| | | | | 23 | Student satisfaction ratings with facilities & environment (FD) | 82.7% | 83.0% | 87.7% | 90.0% | 90.0% | 87.2% | ↓ | 90% | | COO | 90 % + | 86 - 89 % |
| 24 | ICS Service Index % | - | - | 68% | 76% | 78% | 66% | ↓ | 80% | 78% + | 75-77% | <75% | | | | | |
| League Tables | Overall | Top London Modern university (excl UAL) | 25 | Times - League table ranking | 92.3 | 122/123 | 120 / 127 | 120 / 128 | 115 | 106 / 128 | ↑ | 80 | VC | 115 or higher | 116 - 119 | 120 or lower | |
| | | | 26 | Guardian – League table ranking | 87.1 | 112/116 | 111 / 119 | 107 / 119 | 102 | 92 / 121 | ↑ | 86 | | 102 or higher | 103 - 106 | 107 or lower | |
| | | | 27 | Complete University Guide – League table ranking | 85 | 120/123 | 119 / 126 | 115 / 127 | 110 | 108 / 129 | ↑ | 93 | | 110 or higher | 111 - 114 | 115 or lower | |

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| | CONFIDENTIAL |
| Paper title: | Part-time student issues report |
| Board/Committee | Academic Board |
| Date of meeting: | 1 November 2017 |
| Author: | Pat Bailey, Charles Egbu and Jennifer Hackett |
| Executive/Operations sponsor: | Pat Bailey |
| Purpose: | To outline issues relating to part-time students, and to report some changes that are being implemented in the 2017-18 academic year. |
| Which aspect of the Strategy/Corporate Delivery Plan will this help to deliver? | Growth and student experience |
| Recommendation: | The meeting asked to note the report, and to provide comments. |

Executive Summary

Following the discussions at Academic Board and Operations Board, Pat Bailey and Charles Egbu were asked to look at the part-time student experience, and identify potential improvements. This report identifies several areas in which action has already been taken, some changes that should be explored during the coming months, and two recommendations for immediate implementation for the 2017/18 academic year:

- An increase in the opening of catering facilities
- An increase in the library opening hours

It is proposed that future additional funding for PT students should be identified in time for the 2018/19 budgeting round. The only other area for which additional funding may be required in 2017/18 concerns technical support during non-core periods.

A summary of the actions and recommendations can be found on the last page of the attached report.

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Part-time Student Issues Report

Background

Following discussions at Academic Board and Operations Board about facilities that support current part-time students and CPD delivery, a pan-University Task & Finish Group was set up to explore the extra resource requirements for effective delivery both now and in the near future, based on the assumption that we wish to grow student numbers and increase our income to £170M by 2020. The Task and Finish Group was wide-ranging in composition, as agreed in discussion with the COO, and looked at specific issues relating to part-time and CPD student experience that had been raised by a range of sources including the part-time Student Union Rep and the School of BEA. Areas of focus included teaching, estates, catering, library, specialist labs and enterprise via CPD. An initial report was submitted to Operations Board in July 2017 so that some recommendations could be actioned in the 2017/18 academic year, and this report is an update for Academic Board.

Importance of part-time education?

For LSBU, around 7000 students undertake part-time courses, most significantly (for this exercise) including around 1000 non-health undergraduates. These numbers are set to increase substantially over the next 3-5 years as the number of part-time apprentices rises, planned to exceed 2000 by 2020. These students obviously expect the same quality of provision as their full-time counterparts.

The government continues to identify Higher Education and increasing the skills of the workforce as crucial to the economic success of the UK – *'Skills for Sustainable Growth'* (BIS, 2010). Part-time student numbers have reduced recently, but there is increasing commitment to supporting work/study arrangements to address this, such as through apprenticeships.

There are, however, challenges with delivering part-time study identified in the BIS report *'Expanding and Improving Part-time in Higher Education'* (BIS, 2012). These include:

- Flexible opening times for facilities such as the library, cafes, food shops, and IT services, to allow part-time students access out of 'normal' hours.
- Systems to track students through different start and end points and late starters and early finishers.
- Clearly articulated expectations and guidelines about timetables, the timing and form of assessment, and the need for consistent and early communications in the event of changes to timetables.
- Providing opportunities to integrate with the rest of the student body and increasing the diversity of their experience.

These challenges were echoed in analysis of our own provision and from student feedback. This preliminary report aims to present the current position and seek agreement from Executive on potential options.

The 10 areas/issues that were identified were as follows:

1. Academic Issues (feedback, supervision, lab access, exam board meetings)
2. Buildings (access and appropriateness)
3. Timetabling
4. Catering
5. Registration
6. Library (especially opening hours)
7. Technical Support and Access to Specialist Facilities
8. Engagement with the University Community, linked to
9. Communications (both academic and non-academic)
10. Continuing Professional Development (CPD)

Areas of focus to help extend PT and CPD Provision

1. Academic Issues

A number of issues were identified by students, all of which were specific to particular modules. Whilst they were (as far as possible) resolved for the specific issues, they potentially highlight some more general concerns. The main points that arose were:

- a) Lack of availability of personal supervisors (mainly for projects) at times when the students were at the University (especially weekends);
- b) Not receiving timely feedback that matching their course delivery (which might require faster turn around);
- c) The timing of exam boards impacting on their registration or progression status;
- d) The booking of specialist facilities (in core and out of core times).

The first point was (and can generally be) addressed through smarter use of technologies such as Skype; the second point needs engagement by Course Directors, but is part of a more extensive piece of work on 'assessment and feedback' by the PVC (ESE); the third point has been noted and exam board timings is being considered more generally; the last point is covered under Section 7. Moreover, the DVC will continue to work with the PVC on all of these matters, and he is scheduled to meet the PGT Rep next week for an update.

2. Building access

In order to grow income we need to consider how we use our buildings. This is particularly important for those courses that use specialist facilities such as BEA and ENG. However, following a detailed analysis of all part-time courses, the requirement for non-core access to specialist facilities was only identified in courses in HSC, BEA and ENG – this is addressed further under Section 7. To give a rough sense of the non-core numbers, we have around

300-1200 students each hour during 'term-time' between 5-9 p.m., and an average of about 250 students for most of the day on Saturdays (100-500) and 60 on Sundays.

Saturday Use

- Currently only London Road is open at weekends.
- To open Keyworth from 10am – 4pm on a Saturday would cost in the region of £950
- Security – there would be no additional external security required were we to open more buildings.

This figure does not include the cost of any portering (which will be paid on an overtime basis) or EAE managerial costs.

Mid-week Access

Mid-week Keyworth and K2 are open until 9.30 p.m. with receptionist cover till 9.00 p.m. To extend hours of both until 10pm the cost would be:

- £34.94 per day for two receptionists
- £20 per building per hour for Energy (based on winter use)

Total per day: £74.94 for both Keyworth and K2.

Note if only one building was open then the cost would be half.

The cost opening K/K2 is actually fairly modest, although there is an environmental impact as well as a financial one. This report simply recommends that the use of K/K2 is considered further in this academic year, especially as work on the LR Building may impact on the room availability there (and possibly the quality of the environment whilst building works are undertaken).

3. Timetabling

There is a complex range of issues concerning timetabling, for which the key constraint is that most part-time students have no flexibility over the day(s) on which they can attend. A further problem is that many of the part-time apprenticeships are only being approved very late in the cycle (sometimes only a few weeks before they start), meaning that the vast majority of the timetabling has already been allotted and finalised, so any late changes could easily impact adversely on other students.

The PVC (ESE) has a wider project that she is working on with the TT team, and the PT issues are included in this; in the meantime, the TT team are being alerted to potential courses as early as possible, although options are sometimes limited due to the grid-locked nature of the timetable.

4. Catering

Part-Time students have raised the issue of limited canteen facilities, both in evenings and once full-time term is over. If we were to extend hours of London Road's Campus Express

to 9pm midweek it would cost £290 per week. This is labour charge and so if self- financing we would not have to pay.

Campus Express (London Road) is already open between 10am and 4pm on Saturdays. Again, this is a labour charge and if self-financing, there is no cost.

To extend the current opening hours of Breakpoint Café (Keyworth) to 9pm on weekday evenings would cost £150.00 per week. This is a labour charge and if self-financing, this cost is not payable.

Recommendation: Extend LR catering to evenings for 30 weeks: £8,700 (max)

5. Registration

There are two main issues concerning registration of PT students; the first concerns the necessity to register students at different points during the academic year, whilst our current system is ill-equipped to support this. The other issue concerns when/how PT students enrol; they frequently have work constraints which mean that they cannot attend 'at our convenience', and many employees (and employers) expect us to be able to complete virtually all of enrolment online.

Both of these matters are being discussed with the registration team, with especially close liaison concerning arrangements for apprentices.

6. Library

The library is open to midnight on weekdays all year round and weekends open until 9pm with the exception of 10 weeks over the summer. To open the library till midnight all year round would cost either:

- Scenario 1: Security and cleaning but no LLR staff = £15,194
- Scenario 2: LLR staff, security and cleaning = £17,746.63

Scenario two is only slightly more expensive and would be a far better service for students in terms of staff ability to do regular walk rounds of the buildings, straightening up, reporting faults, including IT outages etc.

Recommendation: adopt Scenario 2, at a cost of £17,747

7. Technical Support and Access to Specialist Facilities

An exercise was carried out to scope the need in Schools for specialist facilities after 5pm. Responses indicated that HSC, ENG and BEA were the only Schools that had this requirement and the courses were almost exclusively in Vocational Learning (HSC), Architecture and a range of Engineering courses including Telecommunications, Electrical and Electronic, Computer and Power Network Engineering.

One problem has been that specialist facilities are usually booked by the students themselves, but part-time students can find that all of the slots where they are on campus have been taken by (more flexible) full-time students; this is a local issue that is being addressed at School level. However, not only is there no non-core specialist access, but as PT numbers increase, so the provision of access to specialist facilities in evenings and at weekends will become more urgent.

The cost of opening additional buildings for a few specific days would be modest (probably <£1000 in total), but the more significant issue concerns technical support (which also affects ACI's enterprise activities – see Section 10). We are currently working with Tony Roberts and David Mead to see how best to provide non-core technical support.

8 Engagement with the University community

This was raised by PT students, and is an important multi-faceted issue that we discuss regularly at the Student Experience Committee; linked to this are the methods of communication – see Section 9.

9) Communications (both academic and non-academic)

Feedback from the Part-Time SU Rep indicated that PT students were often not aware of events until the LSBU newsletter was sent and often spaces were already filled. Student Communications now send out a regular weekly student 'Need to Know' email that uses dynamic content so that students only see the content that is relevant to them. This means we can send content that only part time students will see if we wish to. It also means we are getting more relevant info to students that will improve the student experience. However, there is a big piece of work to be done around student communications, how we use different channels and what tools we need to help us engage with students. This is being scheduled into the Comms Team's work plans for the next academic year.

10) Continuing Professional Development (CPD)

There will be obvious opportunities for any enhanced PT support to also improve the quality and opportunities for CPD provision. These are not discussed further in this preliminary report, but will be developed with the appropriate Deans.

In addition to this, there are important issues relating to Executive CPD, where the individuals are both very senior, and paying 'gold standard' fees. The REI team is addressing some of the issues, and there will be a specific proposal and business case in due course (late 2017), which will go to Executive Committee.

Pat Bailey, Charles Egbu and Jennifer Hackett
26 Oct. 2017

Summary of preliminary outcomes/recommendations

1. Academic Issues (feedback, supervision, lab access, exam board meetings)
Partially addressed, but further actions being discussed with PVC (ESE)
2. Buildings (access and appropriateness)
To be assessed further in due course (for 2018/19)
3. Timetabling
In hand: TT aware of issues; PVC (ESE) has TT Working Group
4. Catering
Recommendation that LR facility is underwritten to stay open longer (<£8.7k)
Outcome: implemented
5. Registration
Under discussion with the Registry team
6. Library (especially opening hours)
Recommendation that Scenario 2 is supported to provide significant extended opening at a cost of about £17.75k
Outcome: implemented
7. Technical Support and Access to Specialist Facilities
Discussions taking place concerning technical support
8. Engagement with the University community
See 9)
9. Communications (both academic and non-academic)
Improved communication routes to PT students agreed with MAC and the SU
10. Continuing Professional Development (CPD)
Benefits should arise from actions for PT support (see above)
Recommendations concerning Executive CPD will be presented in a business case from REI the University Executive Committee