

## Meeting of the Academic Board

2.00 pm on Wednesday, 17 June 2020  
in 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 <ul style="list-style-type: none"> <li>• Minutes of 26 February Meeting</li> <li>• Minutes of 22 May Meeting</li> <li>• Minutes of 5 June Meeting held via email</li> </ul>	3 - 12	PB
4.	Matters arising	Verbal Report	
	<b>Items for discussion</b>		
5.	Provost report	Verbal Report	PB
6.	Issues from the Student Union	Verbal Report	NK
	<b>Items for approval</b>		
7.	Student Experience Committee revised Terms of Reference	13 - 18	PB
	<b>Items for noting</b>		
8.	Academic KPIs Performance	19 - 22	PB
9.	Academic planning and course development update	23 - 26	MGr
10.	Final version of the COVID-19 Addendum	27 - 30	MGr
11.	OIA Annual Statement 2019	31 - 42	PB
12.	Reports from sub-committees	To Follow	PB

**Date of next meeting**  
**2.00 pm on Wednesday, 28 October 2020**

*No.    Item* *Pages* *Presenter*

**Members:** Pat Bailey (Chair), Ian Albery, Asa Hilton Barber, Craig Barker, Gilberto Buzzi, Alessio Corso, Geoff Cox, Kate Ellis, Steve Faulkner, Gary Francis, Nadia Gaoua, Marc Griffith, Sajjad Hossain, Steve Hunter, Paul Ivey, Deborah Johnston, Janet Jones, Nelly Kibirige, Nicki Martin, Sarah Moore-Williams, Luke Murray, George Ofori, Jenny Owen, Carrie Rutherford, Warren Turner, Helen Young and Shushma Patel

**Apologies:** Patrick Callaghan and Tony Roberts

**In attendance:** Dominique Phipp, John Cole and Sally Skillett-Moore

**Minutes of the meeting of the Academic Board  
held at 2.00 pm on Wednesday, 26 February 2020  
Technopark, SE1 6LN**

**Present**

Pat Bailey (Chair)  
Asa Hilton Barber  
Craig Barker  
Alessio Corso  
Geoff Cox  
Kate Ellis  
Steve Faulkner  
Gary Francis  
Marc Griffith  
Paul Ivey  
Nelly Kibirige  
Nicki Martin  
Sarah Moore-Williams  
Luke Murray  
Shushma Patel  
Tony Roberts  
Warren Turner  
Helen Young

**Apologies**

Ian Albery  
Gilberto Buzzi  
Patrick Callaghan  
Maria Chatzichristodoulou  
Kirsteen Coupar  
Nadia Gaoua  
Sajjad Hossain  
Steve Hunter  
Janet Jones  
George Ofori  
Carrie Rutherford

**In attendance**

Sally Skillett-Moore  
Anita Ikpa

**1. Welcome and apologies**

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

**2. Declarations of interest**

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

**3. Minutes of previous meeting**

The Board agreed the minutes of the last meeting held on 13 November 2019 as a true and accurate record.

**4. Matters arising**

The Provost provided the following updates:

**5. Provost report**

**6. Education Strategy**

**7. Student Union Issues (as required)**

**8. School of Law and Social Sciences: MLaw Award**

**9. Staff governor position**

The Board noted the recommendation of Professor Nicola Martin to the Board of Governors for appointment as a staff governor at its meeting on 12 March 2020. The term of the appointment will be for three years.

**10. Academic KPIs**

The academic KPIs will be deferred to the next meeting for review.

**11. Reports from sub-committees**

The Board noted the sub-committee reports.

**Date of next meeting  
2.00 pm, on Wednesday, 17 June 2020**

**Confirmed as a true record**

..... (Chair)

**Minutes of the meeting of the Academic Board  
held at 1.00 pm on Friday, 22 May 2020  
MS Teams**

**Present**

Pat Bailey (Chair)  
Ian Albery  
Craig Barker  
Gilberto Buzzi  
Patrick Callaghan  
Alessio Corso  
Geoff Cox  
Kate Ellis  
Gary Francis  
Nadia Gaoua  
Marc Griffith  
Sajjad Hossain  
Steve Hunter  
Deborah Johnston  
Janet Jones  
Nelly Kibirige  
Nicki Martin  
George Ofori  
Jenny Owen  
Shushma Patel  
Tony Roberts  
Warren Turner  
Helen Young

**Apologies**

Asa Hilton Barber  
Steve Faulkner  
Paul Ivey  
Sarah Moore-Williams  
Luke Murray  
Carrie Rutherford  
Lesley Roberts

**In attendance**

Michael Broadway  
Dominique Phipp  
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 an interest in any item on the agenda.

### 3. **Ratification of changes to academic regulations**

The Chair explained that the key purpose of the meeting is to discuss proposed changes to the academic regulations. These changes are necessary to mitigate the impact of COVID-19. The Board noted that an Academic Delivery Group (ADG) was set up to consider the approach and draft the amended regulations.

The approach adopted in amending the regulations balances protecting students' interests with maintaining LSBU's degree quality standards. It also balances what the ADG would like to do with what is practical.

The Board noted that the amended regulations, though not yet approved, have already been used, as resit assessments held at the end of Semester 1 required early application of the amended regulations. The use of the amended regulations during these assessments provided a useful practice run for their application across the rest of the University. It demonstrated that further changes to the academic regulations were needed for them to be effective. Discussion of the addendum to the amended regulations was deferred until later in the meeting.

The changes in regulation are based on the following principles:

- Maintaining the integrity of our awards;
- Making sure our decisions are evidence based; and
- Making sure students' interests are protected.

The Board noted that the ADG has implemented a 'no detriment' addendum to the regulations for students' whose studies were impacted by COVID-19. This means that, where there is evidence that learning outcomes have been met, students will not be required to repeat assessments. Instead, Award and Progression Boards (APBs) are empowered to review a student's overall performance and seek to progress those deemed to have completed the required credits for their course.

The Board discussed how the APBs will assess student performance. It was noted that assessing the impact of the COVID-19 pandemic is challenging, as its impact differs across the Schools and is unique to each course. It was noted that the new APBs will be co-chaired by a DESE from another School to ensure consistency of practice across the Boards.

In addition to the 'no detriment' approach, the APBs will also apply a compensation / condonement approach in suitable cases where a student has failed a module. Students may be awarded a compensated pass, or their failure may be condoned, if permitted by the exam board. If a student has not completed a module, APBs are also empowered to allow students to progress where it is permitted by professional bodies or course requirements.

Finally, a third exceptional resit has been introduced for those cases where a compensation / condonement approach is not possible. The resits will be equivalent to the original assessment and approved by the external examiner. The Board noted that the ADG has chosen not to change the resit dates from their original schedule, as it was felt that doing so would be detrimental to the students.

The Board noted that where none of these options are appropriate the student will not progress. The APBs will endeavour to make non-progression decisions as equitable as possible.

The Board discussed applicability of the amended regulations to apprenticeship schemes. It was noted that apprenticeship students may be at a disadvantage as the new regulations may not be permitted by their professional course providers. In principle, the Board agreed that the regulations should be applied as widely as possible. This issue will be discussed further outside of committee.

The Board discussed whether the introduction of third resits will place an additional burden on staff when their focus should be on the next academic year. It was noted that third resits will be an additional burden, but they will only be held in exceptional circumstances where compensation / condonement isn't possible and any reassessments through coursework should be completed early in the summer holidays.

The Board questioned at what point the application of compensation will be applied. It was noted that compensation will be applied after all resits have been taken as per normal regulations, however condonement may be applied sooner to progress or award where the pandemic is identified as an extenuating circumstance (see addendum).

The Board discussed why the 20 March 2020 has been selected as the cut off date for calculation of weighted average marks from semester 1. It was understood that this date was chosen to mitigate the risk of undermining degree integrity in the School of Health & Social Care in particular.

The Board noted that the opportunities of a third resit or to carry modules forward to the next academic year will be vital for students currently supporting the pandemic response full time, such as nursing and midwifery students.

It was noted that the proposed amendments are in line with policy changes made by regulatory bodies, most of whom are being very supportive in flexing their assessment requirements to support students.

The Board discussed how the amended regulations will apply to students with DDS requirements. It was noted that as much time as possible will be given to students to complete their resit assessments, and if students are unable to do their assessments the APBs will implement the no detriment addendum where possible.

It was noted that elements of the amended regulations will likely have to be carried forward to the next academic year, as the impact of the pandemic on teaching and learning methods may be long lasting. The Chair requested that discussion of the future development of the academic regulations be included on the next meeting's agenda.

The Board discussed the application of the compensation scheme to top-up courses, but it was acknowledged that this would be a rare occurrence. This matter will be reviewed further out of committee.

The Board unanimously approved the changes to the academic regulations as written. It was noted that an addendum to these changes is in development.

### The addendum

Following application of the amended regulations to resit assessments held at the end of semester 1, it is recommended that an addendum is added to allow greater flexibility in decision making.

The key changes this addendum would introduce to the amended academic regulations are:

- To enable APBs to apply a 'COVID-19 condonement' after a student has completed a resit of their assessment (their second attempt at the assessment). Students eligible for a condoned pass would include students who have earned 40 credits at Level S or Level 4, or 20 credits at Level 5, 6 or 7. Introducing condonement at this stage reduces the likelihood that students will require another resit.
- Students who are not eligible for a COVID-19 condoned pass will be able to do another resit of their assessment (their third attempt at the assessment).
- For students who cannot progress APBs will, in consultation with students and in line with OfS guidance, allow them to resit their assessment when possible, to repeat the module or to complete an alternative module or qualification for which the learning outcomes have been or can be achieved.

The Chair proposed circulation of the addendum via email for comments. If the Board has no concerns, the Chair will approve the addendum by Chair's action on behalf of the Board.

#### **4. Academic calendar consultation**

Due to the pandemic, consultation about the academic calendar was delayed. The Board agreed that confirming the calendar for the next academic year is a priority. The students are keen to know their course schedules as these will affect their personal and professional arrangements such as childcare, employment etc.



The Board noted some of the issues with the current academic calendar and briefly discussed whether maintaining the status quo or running courses in a looser way would be preferable.

The Chair proposed that consultation about the calendar takes place from now until the end of the calendar year. It was agreed that a discussion paper will be brought to the Board in June to agree how the consultation process should progress.

The Board noted that January-starting courses are particularly tricky to plan and improvements to the calendar are needed for 2021. It was noted that changes to the calendar are constrained by our system limitations.

The Board agreed to set up a Task & Finish Group to consider the timings of courses beginning in January 2021. The Group should provide an update in June for approval, or approval of the Task & Finish Group's recommendation will be delegated to the Chair if an update is not ready. The Chair requested that Board members volunteer out of committee if they wish to be part of this Task & Finish Group.

**Date of next meeting  
1.00 pm, on Friday, 5 June 2020**

**Confirmed as a true record**

..... (Chair)

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Written resolution of the **Academic Board**  
of London South Bank University  
passed on Friday, 5 June 2020

1. **Out of committee approval of COVID-19 addendum to Academic Regulations**

On Friday 5 June 2020 the Academic Board approved the COVID-19 Addendum to the Academic Regulations via email.

**Circulated to:** Pat Bailey (Chair), Ian Albery, Asa Hilton Barber, Craig Barker, Gilberto Buzzi, Patrick Callaghan, Alessio Corso, Geoff Cox, Kate Ellis, Steve Faulkner, Gary Francis, Nadia Gaoua, Marc Griffith, Sajjad Hossain, Steve Hunter, Paul Ivey, Deborah Johnston, Janet Jones, Nelly Kibirige, Nicki Martin, Sarah Moore-Williams, Luke Murray, George Ofori, Jenny Owen, Tony Roberts, Carrie Rutherford, Warren Turner, Helen Young and Shushma Patel

**Signed on behalf of the Academic Board**

..... (Chair)

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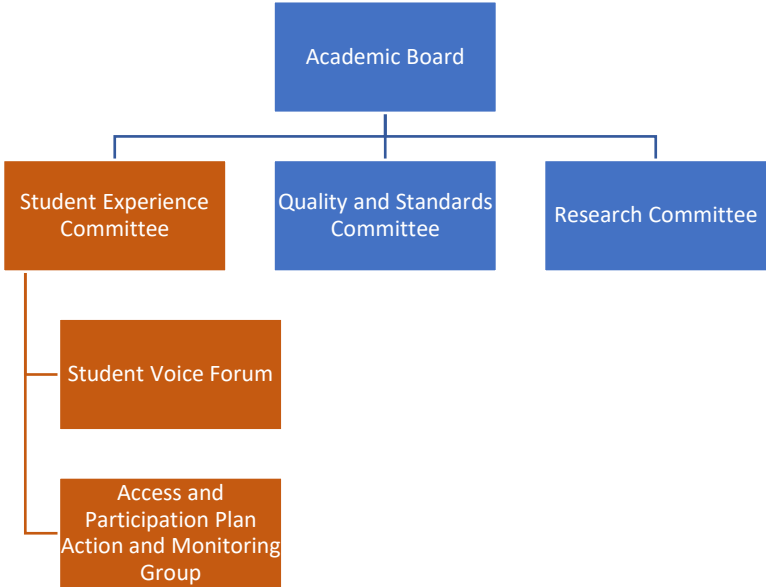
	INTERNAL
Paper title:	Revised Student Experience Committee Terms of Reference
Board/Committee:	Academic Board
Date of meeting:	17 June 2020
Author(s):	Rosie Holden, Interim Director of Student Services
Sponsor(s):	Nicole Louis, Chief Customer Officer
Purpose:	For Approval
Recommendation:	The document is approved by the Academic Board

### Executive Summary

Across 2019/20, work was undertaken to review and revise the Student Experience Committee structure operating at LSBU. This work has been picked up in May 2020 by the Interim Director of Student Services, arriving at a revised terms of reference and membership which are put to the Academic Board for their consideration and approval.

The purpose of the Student Experience Committee at LSBU is to, in partnership with students, monitor activity, identify opportunities for improvement, and be ultimately accountable for the provision of an equitable, excellent broad student experience from application to graduation.

There are two groups within the University that are highlighted as being important to the effective operation of the committee: the Student Voice Forum (Students' Union) and the Access and Participation Plan Action and Monitoring group.



The revised Terms of Reference places a focus on accountability, monitoring, and evaluation, alongside a balance between responding to issues in year, and working in partnership with students to identify future activity to enhance the student experience. The Committee will have oversight of the Student Success pillar of the University’s 2020-2025 strategy. It is explicit that the Committee should respond to issues raised, not just hear them.

The proposal is for 4 meetings a year, with the last meeting being used to reflect on effectiveness and set ongoing direction. Collaborative working groups can be commissioned by the Committee, driving additional student experience focussed meetings, strategy, and activities across the year.

**Committee Membership**

Changes to membership are proposed to reflect updated roles and responsibilities, to ensure equitable school representation, and to maximise the effectiveness of committee, as follows:

2018/19 (currently published)	2019/20 (not published)	2020/21 (proposed)
Deputy Vice Chancellor (chair)	Executive Director of Student Services (Chair)	Chief Customer Officer (co-chair)
Pro Vice Chancellor (Education and Student Experience)	Chief Operating Officer DVC Education	Pro Vice Chancellor (Education) (co-chair)
Vice Presidents of Academic Affairs, Students’ Union (or alternate) (x1)	President, Students’ Union	Vice President Education, Students’ Union
Nominated Students’ Union representatives (x3)	Vice President of Academic Affairs, Students’ Union (or alternate) (x1)	Vice President Welfare and Equalities, Students’ Union

# London South Bank University

Nominated school academic staff representatives (x3)	Nominated Students' Union representatives (x3)	School Director of Education and Student Experience (x7)
Director of Student Support and Employability (or alternate)	Nominated school academic staff representatives (x3)	Director of Student Services (Student Life and Administration)
Director of Estates and Academic Environment (or alternate)	Director of Student Support and Employability (or alternate)	Director of Student Services (Employability, Wellbeing, Sport)
Director of Academic Related Resources (or alternate)	Director of Estates and Academic Environment (or alternate)	Director of Academic Related Resources
Director of Marketing and Student Recruitment (or alternate)	Director of Academic Related Resources (or alternate)	Deputy Director of Estates and Academic Environment
Up to two co-opted Students Union representatives	Director of Marketing and Student Recruitment (or alternate)	Head of Performance Analysis
	Director of the Centre for Research Informed Teaching	
	Up to two co-opted Students Union representatives	
<b>Total: 15</b>	<b>Total: 18</b>	<b>Total: 16</b>

**In attendance:** Student Voice Manager and student academic representatives to present student voice report in person

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**Student Experience Committee**  
**Terms of Reference**

**1. Remit**

1.1 The remit of the Committee is to:

- 1.1.1 ensure that the University's academic and non-academic provision anticipates and meets the diversity of needs for all students, and specific student groups (including students with disabilities, part-time students, mature students, international students, BAME students, students with parenting/caring responsibilities, care-experienced and estranged students, students with alternative entry qualifications).
- 1.1.2 provide assurance to the University for its strategic pillar of Student Success; in partnership with students monitor the implementation and achievement of underpinning policies, processes, and actions which enhance the broad student experience across all stages of the student journey, from applicant to graduate.
- 1.1.3 provide an opportunity for students to raise issues and for the Committee to provide a response; receive Student Voice Reports from the Students' Union and seek resolution to issues raised, escalating serious or recurrent issues to the University Executive, or Academic Board as appropriate.
- 1.1.4 provide assurance to the University that the appropriate targets and measures are in place to deliver successful outcomes and experience for all students and monitor progress against stated aims.
- 1.1.5 analyse and review various reports, data sets, indicators, and surveys linked to the broad student experience to identify university-wide priorities, and, working collaboratively with schools, local priorities, making recommendations to Academic Board, and where relevant the University Executive, to deliver overall improvements in student engagement, satisfaction, and experience.
- 1.1.6 have oversight of the mechanisms for gathering and hearing student feedback and guide the appropriate framework for student feedback and engagement across the University.
- 1.1.7 approve annual plans for new student welcome and induction.
- 1.1.8 review investment bids related to the student experience that sit outside of routine business operation, making recommendations to the University Executive, or relevant group, as appropriate.
- 1.1.9 agree, commission, and follow up collaborative strategy, projects, and activity to enhance the academic and non-academic student experience through working groups reporting to the Committee.
- 1.1.10 monitor university processes, including staff development, which identify and disseminate innovation and good practice in excellent, and inclusive learning

and teaching; as part of this, to approve annual nominations for Teaching Fellowship Awards.

1.1.11 have oversight of the University's outward view with regards to the student experience: lead the University's response to sector-wide consultations as appropriate; identify opportunities for collaboration across the LSBU Group; coordinate the University's response to external/sector-wide project and grant funding bids.

## **2. Membership**

2.1 Membership consists of the following:

- Chief Customer Officer (co-chair)
- Pro Vice Chancellor (Education) (co-chair)
- Vice President Education, Students' Union
- Vice President Welfare and Equalities, Students' Union
- School Director of Education and Student Experience (x7)
- Director of Student Services (Student Life and Administration)
- Director of Student Services (Employability, Wellbeing, Sport)
- Director of Academic Related Resources
- Deputy Director of Estates and Academic Environment
- Head of Performance Analysis

In attendance to present the Student Voice report

- Student Voice Manager, Students' Union
- Student academic representative

2.2 In addition to the above membership, individuals from outside the Committee will be invited to attend for relevant agenda items, for example, discussions particularly related to the applicant or graduate experience.

2.3 A quorum consists of seven members including at least one representative from each of Students' Union, Student Services, and an academic school.

2.4 Members must arrange a nominee to attend in their absence.

2.5 The committee meets three times per year, with meetings scheduled to match the release of key data relating to the student experience to allow effective review and analysis. A fourth meeting at the end of each academic cycle will review effectiveness and set ongoing direction.

## **3. Reporting Procedures**

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

3.2 An annual report from the Committee will be submitted to the Academic Board at the end of each academic year.

	CONFIDENTIAL
Paper title:	KPIs 2018/19 and 2019/20 RAG Ratings
Board/Committee:	Academic Board
Date of meeting:	17 June 2020
Author(s):	Richard Duke (Director of Strategy & Planning)
Sponsor(s):	Pat Bailey (Chair)
Purpose:	For Information
Recommendation:	The document is noted by the Academic Board

## **Executive Summary**

The attached table, provides an insight into 2018/19 KPI performance. Almost all KPIs for the previous year are finalised. These results can be seen in the context of 2019/20 targets.

It can be seen that performance relating to league tables, overall income and surplus were rated as green. Performance against key academic indicators, including progression and continuation as well staff engagement and appraisal rates have room for improvement.

Targets for 2019/20 were approved at the November 2019 FPR meeting, but RAG rating indicators had not at that time been set. These are now enclosed.

The 2020-25 KPI indicators are currently in development, and are intended to be holistic and at group level, with both leading and lagging indicators.

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Corporate Strategy Goals	20/20 Success Measures	#	Key Performance Indicators	End of Corporate Strategy Ambition	Past Performance					2019/20			
					14/15	15/16	16/17	17/18	18/19	Green	Amber	Red	Target
Teaching and Learning	Top 50% of universities for graduate employment / starting salaries.	1	Graduate level employment &/or Further study (EPI population)	80%	68.0%	76.0%	81.8%	87.7%	No data available in 2018/19				N/A First Graduate Outcomes data release Apr-20
Student Experience	Top quartile of all universities in NSS	2	NSS scores – overall satisfaction (First Degree respondents)	89%	82%	82.0%	82.2%	78.8%	81.8%	84% +	81 - 83 %	< 81 %	84%
		3	International Student barometer (% recommending LSBU)	81%		77%	77%	80%	78%	81% +	77 - 80%	< 77%	81%
		4	PGT experience (% satisfaction)	82%	74%	74%	71%	71%	71%	76% +	72 - 75%	< 72%	76%
		5	Student Staff Ratio	18:1	19.7:1	20.5:1	19.8:1	16:1	16.5:1	16 - 18:1	15.5 - 15.9 18.1 - 18.5	< 15.5 > 18.5	16 - 18:1
Employability	95% students in employment / further study (EPI)	6	DLHE Positive Outcomes; employment or further study (EPI)	95%	90.2%	90.8%	94.6%	95.3%	No data available in 2018/19				N/A First Graduate Outcomes data release Apr-20
	Top 10 UK universities for student start ups	7	Number of Student start ups (Active Firms in HE-BCI 4aiv)	150	30	50	45	48	24	65 +	50 - 64	< 50	65
Research & Enterprise	Top 50% UK for Research & Enterprise Income	8	Research Income (non QR)	£6m	£2.0m	£1.9m	£2.8m	£3.5m	£4.1m	£5.2m +	£4.5 - 5.1m	< £4.5m	£5.2m
		9	Enterprise Income	£19m	£8.1m	£7.8m	£9.2m	£10.9m	£10.5m	£11m +	£10 - 10.9m	< £10m	£11.0m
Access	Top London Modern for LPN recruitment	10	% recruits from low participation neighbourhoods (Young FT FD)	9.0%	7.7%	8.4%	9.2%	8.9%	7.6%	8.0% +	7.7 - 7.9 %	< 7.7 %	8 - 10%
		11	FTUG % (w/o HSC contract) recruited before Clearing	90%	75.0%	76.4%	77.2%	78.0%	75.3%	77% +	73 - 76%	< 73%	+77%
	Exceed expectations on completion	12	First Degree Completion projection (at or above benchmark)	+3%	-7 %	-5.8%	-5.5%	-1.8%	-4.0%	> 0%	-3 to 0%	< -3%	0%
		13	Year 1 progression (can change due to Jan 2019 2nd Semester Enrolment)	85%	73.1%	77.3%	74.7%	72.4%	73.9%^	80% +	75 - 79%	< 75%	80%
		14	Good Honours	63 - 67%	61.2%	66.4%	69.1%	70.0%	70.7%	65 - 70%	71 - 72% 63 - 64%	> 72% < 63%	65 - 70%
		15	PGT completion	85%	61.5%	58.7%	69%	61.0%	66.7%	72% +	68 - 71%	< 68%	72%
International	4 QS Stars	16	QS Star Rating	4	3 stars	3 stars	4 stars	4 stars	4	4	3	2	4
		17	Overseas student income (millions). Includes TNE	£20m	£11.2	£9.8	£11.2	£10.8	£12.1m	£11.6m +	£10.5 - £11.5m	< £10.5m	£11.6m
People and Organisation	Rated as a good employer	18	Appraisal completion % (Amongst all eligible staff)	100%	90%	91%	95.6%	85.3%	84.0%*	100%	95 - 99 %	< 95%	100%
		19	Average Engagement Score as a %	75%		58%	62%	61%	66%	70% +	66 - 69%	< 66 %	70%
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	5.0%	0.9%	2.4%	1.3%	1.1%	2%	1.3% +	1.0 - 1.2%	< 1.0%	1.3%
		21	Income (£m)	£170m	£140.8m	£138.2	£144.5	£146.3	£149m	£152m +	£148 - 151 m	< £148m	£152m
		22	EBITDA margin (EBITDA expressed as % of income)	15.0%	9.2%	11.8%	12.0%	10.7%	11.2%	11.4% +	10.3 - 11.3%	< 10.3%	11.4%
	Student satisfaction with facilities & environment in top UK quartile	23	Student satisfaction ratings with facilities & environment (FD)	90%	87.7%	90.0%	87.2%	83.9%	84.9%	90% +	84 - 89%	< 84%	90%
		24	ICS Service Index %	80%	68%	76%	66%		No data available in 2018/19				80%
Overall	Top London Modern university (excl UAL)	25	Times - League table ranking	85	120 / 127	120 / 128	106 / 128	107/132	86/131	90 or higher	91 - 95	96 or lower	90
		26	Guardian – League table ranking	70	111 / 119	107 / 119	92 / 121	78 / 121	68/121	65 or higher	66 - 75	76 or lower	65
		27	Complete University Guide – League table ranking	87	119 / 126	115 / 127	108 / 129	93 / 131	87/131	85 or higher	86 - 95	96 or lower	85

^ progression figure as at 15 January 2020.

\* appraisal completion rates as at 4 February 2020.

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# Agenda Item 9

	INTERNAL
Paper title:	Academic Year Planning and the Academic Calendar – Update
Board/Committee:	Academic Board
Date of meeting:	17 June 2020
Author(s):	Marc Griffith, Director of TQE (ag)
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The committee is asked to note the change in the schedule for the consultation about the Academic Calendar.

## Executive Summary

The following summarises the change in plans for consultation about the Academic Calendar.

The academic year planning group was due to present options to this academic board of a revised calendar. This work was paused at the onset of the COVID-19 pandemic and a new deadline of reporting in Autumn has been agreed with the Provost.

## Academic Year Planning and the Academic Calendar – Update

### Introduction

The academic year group chaired by the Provost has been examining the reported issues with the current academic calendar. Regular feedback from staff and students highlighted that the current academic calendar has a negative impact on the student experience as it relates to undergraduate courses such as:

- serious financial problems for students due to the semester and exam dates;
- turnaround times for marking immediately prior to the start of semester 2;
- the variable (and sometimes very short) post-Easter teaching period

The aim of the academic year group is to improve the staff and student experience by exploring alternatives to our current academic calendar.

### Where we are now

The group was expected to present options for a new academic calendar to the final academic board of the year. However, the work of the group has been paused to allow members to attend to other priorities resulting from ongoing changes necessitated by the COVID-19 pandemic. A new timeline for consultation with staff and students is to be agreed, and working to a revised timeline the group expects to be complete its work by end of the calendar year.

As part of the January Start Course Expansion 2021 work stream established by the Academic Delivery Group work is continuing to implement required changes to the academic calendar to resolve challenges related specifically to January starters. This is a smaller project to address the current issues with the academic calendar which is designed around September starts, and will consider the impact on financial viability, staff resourcing and student



recruitment. Implementing these changes sooner is critical to successfully expanding the January start provision.

#### What was done

Prior to the pause the group had started to explore various options for the reconfiguration of the academic calendar and the impact of these were being examined by the group. Consultation with staff and students were planned to start after Easter with feedback being sought from staff via:

- Cascade meetings
- School fora
- Focus groups
- Online forms and email

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	INTERNAL
Paper title:	COVID-19 Exceptional condonement, compensation and non progression
Board/Committee:	Academic Board
Date of meeting:	17 June 2020
Author(s):	Marc Griffith, Director of TQE (ag)
Sponsor(s):	Deborah Johnston, PVC Education
Purpose:	For Information
Recommendation:	The committee is asked note the final version of the COVID-19 Exceptional condonement, compensation and non progression addendum.

## **Executive Summary**

The following presents the final approved version of the COVID-19 Exceptional condonement, compensation and non progression

## COVID-19 Exceptional condonement, compensation and non progression

### COVID-19 Exceptional Condonement and compensation amendment

The following amendments to the regulations must be read in conjunction with all existing regulations, policies and procedures, and will apply to students' progression and awards for the remainder of the 2019/20 academic year.

Specifically, the following permits Awards and Progression Boards (APBs) greater discretion to grant exceptions to our academic regulations regarding condonement and compensation to students whose assessments are impacted by the COVID-19 pandemic. It is recognised that for some courses, for example those with Professional Statutory and Regulatory Body (PSRB) accreditation, additional requirements may be imposed that must be considered by APBs in making award and progression decisions.

Where there is evidence that course learning outcomes have been or will be met APBs are empowered to allow students to progress or be awarded based on the performance for already completed assessment where it is permitted by PSRBs and / or other relevant requirements

#### For compensation

Where PSRB and / or other course specific requirements do not prevent it, at level 5 or level 4 the APB taking account of the impact of the COVID-19 pandemic on student performance may apply compensation after the first attempt at an assessment up to a maximum of 40 credits for COVID-19 affected modules allowing students to progress. APBs must apply the criteria for compensation as specified in the assessment and examination procedure. This is in addition to any compensated modules and may include normally non-compensatable modules.

Where PSRB and / or other course specific requirements do not prevent it, at level 5, 6 and 7 the APB taking account of the impact of the COVID-19 pandemic on student performance may apply compensation after the first attempt at an assessment up to a maximum of 20 credits for COVID-19 affected modules allowing students to progress or be awarded. APBs must apply the criteria for compensation as specified in the assessment and examination procedure. This is in addition to any compensated modules and may include normally non-compensatable modules.

### For condonement

Where PSRB and / or other course specific requirements do not prevent it, at level 5 or level 4 the APB taking account of the impact of the COVID-19 pandemic on student performance may without explicit extenuating circumstances condone after the first attempt at an assessment up to a maximum of 40 credits for COVID-19 affected modules allowing students to progress. In applying condonement the APB must be satisfied that there is sufficient evidence that course learning outcomes have been or will be met. This is in addition to any compensated modules and may include normally non-condonable modules.

Where PSRB and / or other course specific requirements do not prevent it, at level 5, 6 and 7 the APB taking account of the impact of the COVID-19 pandemic on student performance may without explicit extenuating circumstances condone after the first attempt at an assessment up to a maximum of 20 credits for COVID-19 affected modules allowing students to progress or be awarded. . In applying condonement the APB must be satisfied that there is sufficient evidence that course learning outcomes have been or will be met. This is in addition to any compensated modules and may include normally non-condonable modules.

Where students cannot benefit from exceptional compensation or condonement due to having failed more than 40 credits (at Levels 5 and 4)/20 credits (at Levels 5, 6, and 7), a case may be put to University's Exceptional Awards and Progression Board to determine their progression or award. This would require a rationale and evidence to demonstrate that the student has achieved the course learning outcomes.

### Non-progression

In cases where the application of the regulations and its appropriate addendums do not allow APBs, including the University's Exceptional Awards and Progression Board, to make a reliable judgement because of insufficient evidence that course level learning outcomes have been or will be met, students should be offered choices that allows them to complete their award or stage in the next academic year without detriment to their academic profile. In consultation with students this may include:

- Reassessment when it is possible to do so;
- Repeating the module (s) and / or stage

- Completing an alternative qualification for which the learning outcomes have been or can be achieved

	INTERNAL
Paper title:	OIA Annual Statement 2019
Board/Committee:	Executive Meeting
Date of meeting:	10 June 2020
Author(s):	Nicola Mitchell, Student Case Officer
Sponsor(s):	James Stevenson, Group Secretary
Purpose:	For Information
Recommendation:	The Executive is requested to note.

## Executive summary

On 27 May 2020, the OIA published their Annual Statement 2019 for LSBU. The attached document compares LSBU’s handling of OIA student cases between 2018 and 2019.

The key matters that the Executive should note are:

- LSBU fell into OIA subscription band F in 2019 due the slight raise in student numbers.
- LSBU issued 232 completion of procedures (“CoP”) letters in 2019, which is 154 more than 2018 (78). The rise in numbers may be due to the change of student procedures whereby LSBU are now required to issue a CoP letter once the student has exhausted the relevant procedure (particularly the ECs Procedure that changed in 2018/19).
- The OIA closed 31 complaints from LSBU students in 2019 and closed 15 complaints in 2018.
- Out of the 31 complaints closed:
  - 12 were found not justified


- 8 were withdrawn
  - 8 were found not eligible
  - 3 were settled
  - The OIA did not find any complaint fully or party justified in 2019
- 
- 42% of LSBU's OIA complaints closed in 2019 related to Service Issues (complaints about the course or teaching provision, facilities and supervision) and 32% related to Academic Appeals (this included academic matters and extenuating circumstances).
  - LSBU met all deadlines set by the OIA in 2018 and 2019 and complied with all recommendations made. The OIA also felt that LSBU had positively engaged with them throughout 2018 and 2019.



## London South Bank University Annual Statement for 2019

This is the Annual Statement for London South Bank University for the calendar year ended 31 December 2019. It shows the record of London South Bank University in handling complaints and appeals in that year.

### Student Numbers

Year	OIA Band 	Number of providers in OIA Band	Number of HE	Relevant data source	Relevant data period
2019	F	32	21275	HESA	2016-2017
2018	E	42	17605	HESA	2015-2016

 **OIA Band:** This refers to the OIA subscription bands. See the relevant definition for more information.

## Completion of Procedures (COP) Letters issued

A student who has a COP Letter may not necessarily be unhappy with the outcome. Our [Guidance on COP Letters](#) says that providers should issue a COP Letter when they have upheld a complaint (or appeal), if the student asks for one. So it is difficult to compare "like with like".

Number of Completion of Procedures Letters issued	
<b>Dated 2019</b>	232
<b>Dated 2018</b>	78

Chart 1 shows the number of COP Letters issued by London South Bank University in the years selected compared to the median number of COP Letters issued by providers in the same OIA Band in the years selected.

**Chart 1**  
**Number of COP Letters Issued in the years selected**



## Annual complaints to the OIA

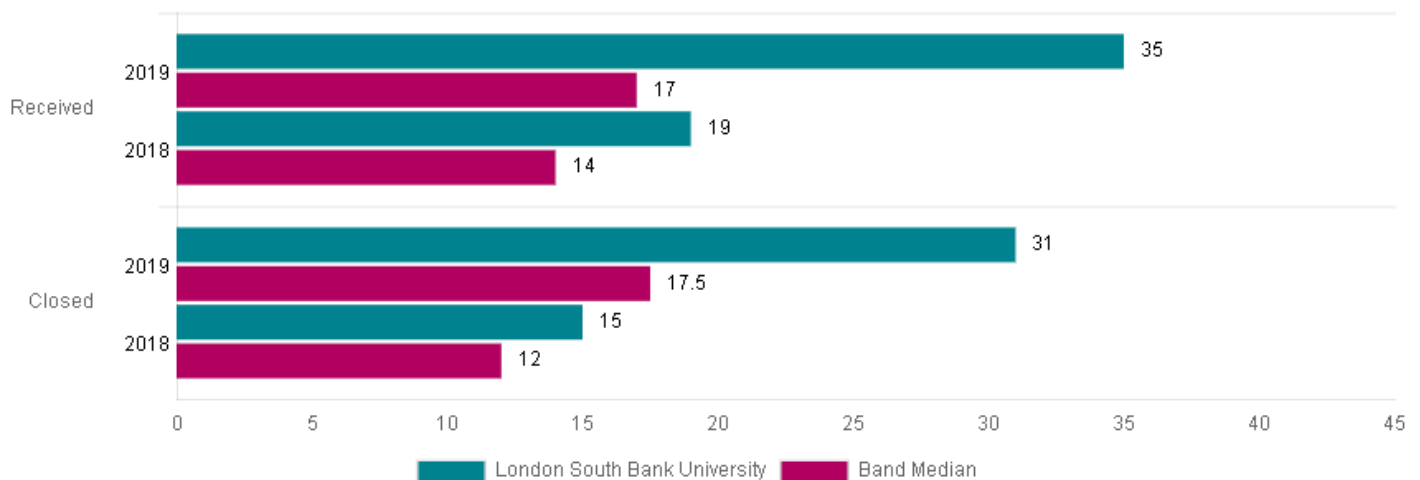
Complaints received by the OIA		
Year	about London South Bank University	about all providers
2019	35	2371
2018	19	1967

Complaints closed by the OIA		
Year	about London South Bank University	about all providers
2019	31	2185
2018	15	1722

London South Bank University's subscription for 2020 will include a case fee element based on complaint numbers in 2019. We have written to London South Bank University about this. The subscription for 2019 also included a case fee element.

Chart 2 shows the number of complaints about London South Bank University received and closed at the OIA in the years selected compared to the median number of complaints received and closed at the OIA in the years selected for providers in the same OIA Band.

**Chart 2**  
Number of complaints received and closed at the OIA in the years selected



**❗ Complaints received at the OIA:** Includes Not Eligible complaints.

**❗ Complaints closed by the OIA:** Some of the complaints might have been received in the previous year.

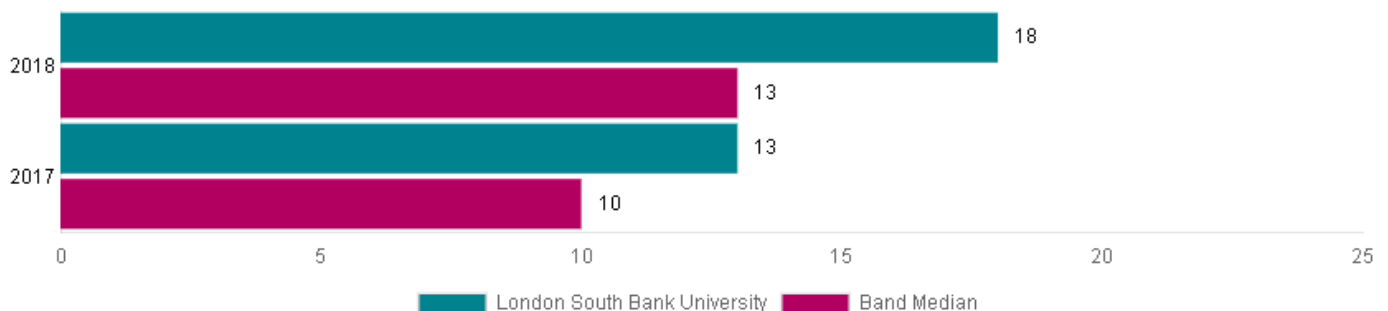
## Complaints received at the OIA with Completion of Procedures (COP) Letter dated in the years selected

The table below shows the number of complaints about London South Bank University we have received with a COP Letter dated in the years shown. We include this information in this Annual Statement because the 12-month deadline for bringing a complaint to us has now expired for students with COP Letters from the years shown.

Complaints received at the OIA with a COP Letter dated	
2018 <sup>i</sup>	18
2017 <sup>i</sup>	13

Chart 3 shows the number of complaints about London South Bank University we received with a COP Letter dated in the years selected. It also shows the comparison to the median number of complaints we received with a COP Letter dated in the years selected for providers in the same OIA Band.

**Chart 3**  
Complaints received at the OIA with COP Letter dated in the years selected



This means that about 1 in every 4.3 students of London South Bank University who were issued with a COP Letter during 2018 had complained to us by the end of 2019. For students at providers in the same OIA Band as London South Bank University, 1 in every 4.7 students who had COP Letters dating from 2018 brought their complaint to us (this is the mean average proportion<sup>i</sup>).

- For COP Letters issued in 2017, these proportions were one in every 4.8 and one in every 6 students respectively.

Relevant data for 2019 will be provided in the Annual Statement for the year ended 31 December 2020.

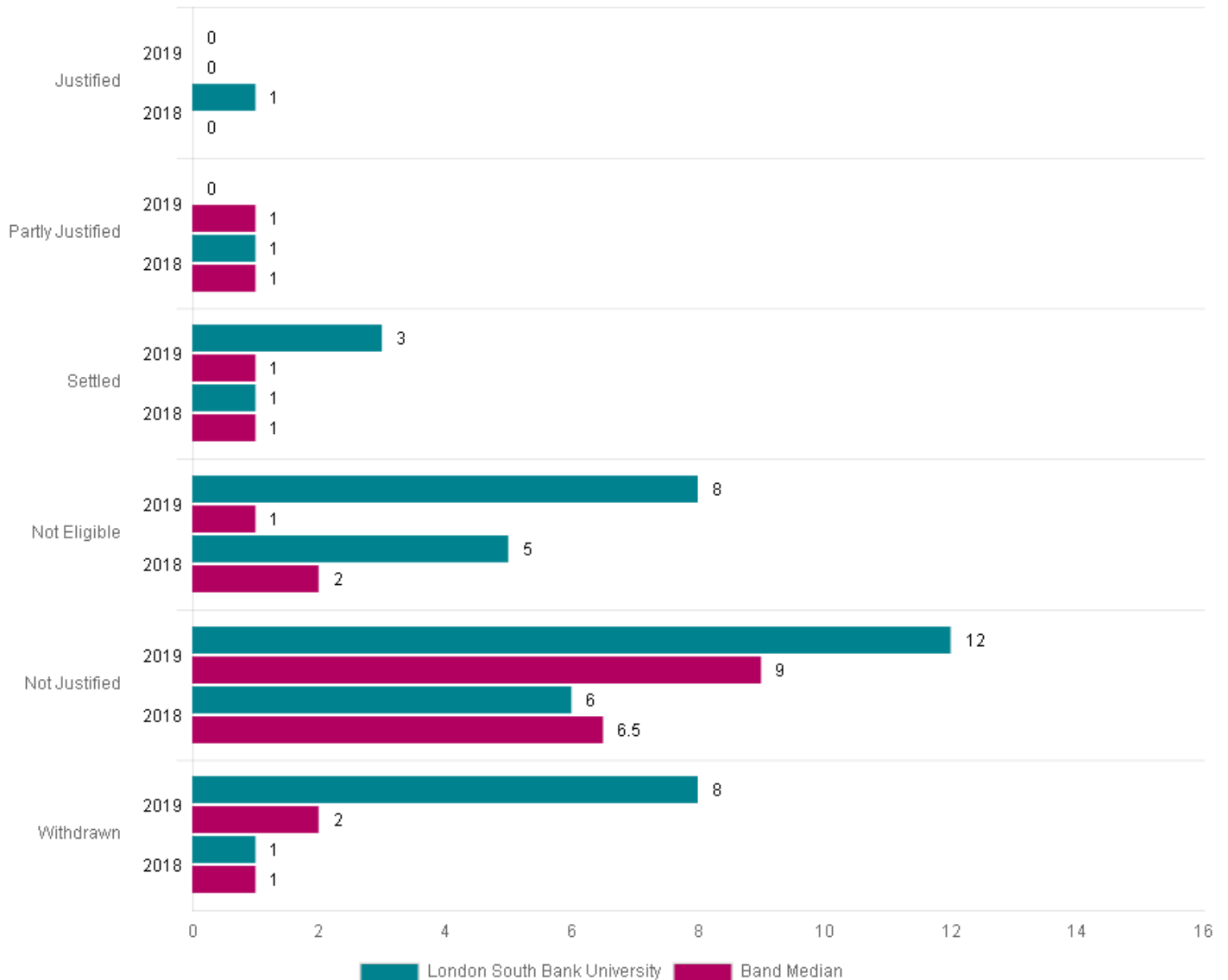
**<sup>i</sup> Complaints received at the OIA with a COP Letter dated in the selected years:** Some of these complaints may have been received by the OIA in 2019 and so will be included in the 'Annual complaints to the OIA' figures for 2019 above.

**<sup>i</sup> Mean average proportion:** We use the mean average for the OIA Band as a comparator, which is consistent with the way that we have previously calculated the ratio of "Completion of Procedures Letters to OIA complaints" for the OIA as a whole.

## Complaints closed by outcome in the years selected

Chart 4 shows the number of complaints about London South Bank University closed by us in the years selected compared to the median number of complaints closed by us in the years selected for providers in the same OIA Band.

**Chart 4**  
**Complaints closed by outcome in the years selected**



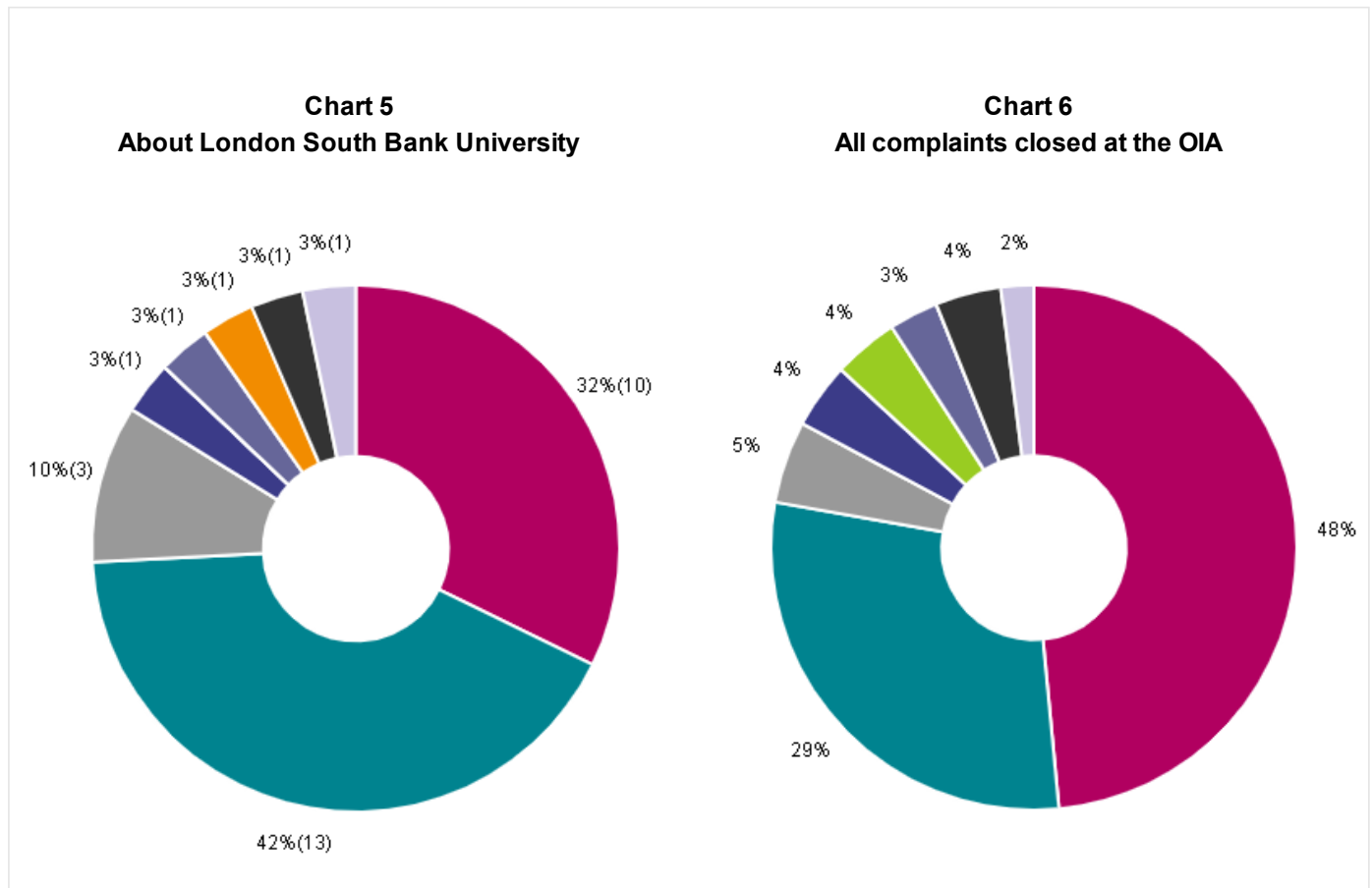
## Complaints closed by complaint category in the years selected

Charts 5 and 7 break down the complaints about London South Bank University that we closed in the years selected by category of complaint. The actual numbers of complaints are contained in brackets.

Charts 6 and 8 break down the total number of complaints that we closed in the years selected (about all providers) by category of complaint.

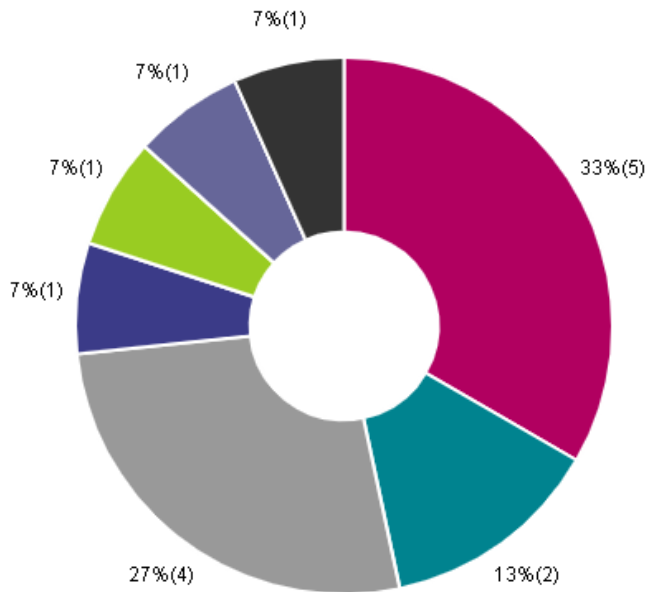
Click on an individual chart colour below to display its complaint category.

## Complaints closed in 2019

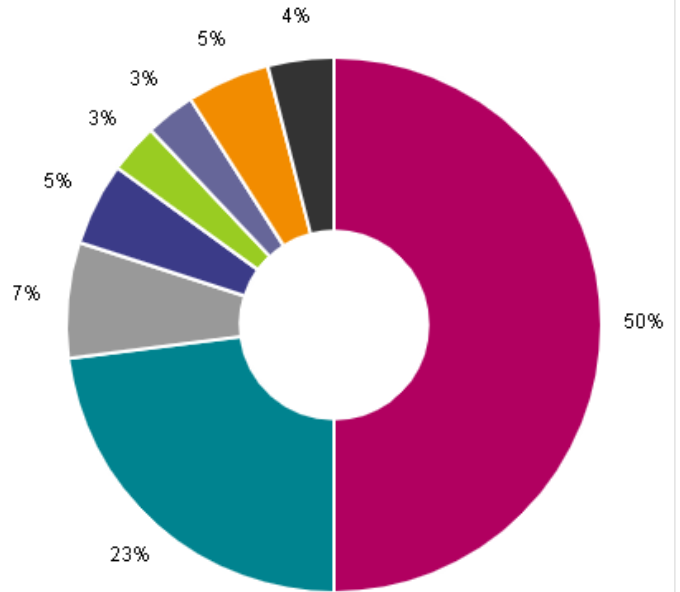


## Complaints closed in 2018

**Chart 7**  
**About London South Bank University**



**Chart 8**  
**All complaints closed at the OIA**



**Complaint categories**

(Click on a category below for further information)

For 2019 statements (and onwards)

- |  |  |
|--|--|
| <span style="color: #C00040;">■</span> Academic Appeal             | <span style="color: #008080;">■</span> Service Issues                      |
| <span style="color: #808080;">■</span> Financial                   | <span style="color: #333399;">■</span> Disciplinary matters (academic)     |
| <span style="color: #90EE90;">■</span> Equality law / Human rights | <span style="color: #6666CC;">■</span> Disciplinary matters (non-academic) |
| <span style="color: #FFA500;">■</span> Not Categorised             | <span style="color: #333333;">■</span> Welfare / Non-course service issues |
| <span style="color: #808080;">■</span> Fitness to practise         |  |

For statements prior to 2019

- |  |   |
|--|---|
| <span style="color: #C00040;">■</span> Academic Status                 | <span style="color: #008080;">■</span> Service Issues (Contract)                    |
| <span style="color: #808080;">■</span> Financial                       | <span style="color: #333399;">■</span> Academic misconduct, plagiarism and cheating |
| <span style="color: #90EE90;">■</span> Discrimination and Human Rights | <span style="color: #6666CC;">■</span> Disciplinary matters (not academic)          |
| <span style="color: #FFA500;">■</span> Not Categorised                 | <span style="color: #333333;">■</span> Welfare and Accommodation                    |

## Engagement with the OIA in the years selected

This section includes general information about all providers' engagement with us in the years selected. Where relevant, we include specific information about the individual provider as well.

### Settlement of complaints made to the OIA

In 2019 we continued to look for opportunities to resolve complaints as early as possible. 10% of all the complaints we closed in 2019 were resolved by settlement.

- 3 out of 31 complaints about London South Bank University closed by us in 2019 were resolved by settlement.
- 1 out of 15 complaints about London South Bank University closed by us in 2018 was resolved by settlement.

### Response times to our information requests

A key time frame for our review of a complaint is the time it takes for the provider to respond to our initial request for information that we need to review a case. In 2019, the average number of days providers took to respond to our request for this information was 28 days. In 2018, 7 providers took an average of less than 20 days. This is hugely helpful to us. However, 56 providers took on average more than 30 days to respond.

- In 2019, we made 5 or more separate initial requests for information from London South Bank University. London South Bank University responded to those requests in an average of 26 days.
- In 2018, London South Bank University responded to those requests in an average of 27 days.

If a provider does not provide information we request during the course of our review, or does not provide it within the time limits set, the Independent Adjudicator may report it to the Board, and may publicise it in our Annual Report.

### Compliance with OIA Recommendations

Where we decide that a complaint is Justified or Partly Justified we will usually make Recommendations to the provider. We expect providers to comply with our Recommendations fully and promptly. We monitor compliance carefully and the Independent Adjudicator must report a provider's non-compliance to the OIA's Board and publish it in our Annual Report.

Providers complied promptly with 94% of "student-centred" Recommendations<sup>i</sup> with due dates in 2019. On average, providers took 20 days to comply with "student-centred" Recommendations with a due date in 2019.

- In 2019 London South Bank University complied with "student-centred" Recommendations with a due date in 2019 by that due date in 1 out of 1 complaints.
- In 2018 London South Bank University complied with "student-centred" Recommendations with a due date in 2018 by that due date in 1 out of 1 complaints.

We are grateful to London South Bank University for its timely compliance with our recommendations.

### Outreach events

In 2019, we ran a wide-ranging outreach programme including seminars, webinars, workshops and visits by OIA staff to individual providers. We hope that these events proved useful and informative for our member providers.



Individuals from London South Bank University have attended a number of our webinars in 2018 and 2019.

We are grateful for London South Bank University's positive engagement with us.

**❗ "student-centred" Recommendations** These are recommendations which affect the individual student, such as a Recommendation for a rehearing or the payment of compensation. The OIA also makes "good practice Recommendations", such as a Recommendation to change or review procedures.

## Complaint Categories

For statement years 2019 and later

For statement years 2018 and earlier

### **Academic Appeal**

Complaints about academic matters such as assessments, progression and grades (including mitigating circumstances claims).

### **Service Issues**

Complaints about the course or teaching provision, facilities and supervision.

### **Financial**

Complaints about finance and funding: e.g. fees and fee status, bursaries and scholarships.

### **Disciplinary matters (academic)**

Complaints relating to academic misconduct including plagiarism, cheating, collusion and examination offences.

### **Equality law / Human rights**

Complaints where the student claims there has been discrimination, including harassment, and where they claim their Human Rights have been breached.

### **Disciplinary matters (non-academic)**

Complaints relating to disciplinary proceedings for non-academic offences.

### **Welfare / Non-course service issues**

Complaints about issues that are not directly related to the student's course, for example complaints about support services and accommodation issues.

### **Fitness to practise**

Complaints relating to a person's suitability to practise the profession for which they are training or studying.

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## Other Annual Statements

2018

2017

2016