

Meeting of the Academic Board

2.00 pm on Wednesday, 31 October 2018
in 1B27 - Technopark, SE1 6LN

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		PB
2.	Declarations of interest <i>Members are required to declare any interest in any item of business at this meeting</i>		PB
3.	Minutes of previous meeting	3 - 10	PB
4.	Matters arising	11 - 12	PB
5.	Provost's report	Verbal Report	PB
Items for discussion			
6.	Academic Board membership review	13 - 16	PB
7.	ASU, Bahrain - review report	17 - 22	SW
8.	Degree algorithm review	23 - 24	PB
9.	Invigilation proposal	25 - 26	PB
10.	National Student Survey results	27 - 58	SW
11.	Academic Board Annual Report	To Follow	PB
12.	Quality Assurance Return	59 - 64	SW
13.	Academic portfolio and environment	Verbal Report	PB
Items to approve			
14.	Institutional Examiner report	65 - 72	SW
15.	Committee Terms of Reference	73 - 80	PB
Items for noting			
16.	List of Awards	81 - 90	
17.	Reports from sub-committees	91 - 96	
18.	EU Accessibility Directive and impact on VLE	97 - 98	
19.	Annual work plan and terms of reference	99 - 104	
20.	Academic KPIs	105 - 110	

No. Item

Pages

Presenter

**Date of next meeting
2.00 pm on Wednesday, 13 February 2019**

Members: Pat Bailey (Chair), Asa Hilton Barber, Ian Alberty, Craig Barker, Janet Bohrer, Patrick Callaghan, Kirsteen Coupar, Charles Egbu, Sajjad Hossain, Paul Ivey, Nelly Kibirige, Janet Jones, Sarah Moore-Williams, Jenny Owen, Shushma Patel, Warren Turner and Shân Wareing

Apologies: Tony Roberts

In attendance: Claire Freer



**Minutes of the meeting of the Academic Board
held at 2.00 pm on Wednesday, 6 June 2018
1B27 - Technopark, SE1 6LN**

Present

Pat Bailey (Chair)
Asa Hilton Barber
Sodiq Akinbade
Ian Albery
Craig Barker
Janet Bohrer
Patrick Callaghan
Kirsteen Coupar
Charles Egbu
Janet Jones
Mike Molan
Jenny Owen
Shushma Patel
Tony Roberts
Shân Wareing
Saranne Weller

Apologies

Patricia Godwin
Paul Ivey
Lesley Roberts
Warren Turner

In attendance

Claire Freer
Sally Skillett-Moore

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 21 February 2018.

The Board noted the Board and Academic Board strategy day summary.

4. **Matters arising**

The Board discussed the matters arising.

Technical support for PhD students: The Deputy Director of Technician Services noted that work was underway to review and restructure the technical support available to research and enterprise, to address concerns that had been raised and to ensure that future needs were met.

Post-graduate portfolio review: The review work was on hold. A wider programme was underway to review the approvals process. It was acknowledged that there were currently too many small courses.

5. **Deputy Vice-Chancellor's report**

The Deputy Vice-Chancellor provided their report, commenting on 2018-19 recruitment, savings and restructuring plans, TEF pilot, the LEAP project, and the estate development programme.

The need to ensure that the estate development strategy and the underpinning principles aligned with the academic strategy and future academic delivery needs was discussed. How best to feed into the estate development strategy was also discussed.

6. **Annual ethics report**

The Board received the Annual Ethics Report.

It was noted that the Ethics Panels were running well but there was limited support available for the Ethics Coordinators in schools. Functionality was being built into Haplo to support applications and from September 2018 all applications would be processed through Haplo which would reduce some administrative burden. There was a need for additional administration support in schools and in REI to support application management and archiving.

The Board noted the importance of training and support, in particular for those moving into a supervisory role. Ethics training must be completed prior to individuals taking on a supervisory role in a consistent way across the University.

7. **Foundation Year**

The Board reviewed the foundation year proposal. It was noted further work was required to finalise the fee structure for students across the four years and possible start dates. Questions were asked regarding methods of assessment and the funding model and its possible impact on individual school budgets.

The Board were requested to provide feedback and comments on the recommendations included in the report.

8. National Student Survey: analysis and planning

The National Student Survey results were due to be released on 27 July 2018, with both individual and sector results being released on the same day. A report would be circulated internally following release and a meeting scheduled to review the results.

9. Academic Regulations

The Board received the revised Academic Regulations for 2018-19. The regulations had been reviewed by the Quality and Standards Committee and a recommendation made that the Academic Board approve them.

The Academic Board approved the Academic Regulations for 2018-19.

10. Draft Race Equality Charter Mark submission

The Head of Equality, Diversity & Inclusion joined the meeting.

The Head of Equality, Diversity and Inclusion provided an overview of the University's Race Equality Charter Mark submission and highlighted the key findings of the project. It was noted that the project had also resulted in an increased understanding of LSBU's data and provided a platform for progress.

The Board were asked to review the first draft of the submission and were encouraged to provide comments, feedback and possible actions so that they could be incorporated into the submission.

The Head of Equality, Diversity & Inclusion joined the meeting.

11. Freedom of Speech

The Board received the revised Freedom of Speech policy. Members were requested to submit any feedback to the Deputy Vice-Chancellor.

12. Academic Board & Staff Governor Nominations

The Board approved the proposed selection process for Academic Board members and staff governors.

13. Student Union Issues (as required)

No issues were raised.

14. Academic Board Effectiveness Review

The Board were requested to complete the Effectiveness Review survey. The results of the survey and any recommendations would be shared with the Board at its next meeting.

15. **Emeritus Professor items**

The Board endorsed the award of Emeritus Professorship to Professor Mike Molan. The Board thanked Mike Molan for all his contributions to the Academic Board and the School of Business.

16. **CRIT Review 2017-18**

The Board noted the CRIT Review for 2017-18.

17. **Academic KPIs**

The Board noted the Academic KPIs.

18. **Reports from sub-committees**

The Board noted the reports.

**Date of next meeting
2.00 pm, on Thursday, 27 September 2018**

Confirmed as a true record

..... (Chair)

	CONFIDENTIAL
Paper title:	Joint Board Strategy Day report
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	Joe Kelly, Governance Officer
Sponsor(s):	Jerry Cope, Chair
Purpose:	For Information
Recommendation:	The Board is requested to note the report.

Executive Summary

The Joint Board Strategy Day was held on 27 September 2018 at Avonmouth House. The day was attended by the Board of Governors, Academic Board, and senior executives and directors.

The day focused on evaluating LSBU's strengths, weaknesses, opportunities and threats, and discussing how these could inform the development of the next corporate strategy 2020-2025.

The Vice-Chancellor gave an overview of the external and internal environment affecting LSBU. The key elements included: Brexit, media, sector competition, pensions, regulations, fees, international, technical education, and industrial strategy.

Richard Duke (Head of Performance, Planning and Assurance) gave a data presentation outlining the strengths and weaknesses in LSBU's performance. Areas of success included: league table performance, employability, learning resources satisfaction, and position in market. Areas for improvement included: student experience, attainment gap, financial targets, and progression.

Breakout groups evaluated the information in a SWOT analysis (see attached).

The Vice-Chancellor gave an introduction to developing the next corporate strategy based on the three pillars of the current strategy: student success, real world impact, and access to opportunity. The Vice-Chancellor also outlined the changes in executive roles which will shape the LSBU Group.

Breakout groups discussed how the SWOT analysis informs and aligns with the corporate strategy 2020-2025 (see attached).

Employability x3
 Technical education focus
 Transnational
 Outstanding staff / pride / culture
 Real world impact:
 Flexible / responsible / responsive to employer
 demand
 High quality graduates into professions
 Apprenticeships
Strengths

NSS results x3
 Organisation and management x2
 Teaching
 Inconsistency in student experience and
 satisfaction
 Retention
 Professional culture
 Future readiness of infrastructure
Weaknesses

Opportunities

Work as collective in family of institutions:
 sharing, transparency, simplification
 Portfolio
 Vocational training @ L2-L8 within the group
 Internationalisation as TNE
 Diversification of income
 Harnessing power of staff, student, place,
 employers

Threats

Financial sustainability, viability, headroom
 Unpredictability – sector and funding
 Competition / fragmentation of students
 Student satisfaction
 Maintaining reputation – external challenges and
 changes

**Most significant SWOTs
 across the groups**



Group feedback on how our SWOT aligns with the shape of the 2020-2025 strategy



**ACADEMIC BOARD - WEDNESDAY, 6 JUNE 2018
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	To provide update on the technical support review at the next meeting		Tony Roberts	Active
6.	Annual ethics report	To follow up on additional administration support for Ethics Coordinators		Pat Bailey	Active
10.	Draft Race Equality Charter Mark submission	To provide comments/feedback on the draft REC submission		ALL	Completed
11.	Freedom of Speech	To provide comments/feedback on the revised policy		ALL	Completed
12.	Academic Board & Staff Governor Nominations	Deans and PSGs to provide nominations for Board positions		Deans and PSGs	Completed
14.	Academic Board Effectiveness Review	Members to complete the Board Effectiveness Review survey		ALL	Completed

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	CONFIDENTIAL
Paper title:	Academic Board membership & nominated members
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	Claire Freer, Governance Assistant
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Approval
Recommendation:	The Board is requested to review and agree the proposed changes to the Academic Board membership.

Executive Summary

As discussed at the Academic Board in June 2018, the nominated members of the Board were due to be re/elected in June 2018. Nominations were opened and a number of strong submissions were received. However, when the panel met to review the nominations it opened a wider discussion and review of the whole membership of the Academic Board.

Therefore the Chair is proposing that the Academic Board membership be reviewed by the Board as a whole, before the new nominated members are selected. A proposal is attached for review.

Once the Board has reviewed and agreed its membership requirements, nominations for the nominated positions on the Academic Board will open in November 2018. The Academic Board will then be asked to recommend two nominated members to serve as Staff Governors at its subsequent meeting on 21 February 2019.

The current Staff Governors, who are selected from the nominated members, have agreed to continue to serve as Staff Governors during this process. At its meeting on 18 October 2018 the Board of Governors approved the extension of their terms until 28 February 2019 to allow for the completion of the nomination process.

Academic Board Membership:

The current Academic Board membership, as set out in the Terms of Reference is below.

Holders of Senior Posts (3)	Provost (Chair)
	Chief Operating Officer (DVC Education)
	Chief Business Officer (DVC Innovation)
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
	Director of Research and Enterprise
	Nominated member of professional staff
Technical staff (1)	Nominated member of technical staff
Students (2)	Students' Union, President
	Students' Union, Vice President (Education)

On reviewing the current Board makeup it was noted that there was limited representation from staff below management level, and nominated positions were generally held by senior academic staff.

It is also worth noting that the Academic Board (overseeing the academic integrity of the University) needs to be seen in the context of the LSBU Group, for which the Provost will be chairing a new University Management Committee (final composition and remit still being finalised).

To ensure that the Board was sufficiently diverse to represent the different interests and requirements of the University it has been proposed that the membership of the Board be revised to allow additional members from different levels across the academic staff of the University to join, and to limit the number of senior academic staff holding nominated positions. The following change in membership is not presented as a specific proposal, but includes some specific new options/questions (in bold), and is intended to elicit discussion.

Holders of Senior Posts (3)	Provost (Chair)
	Chief Operating Officer (DVC Education)
	Chief Business Officer (DVC Innovation)
Senior Academic Staff and Professors (8)	Deans (x7) [but could be only 2 or 3] Nominated professor (x1)
Academic and Research staff (2)	Nominated research staff member (x2) 1 below professoriate level
	Nominated academic staff member (x3), but could be up to 7 2 below professoriate level (or ALL?)
Non-teaching staff (4)	Director of Academic Quality Development
	Director of Student Support and Employability
	<i>Director of Research and Enterprise (vacant)</i>
	Nominated member of professional staff
Technical staff (1)	Nominated member of technical staff
Students (2)	Students' Union, President
	Students' Union, Vice President (Education)

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	CONFIDENTIAL
Paper title:	Desk based review of partnership between LSBU and ASU
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	Ian Welch, Independent Reviewer with support from Alam Mahbubul, Quality and Enhancement Advisor
Sponsor(s):	Shân Wareing, DVC Education
Purpose:	For Discussion
Recommendation:	The Board is requested to review the report and approve the recommendation of the Quality and Standards Committee regarding the level of risk represented by the ASU partnership, and the action required as a consequence.

Executive Summary

LSBU has a partnership with the Applied Science University of Bahrain, and currently covers one course, BEng (Hons) Architectural Design Engineering, which is articulated to an affiliated Foundation programme. A desk-based review of ASU provision highlighted a number of gaps and risks with regard to procedures to support academic standards and the student experience.

The Quality and Standards Committee reviewed the report at its meeting on 3 October 2018 and evaluated the extent of the risks currently represented by the partnership and considered possible actions that could be taken including:

- To proceed with the partnership with confidence
- To issue a risk register with mitigations and dates for completion of actions to ASU and require evidence of risk mitigation to have been completed by a specific date in order to maintain the partnership
- To close the partnership

The committee agreed to recommend to the Academic Board that the Quality and Standards Committee continued to monitor the partnership. The Committee requested that a progress report against the risks identified in the report be brought to its meeting in March 2019, following the completion of the next semester at ASU.

Based on the outcome of the report and the progress made in addressing the risks, the committee would make further recommendations on continuing the partnership.

The Academic Board is requested to approve the recommendation.

Desk based review of partnership between LSBU and ASU -

Conducted by:

Ian Welch – Independent reviewer

Alam Mahbulul – Review support

Context

London South Bank University (LSBU) and Applied Science University (ASU), Bahrain, have an academic partnership which focusses on the new Engineering School at ASU. The agreement was signed in 2016, and currently covers one course, BEng (Hons) Architectural Design Engineering, which is articulated to an affiliated Foundation programme.

This review was focussed on the quality assurance responsibilities of LSBU and ASU as part of their ongoing academic partnership.

Criteria

This review was based on the new quality code core practice:

- *Where a provider works in partnership with other organisation, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.*

and used two standards from the European Standards and Guidelines as criteria:

- *Policy for quality assurance - 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.*
- *Information - Standard: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.*

Method

The desk based review consisted of three elements:

1. Analysis of information
2. Testing of information
3. Reporting

Analysis of information was desk based, away from LSBU. The information included minutes from ASU/LSBU committees, action plans, internal memorandum and LSBU policy documentation.

Testing of information was at LSBU over one day (13 July 2018). I met with six key staff, representing the strategic and operational interests in the partnership at LSBU. Each person was asked a set of questions, appropriate to their areas of responsibility, which explored aspects of the desk based analysis to enable me to formulate hypothesis and ultimately a set of recommendations.

The Reporting of the activity is by a written account of the review and an analysis of information, leading to a set of recommendations and questions for consideration.

Findings

I have arranged my findings under a set of headlines. These findings give rise to a set of recommendations and some broader questions for consideration.

Limited clarity around operational roles

Strategic responsibility for the partnership between ASU and LSBU are delivered through the PVC with responsibility for external engagement at LSBU, who works with the President of ASU. This relationship informs Management boards at each institution (with standing agendas that cover finance, administration, legal and quality). These boards are in turn fed by Committees/Groups who receive reports from partnerships. Operationally, the University employs a member of staff who is providing liaison between ASU and LSBU in Bahrain. This post occupies 50% of the holder's time. The post holder is also a Dean at ASU with responsibility for the area under the partnership. This post is supplemented by two further academics who provide 25% of the teaching at ASU. Quality assurance is intended to be delivered through posts at LSBU and ASU which are equivalent to one another, although this arrangement is not clear to staff. Whilst the arrangements around governance have some clarity there is capacity for clarification of the operational roles within the partnership. This lack of clarity is illustrated by the apparent conflict of interest represented by the member of staff who is providing liaison between ASU and LSBU in Bahrain, also, simultaneously acting as Dean in the institution that they are liaising with. Additionally, staff were unable to clarify who was responsible for specific aspects of the partnership at ASU. This lack of clarity hampers communication. A recommendation from this is that LSBU should clarify the operational roles within the partnership.

Gap between strategic and operational understanding

Interviewees also indicated that there is a gap between people with strategic responsibility and people with operational responsibility around the strategic direction of the partnership and the way that is interpreted, in which operational staff sometimes feel as if they are having to deal with the consequences of strategic decisions that are not made clear, are driven by differing priorities or are, they feel, founded on misconception. This is illustrated by the difference in perceived risk in partnership development (discussed below) and the perceived risk in delegation of significant responsibilities to ASU (discussed below). A recommendation from this is that LSBU engages both strategic and operational staff in clarifying the direction of the partnership.

Inconsistent and limited appreciation of local circumstances and flawed communication

Operationally, decisions are taken through meetings between LSBU staff and ASU staff. These meetings cover a range of issues including validation and course development and reflect the content of the collaboration Management handbook. Whilst the LSBU component of the partnership is autonomous, ASU is subject to the jurisdiction of the Higher Education Council (HEC) in Bahrain. This means that agreements made in meetings between partners can be subject to revision by the HEC who accredit HE in Bahrain. This involvement by HEC can also cause significant delays in processes such as validation. This delay can impair the effectiveness of the working relationship between partners, frustrating staff and

challenging trust. Some staff at LSBU also believe that the requirements of HEC are sometimes used by ASU as barriers to compliance. This is compounded by significant misunderstandings about the definition of key phrases and terms. The partnership has been developed using established documentation from similar arrangement in the UK and, more appropriately, from other more established international arrangements. However, staff report that this documentation does not take into account local context, and offers opportunity for misunderstanding, whereby Information in documents is fragmented and, at times, contradictory, sometimes leading to selective interpretation and a misalignment of LSBU expectations against ASU actions, so, for instance, the LSBU understanding of 'Foundation' as an academic level is not reflected in the understanding of ASU understanding of 'Foundation'. This misunderstanding is manifest in the recruitment to the Foundation programme, the way that the programme is organised and how it tessellates with the BEng (Hons) Architectural Design Engineering. Another example is the differing interpretation of the terminology surrounding Extended Degrees. The current documents are consequently open to several interpretations, and give rise to several assumptions. This makes it hard for LSBU to exercise proper jurisdiction over the academic standards and delivery of their awards and presents a potential risk to students. A recommendation from this is that LSBU should develop a set of clear binding and consistent mutual agreements, articulated in English and which can be verified with HEC. The new due diligence checklist at LSBU might be helpful here.

The degree of autonomy of ASU in this partnership is unclear

LSBU and ASU meet to agree the validation of modules on the programmes in the partnership. This is in accordance with the standard validation process used for all qualifications that LSBU is responsible for. Following a recent validation meeting LSBU discovered that ASU had decided to restructure modules from 20 to 10 credits. This unilateral decision was outside of any due process. This undermines the security of LSBU qualifications. Similarly, contrary to LSBU policy and practice, ASU decided not to offer health and safety training for students in workshops. This jeopardises the safety of students. Additionally, ASU continues to use the USA marking system in spite of it offering a UK degree, contrary to agreements between the partners. These autonomous decisions by one element of the partnership make it hard for LSBU to exercise proper jurisdiction over the academic standards and delivery of their awards and present a potential risk to students. A recommendation from this is that LSBU should clarify and enforce its expectations around academic standards. Furthermore, LSBU should ensure parity of student welfare across the partnership.

Actions appear reactive rather than planned

Currently the partnership agreement between ASU and LSBU is for a Bachelor Degree in Engineering, which is fed by a Foundation level programme. ASU are eager to develop more courses with LSBU, in particular they want to validate their BA Management and Business Studies and BA Accounting and finance provision which are currently under an agreement with another University. Staff at LSBU comment that this development may be a challenge, given the absence of a workable model for development, the impact of local practices on the development and approval of existing awards and the capacity in the current arrangement for misunderstanding. Furthermore, ASU does not appear to have access to the required expertise in house to develop the necessary subject specialist documentation as suggested by their

request for support from the LSBU school of Engineering to help them develop their Engineering programmes. This hampers the development of confidence in the operation of the partnership, and a sense in LSBU staff of inequality across its various components, and differing perceptions about the ownership of the programmes (as discussed previously). This is compounded by the delegation of all responsibility for admissions and information to ASU (discussed later), which hampers control of LSBU qualifications and lends itself to a reactive rather than a proactive approach in which issues are addressed after they have emerged. A recommendation from this is that LSBU should develop a new and effective model for programme development before establishing anymore courses at ASU. All staff interviewed during the review regarded the partnership with the British University in Egypt (BUE) as an example of a good working model. This might be borne in mind in any developmental work, whilst bearing in mind local and contextual differences.

There is no sense of clear oversight of key areas such as admissions and information

The current agreement is that ASU are solely responsible for admissions to the programmes under the partnership. LSBU have no notion of how recruitment is delivered or who is recruited to LSBU courses under the partnership. Similarly, responsibility for the clear, accurate, objective, up-to date and readily accessible information about LSBU courses under the partnership is delegated to ASU. There have been instances of inaccurate information being published about LSBU programmes under the partnership. Whilst LSBU would expect to be alerted to any resultant problems this does little to help the affected students, and the risk of potential damage to LSBU reputation is high. A recommendation from this is that LSBU should exercise control over admissions and information around the programmes that it has validated and which are being delivered in its name.

Recommendations for consideration

From my review of the documentation and from meeting with LSBU staff I have made a set of recommendations that LSBU should:

- **Clarify the operational roles within the partnership.**
- **Engage strategic and operational staff in clarifying the direction of the partnership.**
- **Develop a set of clear, binding and consistent mutual agreements, articulated in English and which can be verified with HEC.**
- **Clarify and enforce its expectations around academic standards.**
- **Ensure parity of student welfare across the partnership.**
- **Develop a new and effective model for programme development before establishing anymore courses at ASU**
- **Exercise control over admissions and information around the programmes that it has validated and which are being delivered in its name.**

Furthermore, from this review I suggest that LSBU consider:

- **How does the partnership benefit students?**
- **How does the current partnership, and the way that LSBU exercises its responsibilities for academic standards and learning opportunities, fit with the OfS baseline requirements? How would it look in a random sample?**
- **How is LSBU guaranteeing the equivalence and quality of the student experience across partners?**

	CONFIDENTIAL
Paper title:	Degree Algorithm Review
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	Pat Bailey, Provost
Purpose:	For Discussion
Recommendation:	The Board is requested to consider the proposal to establish a task and finish group to review LSBU's degree algorithm and research those used at other UK universities.

Executive Summary

LSBU's degree algorithm is currently 0:20:80. There is concern that the current algorithm does not provide any incentive for students in year 1, and little in year 2, to achieve high marks. This then places students in a much weaker position to do well in year 3 and overall.

The Provost has proposed that LSBU gather data on the algorithms at other UK universities, and look at the evidence of the effect of this on degree classification. Specific option could then be proposed, potentially including all, part or none of:

- 0% for year 1 or a small contribution (10%?) for year 1
- 1:1 or 1:2 weighting for years 2:3
- Possibly a system of selecting the best marks from all 3 years, but with a weighting for the different years (as used by KCL)

The proposal was also discussed at the Quality and Standards Committee meeting on 3 October 2018. The committee noted concern regarding the potential impact that changes in the degree algorithm could have on grades given the wider HE agenda regarding grade inflation. The committee agreed that it was appropriate for the University to review its degree algorithms at regular intervals and that a project that considers LSBU's current algorithm would be a sensible course of action.

The Board is requested to support the establishment of a small Task & Finish group to bring some initial proposals back to the Academic Board at its next meeting.

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	CONFIDENTIAL
Paper title:	Exam Invigilation
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	Pat Bailey, Provost (+ input from colleagues as indicated in the summary below)
Purpose:	For Discussion
Recommendation:	The Board is requested to consider the proposed changes to the exam invigilation provision for 2018/19.

Executive Summary

A review of the exam invigilation services provided by Adecco (by Martin Bundy and Jamie Jones) highlighted some significant problems. The contract with Adecco (which cost £270k last year) has not been renewed (although could be) and alternative arrangements are being investigated.

Two significant problems have been:

- 1) Disruptive students not complying with external invigilators.
- 2) Exam leads (usually the Module Leader) not always being present at the start.

One alternative option being considered is whether it would be possible to use a hybrid model of academic staff, with support from LSBU Employment Agency staff, to provide the invigilation. Our proposal is:

- a) that the Module Leader should be the senior invigilator and that
- b) additional support should come from the LSBU Employment Agency.

The provision of some additional cover from academics is also being explored, and the Deans are strongly supportive of this.

Another area being carefully looked at is the increasing (and potentially unmanageable) special requirements for DDS students, and how other universities are addressing this (especially those students requiring a personal room for sitting their exams). We are also keen to explore and encourage less dependence on examinations for student assessments.

The costs and practicalities of the changes are being identified, and it is intended that any savings could be used to support educational projects that improve student satisfaction (as measured by NSS), student retention, and assessment methods.

At the Quality and Standards Committee meeting on 3 October 2018 there was broad support for the hybrid model. There was full support of moving the contract from Adecco to LSBU Employment Agency, and there was some support for the lead invigilator being the module lead for the main exams. There was considerable concern that DDS student arrangements could not be covered by academic staff and there was some concern over the payment of Hourly Paid Lecturers that were also module leads.

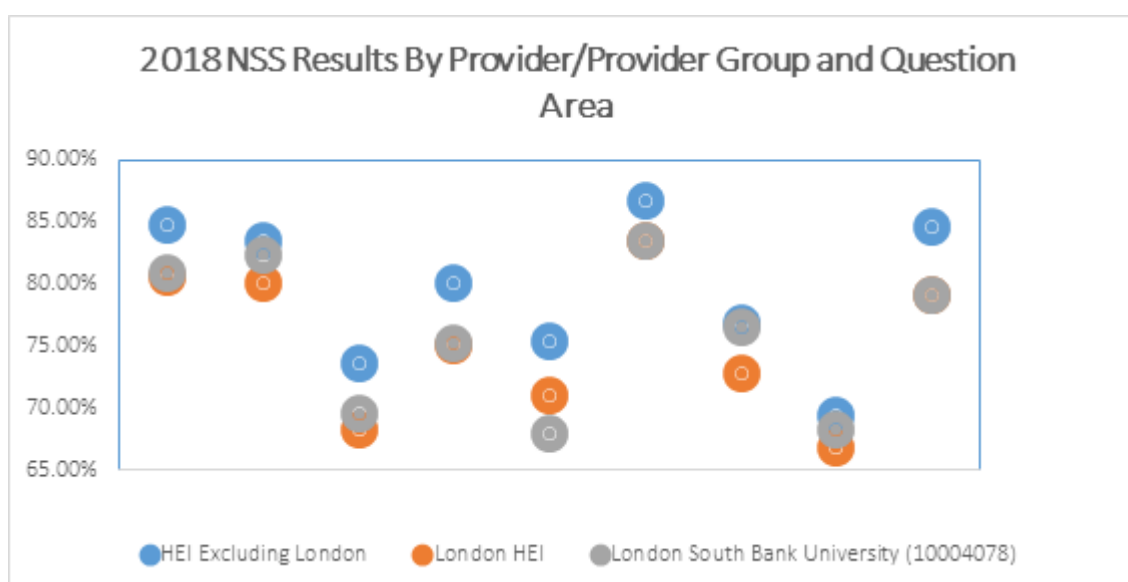
The Board is asked to consider the proposal.

	INTERNAL
Paper title:	National Student Survey Update
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	Shân Wareing, DVC Education
Purpose:	For Information
Recommendation:	The Board is requested to note the National Student Survey Results for 2018 and the action plan.

Executive Summary

2018 National Student Survey Results – London South Bank

LSBU saw a decline in its overall satisfaction of 3% in 2018 compared to 2017 which is disappointing. Sector wide, all NSS question areas declined for the second year in a row after a trend of steady increases for the previous 10+ years. LSBU saw declines against all question areas in excess of the national average. The decline in NSS scores will have an impact on TEF scores and league tables. This impact is currently being modelled.



The graph above shows LSBU’s results in comparison to the sector and London higher education institution averages. As can be seen, London consistently has lower NSS scores than nationwide, and LSBU has results in line, or above the London average for each question set in the 2018 NSS, with the exception of Organisation.

LSBU has consistently received poor scores against questions relating to organisation and management in the NSS. These questions relate to course organisation, timetabling, and communication of changes. This area of the NSS, as well as other question areas and other forms of student and staff feedback have been a significant driver in establishing LEAP.

Appendix: NSS Action in 2017/18 and 2018/19

National Student Survey		
Action list 2017/8		
	Action	Lead
1.	Review NSS results August 2017 with SET and professional service directors. Identify lessons learnt, and actions for 2017/8. Deans and Directors responsible, plus feedback which shaped strategic planning, eg LEAP, Welcome Week and enrolment, timetabling preparations and communications	SW
2.	Actions included improved opportunity to hear students feedback and make responses in schools, such as tea with the dean, better co-ordinated communications from professional services.	Deans / Directors
3.	Shân and other colleagues (PPA, Wellbeing) presented to academic staff at School Townhalls on NSS results, significance for LSBU, and what makes a difference.	SW
4.	DESEs collectively review and refine NSS plans for 2017/8, with shared principles such as feedback loop with students, personal tutoring improvements	DESEs
5.	Identify and celebrate success in NSS through letters to directors of top performing courses , letters cc'd to SET, and lunch for those CDs plus key senior staff, to ensure they are visible and feel valued.	SW
6.	Best practice identified and shared via CRIT website, sessions and staff conference.	Director of CRIT
7.	Annual comms activity celebrating LSBU achievements and changes made in relation to student feedback	Comms team
8.	Positive 'complete the NSS' campaign, with focussed activity in each school regarding timing of survey (in relation to events with employers,	DESEs & Comms

	community building activities, assessments and placements)	
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In addition, there was a Task & Finish Group led by Pat Bailey, constituted in November 2017 (final report December 2017), which looked at all of the major 'issues' that had arisen earlier in semester 1, putting in place corrective measures where possible, and with further checks that the same problems should not be recurring in 2018/19.

The 14 issues included: timetabling problems, room issues (inappropriate size, no lighting), registration issues (PGTs and partner institutions), Faraday Wing (multiple issues), rodents, ICT (notably extremely slow login times), and problems with access to buildings (faulty barriers).

National Student Survey		
Action list 2018/9		
	Action	Lead
1.	Make accountability and responsibility in Schools for student experience more explicit and more visible	PB, Deans
2.	Investigate and support change in poorest performing courses with support from TQE & APP	PB, Deans
3.	Engage students via schools' senior staff, course directors, & course reps with a focus on listening, communicating, mitigating and resolving.	PB, Deans
4.	Improved opportunity to hear students feedback and design roadmaps and longer term plans around user needs in professional services	SW, Directors
5.	Maximise support for first two weeks of main UG semester 1 (Welcome week and first week of teaching) to overcome any Timetabling shortcomings (eg with staff and students on the ground to help direct new students).	NL, EAE
6.	Celebrate excellence & share best practice: identify and celebrate success in NSS through letters to directors of top performing courses , letters cc'd to	SW

	SET, and lunch for those CDs plus key senior staff, to ensure they are visible and feel valued. Best practice identified and shared via CRIT website, sessions and staff conference.	
7.	DESEs collectively review and refine NSS plans with shared principles such as feedback loop with students, personal tutoring improvements	DESEs
8.	Annual comms activity celebrating LSBU achievements and changes made in relation to student feedback	Comms team
9.	Positive 'complete the NSS' campaign, with focussed activity in each school regarding timing of survey (in relation to events with employers, community building activities, assessments and placements)	DESEs & Comms

There are also in-year actions to improve Foundation Year (Year 0) progression, with a completely new FY likely to be launched in 2019. In addition, there is a Task & Finish Group that is explicitly looking at how best to optimise our NSS scores through:

- 1) Course Director support;
- 2) quick survey of institutions where NSS went up/down, for best practice and pitfalls;
- 3) detailed comms plan starting NOW, including 'feel good' messages, better guidance on the NSS, and appropriate use of social media, with extensive input from students.

The recurring issues relating to timetabling (with massive impact on student satisfaction) needs a logistics approach (currently being scoped). This is a major project for the Organisational Effectiveness Group, and this may be an area where additional investment could pay significant dividends. Potential disruption during the campus development (especially the London Road refurbishment) is a major concern.

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EST 1892

1. LSBU level of study comparison: % agree scores

	First degree			Other undergraduate		
	% Agree	% Agree : Previous year	% Change	% Agree	% Agree : Previous year	% Change
The teaching on my course	80.7%	83.3%	-2.6%	81.9%	74.6%	7.4%
Learning opportunities	82.0%	83.4%	-1.4%	85.2%	76.7%	8.5%
Assessment and feedback	68.7%	71.1%	-2.4%	75.7%	70.2%	5.6%
Academic support	74.7%	79.5%	-4.8%	79.1%	76.4%	2.7%
Organisation and management	67.5%	70.7%	-3.2%	69.5%	66.8%	2.7%
Learning resources	83.9%	87.2%	-3.3%	80.0%	84.2%	-4.2%
Learning community	76.6%	78.5%	-2.0%	76.4%	74.3%	2.1%
Student voice	68.4%	71.4%	-3.0%	68.6%	64.3%	4.2%
Overall Satisfaction	78.8%	82.0%	-3.2%	78.3%	74.2%	4.0%

Page 33

1,717	First degree
150	Other undergraduate



EST 1892

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

	LSBU			Sector		
	% Agree	% Agree : Previous Year	% Change	% Agree	% Agree : Previous Year	% Change
The teaching on my course	80.8%	82.7%	-1.9%	84.1%	84.6%	-0.4%
Learning opportunities	82.3%	83.0%	-0.7%	83.1%	83.6%	-0.5%
Assessment and feedback	69.3%	71.0%	-1.8%	73.1%	73.3%	-0.2%
Academic support	75.1%	79.3%	-4.2%	79.5%	79.9%	-0.4%
Organisation and management	67.7%	70.4%	-2.7%	74.7%	75.4%	-0.7%
Learning resources	83.6%	87.0%	-3.4%	85.6%	85.4%	0.2%
Learning community	76.6%	78.3%	-1.7%	76.8%	77.6%	-0.8%
Student voice	68.4%	70.9%	-2.5%	69.5%	69.5%	0.0%
Overall Satisfaction	78.8%	81.5%	-2.7%	83.5%	84.3%	-0.8%

Page 34



EST 1892

3. Aspirational Group Performance

	The teaching on my course	Difference from Prev. year	Learning opportunities	Difference from Prev. year	Assessment and feedback	Difference from Prev. year	Academic support	Difference from Prev. year	Organisation and management	Difference from Prev. year	Learning resources	Difference from Prev. year	Learning community	Difference from Prev. year	Student voice	Difference from Prev. year	Overall Satisfaction	Difference from Prev. year
The University of East London	84.8%	0%	86.6%	0%	75.1%	-1%	79.6%	1%	78.9%	3%	85.2%	1%	79.4%	-2%	73.1%	0%	84.8%	0%
University of Hertfordshire	84.1%	0%	83.8%	1%	71.6%	1%	80.4%	3%	73.9%	-1%	87.0%	1%	78.5%	0%	72.4%	2%	83.4%	0%
City, University of London	81.6%	0%	80.5%	-1%	70.4%	2%	78.4%	2%	77.6%	1%	88.2%	1%	74.6%	1%	71.4%	4%	82.0%	0%
London South Bank University	80.8%	-2%	82.3%	-1%	69.3%	-2%	75.1%	-4%	67.7%	-3%	83.6%	-3%	76.6%	-2%	68.4%	-3%	78.8%	-3%
Middlesex University	77.8%	-3%	79.3%	-3%	68.6%	-2%	74.0%	-4%	68.8%	-3%	85.6%	-2%	73.6%	-4%	64.0%	-6%	77.2%	-3%
Kingston University	80.8%	2%	81.2%	1%	72.4%	2%	78.2%	3%	71.6%	0%	85.8%	0%	77.1%	2%	70.6%	0%	80.3%	0%
The University of Westminster	76.7%	-2%	78.7%	-1%	65.1%	-3%	73.3%	-1%	71.8%	-3%	84.6%	0%	72.7%	-2%	65.4%	-3%	74.9%	-5%
The University of Greenwich	80.2%	0%	81.8%	1%	73.2%	2%	79.4%	2%	71.9%	1%	85.6%	0%	77.4%	2%	69.9%	0%	79.4%	0%

Page 3 of 3



EST 1892

4. School performance : Weighted Average % agree scores

	Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences
The teaching on my course	78.0%	81.9%	75.1%	77.7%	75.6%	86.1%	80.5%
Staff are good at explaining things.	82.6%	86.7%	77.5%	86.8%	77.9%	87.5%	83.3%
Staff have made the subject interesting.	76.2%	85.2%	74.8%	71.1%	69.4%	83.2%	76.0%
The course is intellectually stimulating.	78.0%	79.5%	73.0%	74.1%	80.6%	88.1%	82.4%
My course has challenged me to achieve my best work.	75.2%	76.2%	75.0%	78.8%	74.5%	85.8%	80.3%
Learning opportunities	73.5%	83.2%	74.8%	82.3%	75.6%	88.5%	83.0%
My course has provided me with opportunities to explore ideas or concepts in depth.	70.9%	82.4%	76.5%	81.8%	72.4%	85.6%	81.9%
My course has provided me with opportunities to bring information and ideas together from different topics.	75.6%	85.7%	77.3%	84.3%	79.1%	86.6%	87.3%
My course has provided me with opportunities to apply what I have learnt.	74.0%	81.4%	70.5%	80.7%	75.3%	93.3%	79.9%
Assessment and feedback	59.5%	72.8%	66.3%	66.2%	68.9%	73.7%	66.9%
The criteria used in marking have been clear in advance.	62.2%	74.8%	65.9%	74.4%	69.0%	73.6%	69.6%
Marking and assessment has been fair.	57.5%	69.3%	68.2%	68.8%	69.0%	70.1%	67.2%
Feedback on my work has been timely.	51.5%	61.9%	65.4%	57.1%	67.1%	79.0%	61.8%
I have received helpful comments on my work.	66.9%	85.2%	65.5%	64.6%	70.7%	72.0%	69.0%
Academic support	68.9%	80.2%	70.0%	74.6%	75.3%	76.7%	75.3%
I have been able to contact staff when I needed to.	76.9%	83.1%	74.3%	78.5%	83.2%	78.5%	77.9%
I have received sufficient advice and guidance in relation to my course.	68.5%	80.0%	71.5%	76.6%	74.6%	77.4%	75.2%
Good advice was available when I needed to make study choices on my course.	61.3%	77.4%	64.2%	68.6%	68.0%	74.3%	72.8%
Organisation and management	65.4%	72.5%	63.0%	75.2%	70.1%	63.7%	74.4%
The course is well organised and is running smoothly.	57.3%	63.8%	55.7%	70.7%	63.8%	54.6%	72.1%
The timetable works efficiently for me.	71.1%	78.1%	67.5%	78.5%	70.7%	70.4%	75.5%

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4. School performance : Weighted Average % agree scores

	Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences
Any changes in the course or teaching have been communicated effectively.	67.8%	75.6%	65.8%	76.4%	75.9%	66.1%	75.8%
Learning resources	81.8%	77.1%	76.0%	88.4%	82.6%	87.1%	83.4%
The IT resources and facilities provided have supported my learning well.	79.1%	72.6%	65.8%	87.2%	78.4%	84.7%	83.6%
The library resources (e.g. books, online services and learning spaces) have supported my learning well.	84.6%	79.2%	82.8%	90.2%	86.0%	90.1%	84.3%
I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	81.8%	79.4%	79.3%	87.7%	83.5%	86.6%	82.3%
Learning community	67.1%	77.4%	70.3%	76.0%	77.9%	82.6%	70.8%
I feel part of a community of staff and students.	58.7%	68.5%	56.3%	64.4%	70.5%	75.1%	65.0%
I have had the right opportunities to work with other students as part of my course.	75.5%	86.3%	84.4%	87.7%	85.3%	90.1%	76.6%
Student voice	61.2%	73.8%	59.4%	68.7%	68.8%	70.5%	67.5%
I have had the right opportunities to provide feedback on my course.	76.8%	86.5%	73.5%	79.7%	79.3%	87.4%	79.0%
Staff value students' views and opinions about the course.	66.8%	80.9%	64.3%	73.6%	70.7%	73.0%	72.7%
It is clear how students' feedback on the course has been acted on.	52.2%	72.1%	53.2%	62.8%	61.9%	62.6%	60.2%
The students' union (association or guild) effectively represents students' academic interests.	49.0%	55.6%	46.6%	58.8%	63.4%	59.1%	57.9%
Overall Satisfaction	72.7%	77.5%	72.5%	78.3%	74.0%	82.9%	83.3%
Overall, I am satisfied with the quality of the course.	72.7%	77.5%	72.5%	78.3%	74.0%	82.9%	83.3%



EST 1892

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

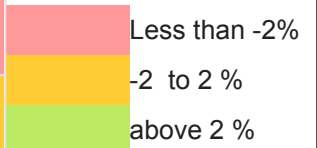
	Applied Sciences	YoY Change	Arts and Creative Industries	YoY Change	Built Environment and Architecture	YoY Change	Business	YoY Change	Engineering	YoY Change	Health and Social Care	YoY Change	Law and Social Sciences	YoY Change
The teaching on my course	78.0%	-0.9%	81.9%	-2.1%	75.1%	-4.4%	77.7%	-9.1%	75.6%	0.1%	86.1%	1.9%	80.5%	-5.0%
Learning opportunities	73.5%	1.4%	83.2%	-2.2%	74.8%	-3.7%	82.3%	-0.4%	75.6%	-1.2%	88.5%	0.8%	83.0%	-4.0%
Assessment and feedback	59.5%	-8.0%	72.8%	-10.3%	66.3%	-0.3%	66.2%	-4.2%	68.9%	-1.0%	73.7%	3.9%	66.9%	-8.0%
Academic support	68.9%	-6.9%	80.2%	-5.5%	70.0%	-7.6%	74.6%	-7.1%	75.3%	-3.4%	76.7%	-3.1%	75.3%	-2.7%
Organisation and management	65.4%	-6.9%	72.5%	-3.2%	63.0%	-4.9%	75.2%	-6.5%	70.1%	2.5%	63.7%	-0.2%	74.4%	2.5%
Learning resources	81.8%	-3.1%	77.1%	-6.3%	76.0%	-10.9%	88.4%	-2.2%	82.6%	2.6%	87.1%	-1.0%	83.4%	-6.1%
Learning community	67.1%	-3.8%	77.4%	-3.1%	70.3%	-7.4%	76.0%	-3.0%	77.9%	-1.2%	82.6%	1.6%	70.8%	-7.4%
Student voice	61.2%	-2.0%	73.8%	-1.2%	59.4%	-8.8%	68.7%	-6.7%	68.8%	-0.9%	70.5%	0.3%	67.5%	-7.7%
Overall Satisfaction	72.7%	0.2%	77.5%	-3.4%	72.5%	-6.7%	78.3%	-10.7%	74.0%	-1.6%	82.9%	-0.2%	83.3%	-1.5%



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6. School performance : 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
The teaching on my course	-7.6%	-1.1%	-7.7%	-2.9%	-5.6%	0.2%	-3.7%
Staff are good at explaining things.	-7.7%	-1.2%	-8.7%	-0.4%	-7.2%	-1.2%	-5.7%
Staff have made the subject interesting.	-7.8%	0.6%	-3.7%	-6.0%	-6.3%	-1.2%	-5.9%
The course is intellectually stimulating.	-9.0%	-0.7%	-11.6%	-5.5%	-3.1%	2.6%	-2.7%
My course has challenged me to achieve my best work.	-5.9%	-2.8%	-6.9%	0.2%	-5.9%	0.6%	-0.4%
Learning opportunities	-8.2%	-0.3%	-7.4%	0.7%	-4.7%	1.0%	0.0%
My course has provided me with opportunities to explore ideas or concepts in depth.	-12.3%	-1.7%	-5.2%	-0.1%	-7.2%	0.0%	-3.0%
My course has provided me with opportunities to bring information and ideas together from different topics.	-8.4%	1.7%	-7.1%	-0.4%	-2.7%	0.4%	2.3%
My course has provided me with opportunities to apply what I have learnt.	-3.9%	-0.8%	-9.9%	2.5%	-4.1%	2.6%	0.6%
Assessment and feedback	-13.6%	-1.3%	-3.2%	-6.0%	0.8%	-0.9%	-6.5%
The criteria used in marking have been clear in advance.	-11.7%	3.8%	-4.3%	0.2%	0.1%	-1.8%	-4.0%
Marking and assessment has been fair.	-15.2%	-2.4%	-3.0%	-3.5%	-3.2%	0.8%	-5.0%
Feedback on my work has been timely.	-21.5%	-12.5%	-0.5%	-15.2%	2.6%	-0.5%	-12.2%
I have received helpful comments on my work.	-6.2%	6.0%	-5.1%	-5.5%	3.6%	-2.1%	-5.0%
Academic support	-10.6%	0.0%	-9.2%	-4.3%	-2.8%	-3.2%	-2.6%
I have been able to contact staff when I needed to.	-9.1%	-1.9%	-10.8%	-6.8%	-2.0%	-4.3%	-6.2%
I have received sufficient advice and guidance in relation to my course.	-9.5%	1.2%	-6.9%	-1.4%	-2.2%	-2.2%	-2.0%
Good advice was available when I needed to make study choices on my course.	-13.4%	0.5%	-9.9%	-4.8%	-4.3%	-3.2%	0.3%



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6. School performance : 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	
Organisation and management	-11.0%	1.2%	-11.1%	-2.2%	-3.2%	-3.5%	-1.2%	
The course is well organised and is running smoothly.	-14.8%	0.7%	-10.9%	-4.2%	-1.9%	-4.6%	0.6%	
The timetable works efficiently for me.	-7.5%	-0.4%	-11.4%	0.3%	-7.6%	-1.3%	-3.0%	
Any changes in the course or teaching have been communicated effectively.	-10.7%	3.2%	-11.0%	-2.7%	0.0%	-4.7%	-1.1%	
Learning resources	-4.7%	-6.2%	-8.8%	2.4%	-2.4%	-1.1%	-1.6%	
The IT resources and facilities provided have supported my learning well.	-5.6%	-6.8%	-15.7%	2.7%	-5.4%	-1.4%	1.1%	
The library resources (e.g. books, online services and learning spaces) have supported my learning well.	-2.4%	-6.9%	-4.3%	3.4%	1.2%	-0.5%	-2.8%	
I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	-5.9%	-5.1%	-6.3%	1.2%	-2.9%	-1.6%	-3.2%	
Learning community	-8.6%	0.1%	-9.7%	-1.1%	-1.0%	1.0%	-2.4%	
I feel part of a community of staff and students.	-8.4%	-3.3%	-15.2%	-3.7%	1.1%	1.1%	-0.9%	
I have had the right opportunities to work with other students as part of my course.	-8.9%	3.6%	-4.2%	1.5%	-3.2%	0.9%	-3.8%	
Student voice	-9.0%	5.1%	-9.5%	-1.8%	0.8%	-0.9%	-0.9%	
I have had the right opportunities to provide feedback on my course.	-8.1%	4.8%	-9.7%	-3.8%	-4.0%	0.9%	-3.5%	
Staff value students' views and opinions about the course.	-9.5%	4.8%	-10.8%	-1.5%	-2.5%	-2.7%	-2.6%	Less than -2%
It is clear how students' feedback on the course has been acted on.	-8.7%	11.2%	-8.4%	0.2%	1.9%	-1.1%	0.9%	-2 to 2 %
								above 2 %

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6. School performance : 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	
The students' union (association or guild) effectively represents students' academic interests.	-9.5%	-0.4%	-9.0%	-2.3%	8.0%	-0.6%	1.4%	
Overall Satisfaction	-12.5%	-2.5%	-9.8%	-4.5%	-7.1%	-0.1%	-0.6%	Less than -2%
Overall, I am satisfied with the quality of the course.	-12.5%	-2.5%	-9.8%	-4.5%	-7.1%	-0.1%	-0.6%	-2 to 2 %
								above 2 %



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

Course Title	School / PSG	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Average of all question areas	Number of Respondents (fpe)	Rank
FdSc Nursing Associate - Children and Young People	School of Health and Social Care	96%	100%	88%	100%	90%	92%	96%	87%	100%	94.4%	13	1
BSc (Hons) Learning Disabilities Nursing	School of Health and Social Care	99%	100%	84%	92%	78%	98%	95%	90%	100%	92.9%	20	2
BSc (Hons) Psychology - Child Development	School of Applied Sciences	93%	88%	77%	93%	95%	95%	93%	75%	100%	89.9%	14	3
BSc (Hons) Operating Department Practice	School of Health and Social Care	94%	92%	93%	96%	82%	94%	82%	75%	88%	88.6%	17	4
BEng (Hons) Electrical Engineering and Power Electronics FT	School of Engineering	88%	90%	88%	85%	88%	94%	91%	88%	88%	88.5%	16	5
BA/BSc (Hons) Sound Design	School of Arts and Creative Industries	93%	95%	82%	90%	83%	88%	82%	82%	93%	87.7%	14	6
BSc (Hons) Adult Nursing	School of Health and Social Care	92%	94%	83%	87%	73%	95%	90%	79%	92%	87.0%	200	7

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

		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 (fpe)	Rank
BA (Hons) Drama and Performance	School of Arts and Creative Industries	97%	94%	76%	88%	78%	86%	83%	83%	95%	86.8%	40	8
BA (Hons) Housing Studies	School of Law and Social Sciences	88%	84%	78%	89%	91%	98%	93%	66%	93%	86.8%	15	9
FdSc Nursing Associate - Adult	School of Health and Social Care	95%	94%	84%	87%	81%	79%	87%	81%	84%	85.6%	55	10
BA (Hons) Social Work	School of Health and Social Care	89%	94%	82%	86%	80%	92%	82%	72%	86%	84.9%	22	11
BSc (Hons) Occupational Therapy	School of Health and Social Care	92%	91%	81%	80%	80%	79%	85%	79%	88%	84.0%	34	12
BA (Hons) Education Studies (Work Based)	School of Law and Social Sciences	91%	100%	76%	82%	75%	81%	79%	77%	95%	84.0%	20	13
BA (Hons) English with Creative Writing	School of Arts and Creative Industries	91%	89%	81%	87%	82%	81%	81%	75%	90%	84.0%	29	14
BSc (Hons) Psychology - Clinical	School of Applied Sciences	88%	80%	75%	93%	87%	90%	80%	72%	90%	83.8%	10	15
LLB (Hons) Law	School of Law and Social Sciences	88%	88%	69%	84%	86%	92%	75%	75%	92%	83.1%	51	16

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

		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 (fpe)	Rank
BA (Hons) Accounting and Finance (with placement)	School of Business	86%	89%	73%	80%	83%	90%	83%	76%	86%	82.9%	97	17
FdSc Health	School of Health and Social Care	88%	90%	92%	77%	74%	92%	73%	72%	85%	82.6%	13	18
BEng (Hons) Computer Systems and Networks Engineering	School of Engineering	80%	80%	78%	86%	77%	93%	85%	72%	90%	82.3%	10	19
BSc (Hons) Psychology	School of Applied Sciences	85%	78%	81%	77%	89%	88%	72%	78%	87%	81.8%	31	20
BSc (Hons) Architectural Technology	School of Built Environment and Architecture	84%	72%	87%	81%	77%	91%	83%	74%	84%	81.5%	19	21
BSc (Hons) Diagnostic Radiography	School of Health and Social Care	96%	91%	76%	84%	59%	81%	84%	64%	90%	80.4%	40	22
BA (Hons) Politics	School of Law and Social Sciences	94%	81%	73%	86%	89%	66%	75%	68%	92%	80.3%	12	23
BSc (Hons) Engineering Product Design	School of Engineering	87%	97%	60%	92%	67%	74%	81%	73%	85%	79.4%	13	24

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

		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 (fpe)	Rank
BA (Hons) Tourism, Hospitality and Leisure Management	School of Law and Social Sciences	70%	87%	79%	81%	78%	84%	75%	75%	76%	78.4%	21	25
BEng/BEng (Hons) Civil Engineering	School of Built Environment and Architecture	84%	77%	74%	78%	69%	79%	80%	78%	82%	78.0%	40	26
BEng (Hons) Mechanical Engineering	School of Engineering	81%	77%	83%	84%	69%	80%	76%	72%	80%	77.9%	44	27
BA (Hons) Film Studies	School of Arts and Creative Industries	83%	74%	78%	72%	79%	74%	82%	75%	84%	77.7%	19	28
BEng (Hons) Chemical and Process Engineering	School of Engineering	77%	74%	64%	83%	61%	88%	92%	78%	78%	77.2%	32	29
BSc (Hons) Product Design	School of Engineering	88%	93%	67%	80%	73%	84%	77%	56%	73%	76.9%	15	30
BA(Hons) Film Practice	School of Arts and Creative Industries	80%	83%	70%	84%	76%	79%	69%	72%	77%	76.8%	36	31
BA (Hons) Business Studies	School of Business	82%	81%	68%	72%	71%	90%	80%	62%	80%	76.3%	35	32

Page 45



EST 1892

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

		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 (fpe)	Rank
BA (Hons) Game Cultures	School of Arts and Creative Industries	82%	80%	65%	84%	53%	86%	96%	77%	53%	75.2%	15	33
BSc (Hons) Midwifery	School of Health and Social Care	83%	88%	58%	71%	66%	86%	74%	73%	76%	75.0%	59	34
BSc (Hons) Civil Engineering	School of Built Environment and Architecture	82%	84%	49%	69%	75%	84%	74%	64%	94%	74.9%	17	35
BSc (Hons) Occupational Health Nursing (SCPHN) - PT	School of Health and Social Care	81%	83%	79%	63%	58%	78%	71%	60%	83%	72.9%	12	36
BSc (Hons) Economics	School of Business	70%	71%	48%	81%	81%	86%	57%	69%	93%	72.8%	14	37
HND Electrical and Electronic Engineering - PT	School of Engineering	75%	64%	75%	81%	69%	77%	71%	67%	75%	72.6%	12	38
BA (Hons) Architecture	School of Built Environment and Architecture	80%	86%	72%	79%	55%	68%	76%	64%	70%	72.1%	33	39
BSc(Hons) Health and Social Care: Administration and Management	School of Health and Social Care	85%	73%	67%	69%	53%	91%	73%	72%	60%	71.5%	15	40

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

		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 (fpe)	Rank
BA (Hons) Business Administration	School of Business	75%	76%	68%	73%	73%	89%	67%	64%	59%	71.5%	27	41
BA(Hons) Photography	School of Arts and Creative Industries	80%	75%	66%	81%	61%	74%	74%	66%	67%	71.5%	24	42
BEng (Hons) Electrical and Electronic Engineering	School of Engineering	66%	68%	70%	67%	74%	89%	70%	69%	68%	71.2%	19	43
BEng(Hons) Petroleum Engineering	School of Engineering	69%	72%	61%	65%	72%	85%	78%	70%	67%	71.0%	46	44
BSc (Hons) Criminology with Psychology	School of Law and Social Sciences	81%	64%	56%	62%	59%	87%	76%	63%	83%	70.2%	13	45
BA (Hons) Education Studies	School of Law and Social Sciences	74%	77%	59%	68%	54%	83%	65%	60%	81%	69.0%	37	46
BSc/BSc (Hons) Sport and Exercise Science	School of Applied Sciences	82%	77%	62%	77%	59%	89%	47%	56%	70%	68.8%	10	47
BA (Hons) Marketing	School of Business	60%	78%	52%	63%	63%	88%	68%	64%	65%	67.0%	20	48
BSc (Hons) Children's Nursing	School of Health and Social Care	75%	82%	59%	57%	35%	82%	77%	57%	78%	66.7%	103	49
BSc (Hons) Mental Health Nursing	School of Health and Social Care	72%	80%	60%	60%	50%	82%	71%	54%	69%	66.4%	59	50

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

		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 (fpe)	Rank
HND Building Services Engineering	School of Built Environment and Architecture	74%	81%	64%	72%	53%	68%	63%	52%	71%	66.3%	31	51
BSc (Hons) Sociology	School of Law and Social Sciences	68%	90%	63%	55%	79%	70%	45%	54%	64%	65.3%	14	52
BSc (Hons) Commercial Management (Quantity Surveying)	School of Built Environment and Architecture	66%	70%	61%	58%	61%	76%	62%	44%	68%	62.7%	22	53
BSc (Hons) Criminology	School of Law and Social Sciences	70%	67%	51%	63%	67%	71%	55%	58%	62%	62.7%	21	54
BA(Hons) Digital Design	School of Arts and Creative Industries	62%	78%	65%	52%	70%	53%	63%	57%	53%	61.5%	15	55
BA (Hons) Multimedia Journalism	School of Arts and Creative Industries	49%	69%	68%	63%	56%	59%	66%	68%	56%	61.4%	18	56
BSc (Hons) Bioscience	School of Applied Sciences	63%	67%	39%	51%	53%	79%	66%	62%	63%	60.3%	19	57
BSc (Hons) Construction Management	School of Built Environment and Architecture	59%	61%	61%	54%	66%	79%	54%	38%	71%	60.2%	14	58

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

		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 (fpe)	Rank
BSc (Hons) Therapeutic Radiography	School of Health and Social Care	70%	72%	52%	54%	35%	80%	78%	46%	52%	59.8%	27	59
FdSc Baking Technology Management	School of Applied Sciences	68%	69%	48%	61%	48%	85%	61%	41%	57%	59.7%	14	60
BSc (Hons) Information Technology (with Placement)	School of Engineering	62%	61%	53%	50%	65%	68%	60%	42%	56%	57.3%	25	61
BSc (Hons) Quantity Surveying PT	School of Built Environment and Architecture	59%	57%	54%	55%	59%	74%	61%	44%	42%	56.0%	24	62
HND Business Studies	School of Business	40%	69%	48%	53%	44%	72%	68%	46%	55%	55.0%	12	63
BSc (Hons) Forensic Science	School of Applied Sciences	72%	65%	41%	57%	33%	57%	68%	42%	58%	55.0%	19	64
BSc (Hons) Human Nutrition	School of Applied Sciences	76%	63%	40%	45%	45%	76%	31%	47%	44%	51.8%	10	65

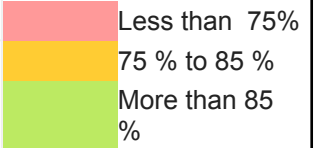
Page 49



EST 1892

8. Subject area performance : All students % agree scores

	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	79.5%	85.1%	65.6%	72.0%	61.7%	82.5%	71.2%	65.8%	85.7%	56
Accounting	85.6%	87.9%	71.7%	78.9%	80.9%	89.1%	81.9%	75.1%	84.8%	46
Architecture	81.7%	80.8%	77.3%	79.5%	62.8%	76.1%	78.2%	67.8%	75.0%	52
Building	61.6%	62.9%	58.4%	55.4%	62.1%	75.8%	61.2%	44.0%	59.1%	66
Business studies	71.0%	71.9%	60.7%	63.8%	66.6%	82.2%	69.7%	56.0%	66.3%	105
Chemical, process & energy engineering	73.3%	73.6%	63.5%	73.7%	67.8%	86.4%	84.6%	74.5%	72.5%	81
Cinematics & photography	80.0%	80.0%	68.3%	82.7%	70.0%	77.1%	71.6%	70.2%	72.9%	60
Civil engineering	81.6%	76.6%	64.3%	73.4%	68.1%	79.1%	78.1%	72.5%	82.8%	64
Design studies	79.3%	86.8%	64.2%	76.7%	65.9%	74.1%	79.1%	65.9%	65.5%	58
Drama	96.9%	94.2%	76.1%	88.3%	78.3%	85.8%	83.5%	83.5%	95.0%	40
Economics	69.6%	71.4%	48.2%	81.0%	81.0%	85.7%	57.1%	69.1%	92.9%	14
Electronic & electrical engineering	77.8%	77.8%	77.8%	78.2%	80.0%	87.1%	76.4%	76.1%	80.0%	45
English studies	87.1%	83.3%	76.6%	83.0%	78.3%	76.1%	80.6%	73.0%	86.7%	15
Finance	85.6%	87.9%	71.7%	78.9%	80.9%	89.1%	81.9%	75.1%	84.8%	46
Food & beverage studies	67.9%	69.0%	48.2%	61.0%	47.6%	85.4%	60.7%	40.7%	57.1%	14



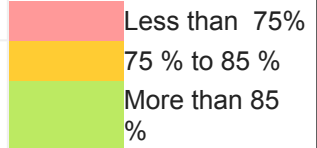
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8. Subject area performance : All students % agree scores

	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)
Forensic & archaeological science	72.4%	64.9%	41.3%	57.1%	33.3%	57.7%	68.4%	42.5%	57.9%	19
General engineering	72.1%	79.5%	67.3%	71.4%	52.6%	67.9%	61.5%	50.0%	69.2%	26
Imaginative writing	87.1%	83.3%	76.6%	83.0%	78.3%	76.1%	80.6%	73.0%	86.7%	15
Journalism	48.6%	68.5%	68.1%	63.0%	55.6%	59.3%	65.7%	68.1%	55.6%	18
Law	85.9%	88.1%	67.7%	83.5%	83.0%	93.3%	72.1%	76.0%	92.3%	64
Marketing	64.5%	77.9%	57.6%	60.9%	60.0%	88.2%	66.0%	62.9%	63.6%	22
Mechanical, production & manufacturing engineering	81.2%	75.9%	81.9%	83.3%	69.2%	81.5%	75.0%	71.3%	77.8%	36
Media studies	82.9%	73.7%	77.6%	71.9%	78.9%	73.7%	81.6%	74.7%	84.2%	19
Medical technology	85.1%	82.8%	65.9%	72.3%	50.0%	80.3%	81.1%	56.8%	74.2%	66
Music	92.9%	95.2%	82.1%	90.5%	83.3%	88.1%	82.1%	82.1%	92.9%	14
Nursing	85.6%	89.2%	73.7%	76.6%	63.8%	87.9%	82.7%	71.7%	84.2%	551
Nutrition	75.7%	63.3%	40.0%	44.8%	44.8%	75.9%	31.6%	47.2%	44.4%	10
Others in biological sciences	63.1%	68.3%	41.7%	55.6%	52.4%	81.0%	69.0%	60.2%	66.7%	21
Others in subjects allied to medicine	90.9%	87.4%	80.7%	81.6%	74.7%	85.9%	81.8%	76.4%	81.8%	66
Planning (urban, rural & regional)	96.2%	89.7%	80.8%	94.9%	92.3%	100.0%	92.3%	76.0%	100.0%	13



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8. Subject area performance : All students % agree scores

	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)	
Politics	100.0%	84.8%	77.3%	93.9%	93.9%	71.9%	77.3%	73.8%	100.0%	11	
Psychology	85.5%	80.1%	73.1%	80.0%	83.8%	91.3%	78.3%	73.6%	87.0%	69	
Social work	88.1%	93.7%	81.0%	85.7%	79.4%	91.8%	81.0%	71.1%	85.7%	21	
Sociology	69.1%	75.2%	53.1%	60.4%	66.7%	72.8%	55.8%	59.1%	68.8%	47	
Sports science	82.9%	84.2%	68.4%	84.2%	69.6%	83.6%	59.5%	68.1%	73.7%	19	
Tourism, transport & travel	63.8%	72.4%	72.4%	73.3%	65.5%	76.2%	59.6%	57.5%	69.0%	29	

Less than 75%

75 % to 85 %

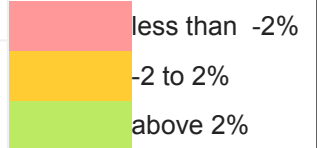
More than 85 %



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9. Subject area performance : YoY difference in LSBU subject % agree Scores

	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	-8.6%	-9.6%	-13.9%	-2.2%	2.9%	-3.7%	-15.9%	-14.4%	2.0%	56
Accounting	-2.0%	6.0%	-0.2%	-0.7%	0.8%	-2.3%	3.7%	-1.5%	-3.3%	46
Architecture	6.7%	3.9%	18.3%	6.3%	-1.1%	-0.7%	0.4%	-0.7%	2.8%	52
Building	-10.0%	-5.9%	-2.3%	-19.9%	-6.4%	-12.6%	-12.2%	-15.3%	-20.0%	66
Business studies	-14.8%	-11.0%	-9.8%	-17.9%	-14.1%	-4.6%	-10.0%	-20.6%	-21.9%	105
Chemical, process & energy engineering	-11.4%	-8.9%	-9.8%	-10.5%	-3.5%	-2.9%	4.1%	0.6%	-6.7%	81
Cinematics & photography	-2.0%	-2.7%	-15.0%	-8.4%	-10.6%	-7.3%	-14.2%	-7.6%	-8.8%	60
Civil engineering	-12.2%	-11.8%	-15.0%	-14.9%	-21.3%	-15.1%	-9.9%	-10.3%	-9.7%	64
Design studies	-0.4%	0.9%	-7.8%	-6.5%	-5.9%	2.0%	-0.5%	-1.9%	-11.4%	58
Drama	11.2%	7.8%	-8.2%	0.5%	3.9%	0.2%	6.8%	8.7%	15.4%	40
Economics	-3.6%	4.8%	-7.1%	2.4%	7.1%	4.8%	-14.3%	1.2%	14.3%	14
Electronic & electrical engineering	12.3%	7.7%	9.6%	7.4%	12.9%	5.1%	-1.7%	9.3%	11.2%	45
English studies	0.7%	-6.9%	3.4%	1.7%	-6.1%	-13.7%	-1.2%	-7.6%	-0.8%	15
Finance	-3.7%	5.4%	-1.7%	-0.8%	-1.4%	-2.7%	3.2%	-1.3%	-4.1%	46
Food & beverage studies	0.2%	4.3%	-11.8%	-13.5%	-22.4%	11.9%	-12.8%	-21.4%	-1.7%	14



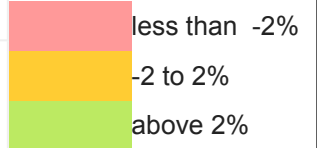
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9. Subject area performance : YoY difference in LSBU subject % agree Scores

	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)
Forensic & archaeological science	-9.6%	-3.6%	-33.7%	-28.0%	-42.6%	-31.2%	-20.5%	-27.1%	-12.7%	19
General engineering	-2.2%	3.0%	7.7%	-2.3%	-0.7%	-16.6%	-9.7%	-9.8%	-1.3%	26
Imaginative writing	0.8%	-7.1%	-3.2%	0.4%	0.5%	-12.4%	7.5%	-9.9%	1.7%	15
Journalism	-31.9%	-13.0%	-20.8%	-14.0%	-1.0%	-20.4%	-8.6%	-1.9%	-33.3%	18
Law	-7.0%	-1.0%	-13.2%	0.9%	3.6%	-1.5%	-6.5%	-6.8%	0.6%	64
Marketing	-15.5%	-8.7%	4.3%	-11.2%	-8.9%	-0.4%	-4.0%	3.6%	-23.0%	22
Mechanical, production & manufacturing engineering	5.4%	2.1%	6.9%	2.8%	3.7%	4.1%	-6.1%	9.6%	0.0%	36
Media studies	-4.9%	-15.7%	-8.7%	-12.2%	-11.8%	-15.5%	0.5%	-4.3%	-8.6%	19
Medical technology	8.5%	0.3%	-4.5%	-1.7%	9.6%	-1.4%	10.0%	6.1%	2.6%	66
Music	25.6%	23.8%	10.2%	32.3%	29.7%	11.9%	30.4%	25.8%	35.7%	14
Nursing	0.7%	1.2%	6.2%	-3.2%	-1.9%	-1.6%	1.7%	-0.2%	0.2%	551
Nutrition										10
Others in biological sciences	-9.8%	-12.3%	0.0%	-21.6%	-19.8%	-2.4%	-22.6%	0.7%	0.0%	21
Others in subjects allied to medicine	0.4%	-4.3%	-6.8%	-4.5%	-4.4%	-1.6%	-7.5%	-3.2%	-5.7%	66
Planning (urban, rural & regional)	6.9%	-7.9%	-15.7%	-0.4%	-2.9%	0.0%	-0.5%	-12.7%	0.0%	13



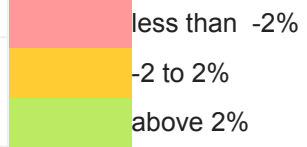
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9. Subject area performance : YoY difference in LSBU subject % agree Scores

	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)
Politics										11
Psychology	7.6%	8.1%	7.2%	9.2%	13.9%	4.2%	16.9%	12.2%	14.9%	69
Social work	5.0%	5.5%	1.1%	9.4%	13.8%	4.8%	1.9%	9.0%	5.1%	21
Sociology	-8.5%	-2.2%	-6.1%	-2.2%	3.1%	-7.3%	-7.5%	-3.8%	-6.7%	47
Sports science	-0.8%	6.0%	2.1%	2.2%	3.0%	0.3%	-21.3%	0.7%	-7.1%	19
Tourism, transport & travel	-14.9%	-8.1%	3.5%	-5.6%	-9.1%	-14.7%	-17.2%	-7.7%	-6.6%	29



Page 55



EST 1892

10. Subject area performance : Latest year LSBU difference from Sector subject % agree Scores

	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	-5.5%	-2.3%	-13.3%	-8.4%	-14.0%	-2.1%	-6.9%	-6.4%	1.1%	
Accounting	2.6%	6.2%	-3.4%	-3.1%	0.2%	1.6%	4.3%	1.7%	-1.4%	
Architecture	-5.5%	-6.5%	4.8%	-2.4%	-10.2%	-6.6%	-6.4%	-4.7%	-9.3%	
Building	-17.9%	-16.4%	-12.5%	-23.3%	-13.5%	-9.2%	-12.4%	-22.4%	-21.5%	
Business studies	-9.5%	-10.4%	-11.7%	-15.1%	-10.8%	-4.4%	-8.3%	-15.1%	-16.0%	
Chemical, process & energy engineering	-6.4%	-7.3%	4.5%	-0.7%	-5.1%	-0.9%	2.8%	6.2%	-6.7%	
Cinematics & photography	-0.6%	-1.6%	-5.7%	3.3%	2.4%	-6.9%	-6.3%	0.8%	-4.2%	
Civil engineering	-1.8%	-6.2%	-5.8%	-6.8%	-10.5%	-9.4%	-4.4%	1.5%	-2.5%	
Design studies	-4.2%	0.4%	-12.4%	-4.3%	-7.1%	-10.1%	0.8%	-5.7%	-15.6%	
Drama	10.2%	8.3%	4.1%	5.4%	8.2%	2.6%	-0.9%	13.0%	11.8%	
Economics	-9.7%	-4.6%	-18.8%	5.4%	1.8%	-0.2%	-11.6%	2.8%	11.3%	
Electronic & electrical engineering	-3.9%	-2.2%	8.1%	0.5%	6.5%	0.7%	-3.4%	7.1%	-1.6%	
English studies	-1.4%	-1.3%	-0.7%	2.4%	-0.6%	-8.7%	9.6%	5.4%	-0.7%	
Finance	4.1%	7.6%	-0.3%	-0.8%	1.8%	2.4%	5.6%	2.8%	0.4%	
Food & beverage studies	-14.3%	-13.2%	-21.8%	-18.2%	-21.1%	0.9%	-20.1%	-27.0%	-24.5%	
Forensic & archaeological science	-14.2%	-17.0%	-30.6%	-23.8%	-38.6%	-30.7%	-12.0%	-30.7%	-27.5%	
General engineering	-8.5%	1.8%	-4.3%	-7.3%	-18.6%	-15.4%	-8.9%	-11.6%	-10.7%	
Imaginative writing	2.9%	2.0%	1.0%	3.8%	6.5%	-4.2%	7.3%	8.5%	5.4%	less than -2%
Journalism	-31.6%	-14.2%	-2.7%	-16.4%	-15.4%	-27.7%	-12.7%	3.1%	-23.7%	-2 to 2%
Law	1.4%	9.0%	-0.7%	8.4%	8.0%	7.2%	5.0%	10.3%	8.2%	above 2%

Become what you want to be

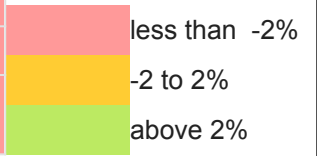


EST 1892

10. Subject area performance : Latest year LSBU difference from Sector subject % agree Scores

	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction
Marketing	-14.1%	-2.9%	-12.5%	-16.1%	-14.6%	2.2%	-9.8%	-4.7%	-17.3%
Mechanical, production & manufacturing engineering	1.0%	-2.5%	16.4%	6.2%	-4.7%	-3.5%	-3.6%	4.7%	-3.7%
Media studies	4.5%	-5.4%	8.1%	-4.9%	9.5%	-8.5%	8.3%	10.2%	8.6%
Medical technology	-3.3%	-4.8%	-7.7%	-10.4%	-20.7%	-8.5%	-3.9%	-17.2%	-10.0%
Music	13.4%	16.5%	11.3%	11.0%	17.7%	10.0%	5.9%	15.9%	19.1%
Nursing	0.0%	1.5%	-0.8%	-3.1%	-1.4%	-1.0%	1.1%	0.4%	1.6%
Nutrition	-11.3%	-21.7%	-32.7%	-35.0%	-28.6%	-14.0%	-50.8%	-28.0%	-40.2%
Others in biological sciences	-22.8%	-13.5%	-31.2%	-22.4%	-21.6%	-5.3%	-3.2%	-6.0%	-19.2%
Others in subjects allied to medicine	4.0%	1.4%	6.7%	1.3%	0.6%	-0.4%	0.4%	4.7%	-2.7%
Planning (urban, rural & regional)	14.0%	6.9%	11.6%	14.7%	15.0%	11.9%	11.1%	8.1%	18.5%
Politics	15.3%	4.1%	4.8%	18.4%	17.0%	-11.4%	10.2%	10.1%	15.7%
Psychology	0.4%	0.3%	-0.4%	1.8%	4.7%	4.3%	7.4%	4.0%	1.8%
Social work	3.1%	5.3%	4.3%	6.9%	5.7%	9.5%	2.9%	0.2%	3.4%
Sociology	-15.3%	-7.7%	-19.9%	-16.9%	-9.1%	-12.0%	-14.4%	-8.4%	-15.1%
Sports science	-2.7%	-0.8%	-7.8%	0.9%	-9.4%	-4.2%	-22.1%	-6.4%	-12.4%
Tourism, transport & travel	-17.8%	-11.7%	-4.4%	-9.4%	-11.3%	-8.1%	-20.6%	-15.9%	-14.4%

Page 57



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	CONFIDENTIAL
Paper title:	Quality and Standards Review 2017-18
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	Janet Bohrer, Director Teaching, Quality and Enhancement
Sponsor(s):	Shân Wareing, DVC Education
Purpose:	For Information
Recommendation:	<p>The report provides assurance to Academic Board regarding LSBU academic quality and standards, and provides the Board of Governors assurance before submitting its Annual Accountability Return in December 2018.</p> <p>The Board is requested to approve the report.</p>

Executive Summary

During the academic year 2017-18 higher education in England became subject to a statutory regulator, the Office for Students (OfS), <https://www.officeforstudents.org.uk/> established through the Higher Education and Research Act (2017). The university has subsequently registered with the regulator <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

During the transition period of the oversight of HE from HEFCE to OfS, the Board of Governors are still required to sign the annual December statement 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.

Provided is a summary report and evidence for annual reporting of our academic quality and standards at LSBU of our higher education.

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Quality and Standards 2017-18

Context

During the academic year 2017-18 higher education in England became subject to a statutory regulator, the Office for Students (OfS), <https://www.officeforstudents.org.uk/> established through the Higher Education and Research Act (2017). The university has subsequently registered with the regulator <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. During the transition period of the oversight of HE from HEFCE to OfS the Board of Governors are still required to sign the annual December statement 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.

A condition of the OfS registration process were the development of the Student Protection and Access and Participation Plans. These are published on the LSBU web site. LSBU retain the Plain English Crystal Mark for the Academic Regulations also published on the LSBU website. We participated in the pilot of subject TEF reports (unpublished).

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

Operationally it is the Quality and Standards Committee that has the purpose of assuring the Academic Board that standards of academic delivery meet the expectations, to advise on effectiveness and recommend enhancement activity (see terms of reference). In order to achieve this a number of annual reports come to the committee during the year detailed in the annual work plans. In addition each meeting have a number of standing agenda items:

- the quality and standards review which allows for discussion about specific issues from individual Schools in a way that helps prevent that issue occurring more widely across the university and so embedding enhancement principles for example the use of an exceptional third resit.
- the minutes of the School Academic Standards Committee which are logged with the QSC papers and reported on by exception at the QSC meetings.
- discussion about the academic regulations and the associated procedures that support the academic regulations for example the work during 2017-18 of introducing an anonymous marking procedure and which was endorsed at the QSC Oct 2018.
- the reports of independent reviews and academic audits for example March 2018 the audit of course specifications and subsequent courses specification project to help align the university to CMA requirements.

The university supports over 40 courses annually being validated or revalidated and have this year procured and licensed lecture capture for the whole university. We have provided approximately 11,500 instances of student support through direct intervention in modules and in the last academic year almost 12,000 instances of online support. We have organised over a 1,000 examinations, with over 35,000 candidates sitting an exam, have co-ordinated over 200 external examiners visiting the university to endorse our academic standards and have awarded many thousands of certificates to current graduates. We have also provided an aftercare service to thousands of former students by delivering information and documents to both the alumni themselves and third parties such as screening agencies and employers. We have managed our collaborative initiatives and the LSBU growing apprenticeship offer.

Annual activity reported to QSC during 2017-18

The reports for 2016-17 for the Board of Governors included a mapping of the university's processes to the European Standards and Guidelines and went to the QSC October 2017(See appendix 1). During 2018-19 a new mapping will take place against the revised version of the UK Quality Code published in 2018.

The university offers HNC and HND awards under licence from Pearson and the university has to report to Pearson through an annual report (See appendix 2). Monitoring these particular awards is crucial to our apprenticeship offer.

The first annual apprenticeship review reported to QSC in January 2018. It has been clarified during the year that apprenticeship provision at level 4 and 5 will be regulated by Ofsted and subsequent meetings of QSC are now monitoring the ongoing arrangements for the preparations for an Ofsted inspection expected during 2018-19. The annual apprenticeship review is appendix three.

The annual course monitoring reports from each School were logged with QSC in May 2018 and the annual misconduct investigations report was discussed at that meeting and is provided as appendix four. The annual review of PSRB accreditations and associated evidence was reported to QSC at the October meeting 2018 these are provided as appendix five, some evidence of the accreditations we have are still required and an update will be provided to QSC during the next academic year.

A detailed overview of the year can be found in the Institutional Examiner report (See appendix 6). The reports evidence how the university is discharging its degree awarding responsibilities appropriately finding appropriate remedies if necessary.

Academic audit and review activity 2017-18

Specific audit and review activity takes place as appropriate. During 2017-18 QSC asked for an academic audit of the LSBU course specifications. This audit showed that a few course specifications were missing and that the template of the specification did not allow for reliance that CMA compliant information was being provided to students. As a result a new course specification template was developed and a migration project undertaken to help the university demonstrate compliance with CMA. The final stages of this audit work is currently being completed to confirm all courses specifications are completed and up to date.

Two reviews were completed of international partnerships,

- an internal desk based review instigated because of information received from our British University Egypt partner about a potential court case they were involved with and we wanted to assure ourselves that LSBU did not have any liabilities towards the case
- a desk based review undertaken by an independent reviewer after operational difficulties reported by various members of staff about our Applied Science Bahrain partnership

Both review reports were taken to QSC, discussed and the recommendations from the reports continue to be monitored by the committee.

The associated appendices to this report provides a limited audit trail. A more detailed audit trail can take place electronically using the moderngov web site that now stores all the university committee papers <https://lsbuextranet.moderngov.co.uk/>

The appendices have been published as a separate supplement to the meeting papers.

JNB 05/10/18

Appendix 1 Quality and Standards annual report 2016-17

Appendix 2 Pearson Report 2016-17

Appendix 3 Annual Review of apprenticeship 2017

Appendix 4 Annual Misconduct Investigation

Appendix 5 Annual audit of PSRB accreditations

Appendix 6 Annual Institutional Examiner Report

Appendix 7 Academic Audit

Appendix 8 Reviews reports BUE and ASU

Note: the appendices are pdf file therefore the numbering is not consecutive

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	INTERNAL
Paper title:	Institutional examiner report
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	Shân Wareing, DVC Education
Purpose:	For Approval
Recommendation:	<p>The Board is requested to note the report of the Institutional Examiner.</p> <p>The Quality and Standards Committee recommend that the Academic Board approve a two year extension for the Institutional examiner.</p>

Executive Summary

Purpose:

- To follow up on progress made as regards recommendations arising from the last visit, within the context of how the University has consolidated quality assurance mechanisms based on the new regulatory regime.
- To understand the University's approach to risk management, quality assurance and quality enhancement in relation to growth in a) the apprenticeships agenda and b) collaborative partners.

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Report from Professor Claire Taylor

Institutional Examiner third visit to LSBU 5th July 2018

1. Purpose

- To follow up on progress made as regards recommendations arising from the last visit, within the context of how the University has consolidated quality assurance mechanisms based on the new regulatory regime.
- To understand the University's approach to risk management, quality assurance and quality enhancement in relation to growth in a) the apprenticeships agenda and b) collaborative partners.

2. People involved

- Dr Janet Bohrer – Director of Academic Quality and Enhancement
- Dr Saranne Weller – Director of CRIT, Teaching, Quality and Enhancement
- Sally Skillett-Moore – Deputy Director, Academic Quality and Enhancement
- Maighread Hegarty – Deputy Director, Academic Quality and Enhancement (Technical)
- Edwin Idollor – Quality and Enhancement Advisor
- Stuart Bannerman – Director International
- Darren James – Head of Division, Construction, Property and Surveying
- Mandy Maidment – Head of Division, Food Sciences

3. Areas of discussion and observations

The developing work of AQE and CRIT

The team are looking to maximise the effectiveness of the Teaching Quality and Enhancement Group to which both AQE and CRIT belong, against a backdrop of ongoing internal change as well as significant external change through the introduction of the OfS and the new regulatory regime.

For AQE, the work done over the past year to improve levels of courses response to External Examiner reports has seen impact, with a more systematic approach to the

inclusion of EE feedback in course monitoring reports evident. The 'reciprocal' register of EEs is also now in place in order to track and conflicts of interest.

There is work in train to assure fairness and equity as regards the operation of award and progression boards. There is a concern to assure a degree of 'externality' in terms of how academic regulations are applied during board discussions and one option is to provide in-house support from Registry, rather than relying on a Chief External who may not be overly familiar with the regulations. In addition, thought is being given to who should chair these boards, as well as their size in order to balance smart administrative processes with parity of approach across the University. Overall, our discussion acknowledged the need to balance the potential risks of any changes made with the advantages of introducing a more equitable and consistent approach across the University.

Discussion was had around new course validation and revalidation processes and the need to move back towards a business-case driven approach. Such an approach should be welcomed, but more detailed involvement will be needed from key professional support services such as finance, estates, marketing, learning resources etc. Consideration should be given to how to support such an approach, given the volume of work in relation to course approval.

For CRIT, there has been a focus on consolidating work started during the previous year. The DEL (Digitally Enhanced Learning) team have moved the lecture capture project forward (discussed during my visit last year) and have settled on a person-centred approach, with 30 staff being provided with laptops to pilot the approach from September 2018. This is different to the initial idea of physically equipping teaching spaces to be lecture capture enabled, but the person-centred approach mirrors practice across many universities currently. Discussion acknowledged that links into Estates, HR and IT could be stronger and it was identified that a digital capability/upskilling strand is needed within the HR strategy. The evaluation strategy for DEL is in development; it is planned to consider usage data and learning analytics as well as qualitative feedback from staff and students. Discussions revealed that Office 365 has yet to be implemented. This has been identified as a key dependency for operationalisation of the DEL strategy so delays in implementation may potentially hamper progress in relation to the student experience.

Changes to assessment practice to support the student experience are in train. For example, anonymous marking function for e-submitted assignments introduced; TESTA implemented in one School; LSBU educational framework expanded to include accessibility and inclusivity. However, it was unclear as to the scale of adoption across the University and how staff/student engagement with new initiatives was being monitored, evaluated for impact and

'scaled up' – this would benefit from more detailed consideration. Discussions highlighted the need for moodle engagement (by staff) to be audited in relation to compliance with baseline standards. It was noted that an institution-wide audit of assessment practice is a corporate priority for 2018/19.

There were some discussions last year during my visit around the Course Director role and support/training needs. It was confirmed that an event is being held in the Autumn 2018 to support Course Directors in their understanding of the HE landscape. Course Director development is being coordinated by the DESIs; however, it is important that a consistent and equitable approach is taken across the University to this training and development and I would encourage the University to consider who should have oversight of this.

Apprenticeships: Quality Assurance and Managing Risk

The University are scaling-up their involvement with apprenticeships; therefore a focus of discussion was on how this is working in practice with regard to approval mechanisms, quality assurance and the management of risk. Discussions highlighted a number of challenges which the University is addressing:

- Organisational and regulatory challenges in relation to university processes that align to the 'traditional' academic year cycle (Sept – Sept). More flexibility is needed to accommodate multiple 'in-year' cohorts, for example. This would demand that the student records system securely tracks student progress; multiple exam boards may be needed; module coding for multiple cohorts may need to be considered. There may be a resource issue here that needs further consideration.
- Managing relationships with employers; balancing the need to accommodate their needs as clients whilst being cognisant of delivering an academic course with higher education level learning with the associated quality assurance and enhancement requirements.
- Developing a deep and full understanding of Ofsted methodology and the apprenticeship inspection framework as well as managing Education and Skills Funding Agency audits.
- The need to articulate an 'apprenticeship pedagogy' which evidences the value of learning in the workplace and which identifies the best options for course delivery and assessment. Discussions suggested there was good practice to build on here (for example real-life projects within Construction).
- Addressing issues around retention in some discipline areas.

- Being aware of the potential of ‘cannibalising’ existing HE courses to re-package as higher level apprenticeships and thereby spreading applicants too thinly across ‘similar’ courses.
- Assessing the risks associated with lower/non-traditional entry requirements; there may be the potential to develop bridging courses to help students move between levels of study, especially in relation to basic functional skills (English/Maths).

Overall, discussion showed there was a high level of awareness of the multiple issues to be tackled as regards apprenticeships and good progress is being made with this. However, further consideration should be given to the role of External Examiners. It was explained that current External Examiners look at academic modules within higher level apprenticeship courses, thus assuring academic standards. However, consideration should be given to who assures the overall student experience in relation to the apprenticeship model and whether an external view should be brought to this.

International Collaborations: Assuring Quality and Managing Risk

Further significant progress has continued to be made in relation to collaborative provision. A step change has been seen in the relationship with the British University in Egypt (BUE) as the relationship has matured; the partnership is working well for both parties with evidence of increased mutual confidence and benefit. A clear example of this was the highly efficient way in which recent exam boards were conducted in order to deal with high volume across a compressed time period in order to use available resource as effectively as possible. In addition, enrichment activities are now in train, including: staff exchange; summer school; joint final year student projects; joint doctoral supervision. LSBU colleagues are starting to influence approaches to learning, teaching and assessment at BUE, but managing and influencing staff at a distance is seen as an ongoing challenge. Discussions also explored the role of Student Voice at BUE and the challenges of operating within a distinct political, cultural and social context. It was acknowledged that student engagement processes mirror those at LSBU as far as possible but that an element of flexibility should allow the ‘local variant’ to come through as appropriate.

The role of Link Tutor (subject of discussions last year) is more secure with clear agendas for visits, standardised processes and proformas in place and a move towards a standardised workload allocation.

Discussions around international strategy highlighted a new approach that is focused on fewer, quality partners who are looking for broader engagement with the University. The idea

of an 'LSBU Global Community' was explored, building upon the successful approach with BUE which has demonstrated that the University can operate at scale. However, further 'scaling up' will require a financial model that supports a sustainable approach in relation to academic activity, link tutor roles and central professionals services costs and this should be explored further.

Professor Claire Taylor

Deputy Vice-Chancellor, Wrexham Glyndŵr University

8th August 2018

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	CONFIDENTIAL
Paper title:	Sub-committee terms of reference
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	Sub-committee Chairs
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Approval
Recommendation:	The Academic Board is requested to approve the committee terms of reference.

Executive Summary

The Academic Board sub-committees have reviewed their terms of reference for 2018-19. No significant changes were made except for minor revisions to the committee membership.

The Board is requested to approve the Terms of Reference for 2018-19.

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Quality and Standards Committee

Terms of Reference

The purpose of the Quality and Standards Committee is to assure the Academic Board that standards of academic delivery meet expectations, to advise on effectiveness and recommend enhancement activity

1. Remit

1.1 The remit of the Quality and Standards Committee is to:

- 1.1.1 recommend new awards to the Academic Board
- 1.1.2 review annual reports on validation and review and ensure university processes meet quality requirements in terms of standards, efficiency and consistency
- 1.1.3 review academic partnerships, and ensure processes for approval and support meet mission, quality and economic requirements
- 1.1.4 approve collaborative arrangements
- 1.1.5 review external examiners' reports identifying any areas of concern, at course level or in terms of university processes, and make recommendations for risk management and enhancement accordingly
- 1.1.6 review annual reports on appeals against exam board decisions
- 1.1.7 review annual reports on academic misconduct
- 1.1.8 review academic audit reports, evaluate the robustness of responses and action plans, and monitor evidence of implementation of the action plans
- 1.1.9 oversee annual portfolio review
- 1.1.10 oversee quality assurance process for research awards

2. Membership

2.1 Membership consists of the following:

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

2.2 A quorum consists of 5.

2.3 The committee meets four times per year.

3. Reporting Procedures

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

Approved by the Academic Board on 8 July 2015

Updates approved by Academic Board, 2 November 2016

Updates approved by the Academic Board xxxx

Research Committee

Terms of Reference

The purpose of the committee is to oversee and guide activity contributing to our strategic goal of Real World Impact.

1. Remit

1.1 The remit of the Committee is to oversee the research environment including:

- 1.1.1 repository of research publications and publication reports
- 1.1.2 research environment, progression, completions and oversight of appeals for PhDs
- 1.1.3 Professoriate, Units of Assessment and research centres
- 1.1.4 monitoring research grants and awards
- 1.1.5 research related responses to EU, RCUK and HEFCE
- 1.1.6 post graduate research student satisfaction
- 1.1.7 annual research impact statements
- 1.1.8 appointment of external examiners for annual Unit of Assessment review, Annual University Research Audit review, and REF 2020 preparation

2. Membership

2.1 Membership consists of:

- ~~Provost PVC Research & External Engagement~~ (chair)
- School Directors of Research and Enterprise (x7, per school)
- **Director of Research and Enterprise (or alternate) – role vacant**
- Associate Director of Research (or alternate)
- Nominated representative of PGR students (x2)
- Nominated representative of Academic Related Resources
- Nominated representative of Professoriate (x2)
- Nominated representative of Post-Docs (x2)

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

2.3 A quorum consists of 5 members.

3. Reporting Procedures

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

Approved by the Academic Board on 8 July 2015

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

Amendments to 2.1 to be approved by the Academic Board on 31 October 2018

Student Experience Committee

Terms of Reference

The purpose of the committee is to oversee and enhance activity contributing to our strategic goal of Student Success

1. Remit

1.1 The remit of the Committee is to:

- 1.1.1 oversee the effective delivery of the learning pathway programme
- 1.1.2 review university data for student satisfaction, and have oversight of action in response, including feedback to students
- 1.1.3 align academic staff development with programme delivery and student learning
- 1.1.4 oversight of university processes which identify and disseminate innovation and good practice in learning and teaching
- 1.1.5 approve annual nominations for Teaching Fellowship Awards
- 1.1.6 have institutional oversight of student equality, diversity and inclusivity data, and review and advise on the effectiveness of change initiatives
- 1.1.7 Oversee university processes for engagement with students and incorporating student opinion into planning and decision making
- 1.1.8 Provide an opportunity for students to raise issues

2. Membership

2.1 Membership consists of the following:

- ~~Provost Deputy Vice Chancellor~~ (chair)
- ~~Chief Operating Officer (DVC Education) Pro Vice Chancellor (Education and Student Experience)~~
- President, Students' Union
- Vice President of Academic Affairs, Students' Union (or alternate) (x1)
- Nominated Students' Union representatives (x3)
- Nominated school academic staff representatives (x3)
- Director of Student Support and Employability (or alternate)
- Director of Estates and Academic Environment (or alternate)

- Director of Academic Related Resources (or alternate)
- Director of Marketing and Student Recruitment (or alternate)
- Director of the Centre for Research Informed Teaching
- Up to two co-opted Students Union representatives

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

2.3 A quorum consists of at least 5.

2.4 The committee meets four times per year.

3. Reporting Procedures

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

Approved by the Academic Board on 8 July 2015

	INTERNAL
Paper title:	Amendments to the List of Awards
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	Sally Skillet-Moore, Deputy Director, Academic Quality and Enhancement
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The Board is requested to note the amendments.

Executive Summary

Some amendments have been made to the List of Awards that can be made by the University.

- 1) Removal of Diploma in Professional Studies at Level 5
- 2) Amendment HNC at level 4 not 5, removal of level S credits and correction in name from Edexcel to Pearson
- 3) Amendment HND, removal of level S credits and correction in name from Edexcel to Pearson
- 4) Removal of BTEC Advanced Professional Diploma, no longer allowed to use BTEC
- 5) Insertion of honours classification for Integrated Masters courses
- 6) Correction in structure of Master of Architecture

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University Foundation Certificate		120 credits, minimum of 20 credits at level 4 Not currently part of the Framework for Higher Education Qualifications
Certificate in Lifelong Learning (CertLL)		At least 30 credits at Level 4 or above Not currently part of the Framework for Higher Education Qualifications
Certificate of Education		120 credits at Level 4 or above Not currently part of the Framework for Higher Education Qualifications
Certificate of Higher Education (CertHE)	Level 4	120 credits, with a maximum of 40 credits at Level 5 and a minimum of 80 credits at Level 4 May be awarded with Merit or Distinction
Diploma in Lifelong Learning (DipLL)		120 credits at Level 4 or above Not currently part of the Framework for Higher Education Qualifications
University Certificate		60 credits, with a maximum of 20 credits at Level 5 and a minimum of 40 credits at Level 4

		Not currently part of the Framework for Higher Education Qualifications
University Certificate of Competence		60 credits, with a minimum of 10 credits at Level 4 Not currently part of the Framework for Higher Education Qualifications
Advanced Certificate in Lifelong Learning		At least 30 credits at Level 5 Not currently part of the Framework for Higher Education Qualifications
Diploma of Higher Education (DipHE)	Level 5	240 credits, with a maximum of 40 credits at Level 5 and a minimum of 80 credits at level 5 May be awarded with Merit or Distinction
Foundation Degree (FdA, FdSc, FdEng)	Level 5	240 credits, with a maximum of 40 credits at Level 5 and minimum of 80 credits at Level 5 May be awarded with Merit or Distinction
Higher National Certificate (HNC)	Level 4	120 credits at Level 4 A Pearson's award conferred under licence
Higher National Diploma (HND)	Level 5	240 credits, 120 credits at Level 4 and 120 credits at Level 5

		A Pearson's award conferred under licence
University Diploma		60 credits, with a maximum of 20 credits at Level 5 and a minimum of 40 credits at Level 5 Not currently part of the Framework for Higher Education Qualifications
Bachelors Degree with Honours (BA, BEd, BSc, BEng, LLB)	Level 6	360 credits, with a maximum of 40 credits at Level 5 and a minimum of 80 credits at Level 6 The University may confer Bachelors degrees with the following Honours classifications: <ul style="list-style-type: none"> • First Class Honours • Second Class Honours, Upper Division • Second Class Honours, Lower Division • Third Class Honours For further details see the Assessment and Examinations Handbook
Graduate Certificate	Level 6	60 credits, with a maximum of 20 credits at Level 5 and a minimum of 40 credits at Level 6 May be awarded with Merit or Distinction

List of Awards

2018/19

Graduate Diploma	Level 6	120 credits, with a maximum of 40 credits at Level 5 and a minimum of 80 credits at Level 6 May be awarded with Merit or Distinction
Professional Graduate Certificate in Education	Level 6	120 credits at Level 6
Unclassified Bachelors degree	Level 6	a minimum of 300 credits, with a maximum of 40 credits at Level 5 and a minimum of 60 credits at level 6 May be awarded with Merit or Distinction
University Advanced Diploma		60 credits, with a maximum of 20 credits at Level 5 and minimum of 40 credits at Level 6 Not currently part of the Framework for Higher Education Qualifications
Certificate in Management (CM)	Level 7	60 credits, with a maximum of 20 credits at Level 6 and a minimum of 60 credits at Level 7 May be awarded with Merit or Distinction
Diploma in Management Studies (DMS)	Level 7	120 credits, with a maximum of 40 credits at Level 6 and minimum of 80 credits at Level 7

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List of Awards

2018/19

		May be awarded with Merit or Distinction
Integrated Masters for example MEng (Hons)	Level 7	480 credits, with a maximum of 40 credits at Level 5 and a minimum of 120 credits at Level 7 The University may confer the following Honours classifications: <ul style="list-style-type: none"> • First Class Honours • Second Class Honours, Upper Division • Second Class Honours, Lower Division • Third Class Honours
Masters (MA, MEd, MEM, MEng (not integrated), MSc, MRes, LLM, MBA, MPA, MVA, MTech)	Level 7	180 credits, with a maximum of 40 credits at Level 6 and a minimum of 140 credits at Level 7 May be awarded with Merit or Distinction
Master of Architecture (MArch)	Level 7	240 credits at Level 7 May be awarded with Merit or Distinction
Postgraduate Certificate (PgCert)	Level 7	60 credits, with a maximum of 20 credits at Level 6 and a minimum of 40 credits at Level 7 May be awarded with Merit or Distinction

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Postgraduate Certificate in Education	Level 7	120 credits, with a minimum of 60 credits at Level 7
Postgraduate Certificate in Lifelong Learning		at least 30 credits at Level 7 Not currently part of the Framework for Higher Education Qualifications
Postgraduate Diploma (PgDip)	Level 7	120 credits, with a maximum of 40 credits at Level 6 and minimum of 80 credits at Level 7 May be awarded with Merit or Distinction
Master of Philosophy (MPhil)	Level 7	Non recruiting See specific regulations for research degrees
Master by Research (MA(Res), MSc(Res))	Level 7	180 credits, with a maximum of 40 credits at Level 6 and a minimum of 140 credits at Level 7 May be awarded with Merit or Distinction See specific regulations for research degrees
Professional Doctorate (EdD, DBA, D.Nursing, D.Health and Social Care, D.Occupational Therapy, D.Optomety, D.Physiotherapy, D.Radiography)	Level 8	540 credits, with a minimum of 360 credits at Level 8 See specific regulations for research degrees

Doctor of Philosophy (PhD)	Level 8	See specific regulations for research degrees
Doctor of Philosophy by Published Work	Level 8	See specific regulations for research degrees
Doctor of Philosophy by Prior Publication	Level 8	See specific regulations for research degrees
Higher Doctorates may be awarded with the following titles: Doctor of Engineering (DEng) Doctor of Laws (LLD) Doctor of Letters (DLitt) Doctor of Science (DSc) Doctor of Technology(DTech)		See specific regulations for research degrees

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	CONFIDENTIAL
Paper title:	Sub-committee reports
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	Sub-committee Chairs
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the reports.

Executive Summary

Quality and Standards Committee, 3 October 2018

The committee discussed:

- The institutional examiner report and agreed to recommend that the Academic Board approve a two year extension for the Institutional examiner (see *Agenda item 14*).
- The ASU Bahrain report and agreed recommendations to the Academic Board (see *Agenda item 6*).
- A proposal to review LSBU's degree algorithm (see *Agenda item 7*).
- A proposal regarding how best to resource exam invigilation (See *Agenda item 8*).
- An update report from the British University in Egypt.
- A proposal for the adoption of anonymous marking. The committee supported the proposal and agreed that the policy and supporting communications should be rolled out as soon as possible (see *attached policy document*).
- A report regarding LSBU's apprenticeships provision and oversight by OFSTED. The Committee supported the establishment of a 'Task Group' co-ordinated by TQE to establish an 'Ofsted ready' action plan based on self-assessment, data and performance analysis plus a 'mock' Ofsted inspection.

The committee noted reports on the following:

- The appointment of the External Reviewer for Achieve.
- Feedback from the committee's effectiveness review.
- The committee's annual work plan for 2018-19.
- The committee's terms of reference for 2018-19.

- School SASC minutes.
- School Professional, Statutory and Regulatory Bodies (PSRBs) reports.

The committee reviewed the revised policies for 2018-19:

- LSBU Academic Misconduct Procedure 2018-19
- LSBU Academic Appeals Procedure 2018-19
- LSBU Extenuating Circumstances Procedure 2018-19

Student Experience Committee, 10 October 2018

The committee discussed:

- An update on estate matters
- The outcomes of the Student Lifestyle survey commissioned by the Students' Union. A key finding was that more than 1 in 4 LSBU students were more likely to work 21-40hrs a week compared to the national average of 12%.
- The 'Be Safe at LSBU' report and noted the plan to hold a 'Safe and Secure Week' at the beginning of future academic years.
- Timetabling. A short focus group was held during the meeting to provide students an opportunity to give feedback on two questions. 1. What does the timetable look like when it is working well, and 2. What does the timetable look like when it is not working well.
- A presentation by the Student's Union providing feedback from Welcome Week. It was noted that the vast majority of issues encountered by students related to timetable issues.

Research Committee, 17 October 2018

The committee discussed:

- A presentation outlining the potential impacts of Brexit on EU funding.
- Open access data. It was noted that good monitoring systems were now in place and compliance was improving.
- Research centres and groups. All 14 centres would continue to be supported in 2018-19 and an additional centre had been established. There had been an increase to funding for centres associated with a decrease in funding available for groups.
- An update on the REF 2021 submission and the mock REF exercise. It was agreed that the Code of Practice working group should be a formal subcommittee of the Research Committee.
- An update on the PGR environment.
- The revised Misconduct in Research procedure.
- The approach to the development of Research Governance at LSBU and the development of a Research Code of Practice.

- An update from the London Doctoral Academy and issues regarding completion and the strategy to ensure more timely completion going forward.

The committee noted reports on the following:

- Feedback from the committee's effectiveness review.
- The committee's annual work plan for 2018-19.
- The committee's terms of reference for 2018-19.

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Anonymous e-Submissions and Marking Policy

Scope

This policy applies to all Schools and should be implemented for all student electronic submissions (e-submissions) through Moodle when practical.

Definition

In some contexts 'blind marking' can refer to two assessors (1st and 2nd markers for example) marking work in parallel without consultation. In the context of Moodle, Anonymous marking is referred to as blind marking. For the purposes of this policy, anonymous marking is defined as:

The absence of student names / identifiers from their submissions at the point of marking.

It is expected that staff respect anonymity where it is employed and do not seek to identify students unless there is a defined technical, administrative or academic reason of clear benefit to the student in doing so e.g. the provision of specific feedback to the student, the correct treatment of extenuating circumstances.

Policy statements on Anonymous E-Submissions and Marking Policy

Where practical it is expected that anonymous marking is implemented as standard for all summative assessments submitted via Moodle. Schools are expected to implement this anonymous marking policy as standard.

1. Anonymous marking is the default for all assignments submitted electronically through Moodle.
2. Where practical anonymous marking should be extended to all forms of e-assessment.
3. It is recognised that the blanket implementation of anonymity for students is not always possible or appropriate; therefore this policy does not expect anonymity to be preserved in situations where it is not academically or administratively advantageous or viable, for example, in video or group presentation assignments.
4. When anonymous marking is not used for an assignment e-submission a clear statement is provided in the module guide that specifies why anonymous marking is not appropriate for that assignment.

"This assessment is not anonymously marked because [insert brief summary of reason]"
5. Where full anonymity is not possible or not implemented, the university processes to ensure fair and equitable marking must be applied which includes the use of internal moderation. The process to be used to ensure fairness should be visible and known to the external examiner.
6. Student anonymity should be retained until the marking process is complete. Once marking is complete student identities must be revealed for the release of feedback and the examination board.
7. Students are required to take appropriate steps to anonymise their work. Students must use include their student id number to act as a safeguard when submitting their work. It is recognised that this increases the possibility that a marker can identify an individual, but it is a practical measure to minimise the risk of not being able to identify student submissions for any reason.

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	INTERNAL
Paper title:	EU Accessibility Directive and impact on the Virtual Learning Environment (VLE)
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	Marc Griffith, Head of Digitally Enhanced Learning
Sponsor(s):	Shân Wareing, DVC Education
Purpose:	For Information
Recommendation:	The Board is requested to note the report

Executive Summary

On the 23rd September 2018 new accessibility regulations came into force in the UK based on the EU Directive on the Accessibility of Public Sector Websites and Mobile Applications. This new regulation requires all publicly funded higher education and further education institutions to ensure that their websites including the virtual learning environment (Moodle / Mahara) meet new and measurable standards of accessibility. In short Universities have to:

1. Meet the accessibility requirement
2. Publish an accessibility statement on their websites and apps

As a University we must decide the areas we need / want to comply with the legislation. An 'opt-out' exists where the change is a 'disproportionate burden' however, we would need to be certain that an opt out does not disadvantage students. Making sure the VLE is accessible is particularly challenging given the range on content producers, it only takes one inaccessible file to make an entire module inaccessible. Training and raising the awareness for staff will be key to successfully meeting the requirements of the new directive.

We are beginning to progress work on this in this semester to raising awareness and starting encouraging new content production and checking practices.

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	INTERNAL
Paper title:	Annual work plan for 2018-19 and terms of reference
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	Claire Freer, Governance Assistant
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The Board is requested to note its annual work plan and terms of reference.

Executive Summary

Annual work plan

The annual work plan consists of standing and regular items to be considered by the committee during the course of the academic year, 2018-19. Regular items are those which are expected to occur either annually or each semester. Non-regular items will be added during the year as items arise.

Members are requested to review the items, with particular regard to their role on the committee, to ensure the committee fully addresses its terms of reference.

Terms of Reference and membership

The committee is requested to review the Terms of Reference and membership. Any changes to the membership as a result of the discussion of Item 5 on the agenda will be incorporated before publication.

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Academic Board – Annual Work Plan 2018-19

	Oct	Feb	May
Standing Items:			
Provost's Report	✓	✓	✓
Academic KPIs	✓	✓	✓
Academic portfolio and environment	✓	✓	✓
Reports from sub-committees	✓	✓	✓
Regular Items:			
Annual work plan	✓		
Terms of Reference and membership review	✓		
Quality Assurance return	✓		
National Student Survey Results	✓		
Annual Academic Board Report	✓		
Student academic outcomes Report	✓		
Institutional Examiner Report	✓		
Annual Ethics Report			✓
Academic Regulations			✓
Emeritus Professor items			✓

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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:

Holders of Senior Posts (3)	Provost (Chair)
	Chief Operating Officer (DVC Education)
	Chief Business Officer (DVC Innovation)
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

	INTERNAL
Paper title:	Key Performance Indicators
Board/Committee:	Academic Board
Date of meeting:	31 October 2018
Author(s):	John Baker, Corporate & Business Planning Manager
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	<p>The Board is requested to note the latest performance figures for the University KPIs for the 17/18 cycle, as at Oct 18th 2018.</p> <p>The Board is requested to consider the results and identify ways in which Schools might respond to current results, or contribute to University initiatives undertaken to improve the performance against KPIs in line with the targets within the Corporate Strategy.</p>

Executive Summary

The Board is requested to note the latest performance figures for the University KPIs for the 17/18 cycle, as at Oct 18th 2018.

The Board is requested to consider the results and identify ways in which Schools might:

- Respond to current results, or
- Contribute to University initiatives undertaken to improve the performance against KPIs in line with the targets within the Corporate Strategy.

Notes on results:

KPIs 1 & 6 – Employability:

The LSBU DLHE results are a further improvement on the excellent 16/17 results, and resulted in the University being named 'University of the Year for Graduate Employment' by the Times newspaper for an unprecedented second year.

KPIs 2 & 23 – Student Satisfaction:

The LSBU NSS results were disappointing, with a decline on prior years against all

sections of the survey, most significantly in the area of Academic Support (-4.2%), Learning Resources (-3.4%) and Organisation & Management & Overall Satisfaction (-2.7%).

KPIs 13 - 15 – Student Achievement:

Two of these showed a decline on performance in prior years, with progression falling to the lowest level for four years, currently estimated at 71%, and with PG completion falling by 17%, although this figure could adjust once any outstanding exam board decisions are recorded. Good honours is currently forecasting a 0.5% increase, although this will be confirmed once the HESA return is submitted.

KPIs 8,9,17, 20, 21 & 22 – Financial metrics:

Figures are provided from the draft financial accounts for the year (subject to audit & sign off).

Research & Enterprise income levels are comfortable above target, but a shortfall in UG and Overseas recruitment has resulted in total income falling behind budget, and red ratings for EBITDA, whilst the surplus delivered is within the prescribed targets from the Board.

KPI 25 – Times League Table:

LSBU maintained a comparable position, increasing overall score by 1 point to 443, but falling by one place to 107th whilst the total number of represented institutions grew by four to 132, with Leeds Arts University entering at 54, and Ravensbourne University and Wolverhampton joining the table for the first time this year below LSBU.

LSBU Measure Performance

LSBU has shown improved overall scores for Graduate prospects (+5.6%) Good Honours (+5%), Completion (+2.4%), SSR (0.5 improvement) and maintained UCAS entry tariff. However, deterioration seen for NSS scores in teaching quality (-1.9%) and student experience (-2.3%) and Spend per Student (-£164).

LSBU is ranked 4th in the table for Graduate prospects (+16), and 65th for Research Quality, although ranked poorly for Entry Tariff at 126th (-2) and for Completion at 118th (+5), but is now ranked outside of the top 100 for the NSS measures; Teaching Quality (105th, -24) & Student Experience (103rd, -23).

LSBU Performance against Competitors

6 out of 10 declined in rank, notably West London (56th to 83rd) and Middlesex (91st to 110th), both mainly due to NSS performance.

University of the Arts, London showed a large improvement (115th to 94th), mainly due to Graduate Prospects and Entry Tariff improvement.

Subject Level Performance

LSBU is within the 50th percentile for the following subjects which make up 25% of the subjects LSBU appears in:

- Social Work – 24%
- Sport Science – 32%
- Law – 32%
- Creative Writing – 41%
- Psychology – 45%
- Computer Science – 46%
- Music – 46%
- Mechanical Engineering – 48%

LSBU also made a first appearance in the subject table for Economics at rank 67th out of 78.

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Report Date		18th October 2018		Past Performance			Benchmark	Target	Forecast	Result	DoT		Ambition	17/18 Rating Criteria		
Corporate Strategy Goals	20/20 Success Measures	#	Key Performance Indicators	14/15	15/16	16/17	Aspirational Group 15/16 average	17/18		YoY	Exec. Lead	20/21	Green	Amber	Red	
Teaching and Learning	Top 50% of universities for graduate employment / starting salaries.	1	Graduate level employment &/or Further study (EPI population)	68%	76.0%	81.8%	67.1	80%		87.7%	↑	PVC (SE)	80%	80 % +	77 - 79 %	< 77 %
Student Experience	Top quartile of all universities in NSS	2	NSS scores – overall satisfaction (First Degree respondents)	82%	82%	82.2%	82.4%	84%		79.1%	↓	DVC	89%	84 % +	80 - 83 %	< 80 %
		3	International Student barometer (% recommending LSBU)		77%	77%	not available	78%		80%	↑		81%	78% +	75 - 77%	< 75 %
		4	PGT experience (% satisfaction)	74%	74%	71%	not available	77%		71%	↓		82%	77 % +	73 - 76 %	< 73 %
		5	Student Staff Ratio	16.4:1	17:1	16.5:1	17.6:1	17:1	16.5:1		→		18:1	<=17	17 - 18	> 18
Employability	95% students in employment / further study (EPI)	6	DLHE Positive Outcomes; employment or further study (EPI)	90.2%	90.8%	94.6%	92.0%	95%		95.3%	↑	PVC (SE)	95%	95 % +	90 - 94 %	<90 %
	Top 10 UK universities for student start ups	7	Number of Student start ups (Active Firms in HE-BCI 4aiv)	30	50	45	53.6	90				PVC (R&E)	150	90 +	85 - 89	< 85
Research & Enterprise	Top 50% UK for Research & Enterprise Income	8	Research Income (non Hefce)	£2.0	£1.9	£2.8	£10.3	£3.1	£3.4		↑	PVC (R&E)	£6.0 m	£3.1 m +	£2.9 - 3.0 m	<£2.9 m
		9	Enterprise Income	£8.1	£7.8	£9.2	not available	£10.5	£11.0		↑		£19.0 m	£10.5 m +	£10 - 10.4 m	<£10 m
Access	Top London Modern for LPN recruitment	10	% recruits from low participation neighbourhoods (Young FT FD)	7.7%	8.4%	9.2%	6.8%	8.2%		8.9%	↓	CMO	9.0%	8.2% +	7.9 -8.1 %	<7.9 %
		11	FTUG % (w/o HSC contract) recruited before Clearing	71.8%	71.8%	71.1%	not available	75%	79.8%		↑		90%	75 % +	71 - 74 %	< 71 %
	Exceed expectations on completion	12	First Degree Completion projection (at or above benchmark)	-7 %	-5.8%	-5.5%	-2.5%	-2%		-1.8%	↑	DVC	+3%	>=-2 %	-3 to -4 %	<-4 %
		13	Year 1 progression	73.1%	77.3%	74.7%	not available	80%	71.0%		↓		85%	80 % +	77 - 79%	<77%
		14	Good Honours	61.2%	66.4%	69.1%	67.4%	63 - 67%	69.6%		↑		63 - 67%	63-67%	68-69% 61-62%	>69% <61%
15	PGT completion	61.5%	58.7%	69%	not available	70%	52.0%		↓	85%	70% +	66-69%	< 66%			
International	4 QS Stars	16	QS Star Rating	3 stars	3 stars	4 stars	not available	4		4 stars	→	VC	4	4	3	2
		17	Overseas student income (millions)	£11.2	£9.8	£11.2	£31.9 m	£13.1	£10.9			↓	PVC (R&E)	£20m	£13.1 m +	£12 - 13 m
People and Organisation	Rated as a good employer	18	Appraisal completion % (Amongst all eligible staff)	90%	91%	95.6%	not available	100%	46.6%	* to date		DVC	100%	100%	95 - 99 %	< 95 %
		19	Average Engagement Score as a %		58%	62%	70%	66%		61%	↓	DVC	75%	66%	63 - 65 %	< 63 %
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	0.9%	2.4%	1.3%	3.0%	1.0%	1.1%		↓	CFO	5.0%	1 % +	0.8 - 0.9 %	< 0.8%
		21	Income (£m)	£140.8m	£138.2	£144.5	£202.8m	£150.5m	£145.3		↑		£170.0m	£150.5 m +	£145 - 150 m	< £145 m
		22	EBITDA margin (EBITDA expressed as % of income)	9.2%	11.8%	12.0%		13.0%	10.7%		↓		15.0%	13% +	12 - 12.9%	<12%
	Student satisfaction with facilities & environment in top UK quartile	23	Student satisfaction ratings with facilities & environment (FD)	87.7%	90.0%	87.2%	86.5%	90.0%		84.0%	↓	COO	90%	90 % +	86 - 89 %	< 86%
		24	ICS Service Index %	68%	76%	66%	-	76%			-		80%	76% +	72-75%	<72%
Overall	Top London Modern university (excl UAL)	25	Times - League table ranking	120 / 127	120 / 128	106 / 128	98	103		107 / 132	↓	VC	85	103 or higher	104 - 108	109 or lower
		26	Guardian – League table ranking	111 / 119	107 / 119	92 / 121	86	87		78 / 121	↑		70	87 or higher	88 - 92	93 or lower
		27	Complete University Guide – League table ranking	119 / 126	115 / 127	108 / 129	90	105		93 / 131	↑		87	105 or higher	106 - 110	111 or lower

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