Academic Board meeting
LONDON SOUTH BANK UNIVERSITY

Schedule	Wednesday 22 February 2023, 2:00 PM — 5:00 PM GMT
Venue	MS teams
Notes for Participants	This meeting will last 3 hours and will include a break in the middle. On the day of this meeting, join by opening the Convene App or visiting the web-based version of Convene (https://wbc-lsbugroup.azeusconvene.com/#/) and choosing "Join Meeting".
Organiser	Governance Team

Agenda

2:00 PM	1.	**Welcome and apologies** Presented by Tara Dean	(5 mins)	1
2:05 PM	2.	**Declaration of interests** Presented by Tara Dean		2
2:05 PM	3.	**Minutes of the previous meeting on 19th October 2022** For Approval - Presented by Tara Dean	(5 mins)	3
2:10 PM	4.	**Written resolutions of the Academic Board, as follows:** • 13 February 2023 - change to S2 academic calendar via Chair's Action • 13 February 2023 - change to Course Approval Process via Chair's Action For Information - Presented by Tara Dean	(5 mins)	13
2:15 PM	5.	**Matters arising** For Discussion - Presented by Tara Dean	(10 mins)	18
2:25 PM	6.	**Provost's report - Verbal report** For Information - Presented by Tara Dean	(15 mins)	21

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1. Welcome and apologies

Presented by Tara Dean

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2. Declaration of interests

Presented by Tara Dean

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3. Minutes of the previous meeting on 19th October 2022

For Approval

Presented by Tara Dean

**Minutes of the meeting of the Academic Board
held on Wednesday 19 October 2022, 2:00 PM — 5:00 PM BST
MS teams**

Present
Tara Dean (Chair)
Adrian Budd
Anita Atwal
Asa Hilton-Barber
Chris Harty (left at 4:15pm)
Danny Clegg
David McGovern
Deborah Johnston
Devonte James
Elizabeth Newton
Kate Ellis
Manyara Mushore
Marc Griffith
Megan Watkins
Michelle Steptoe (joined from 3:30pm)
Mirella El-Jebaili
Nadia Gaoua
Natalie Garrett Brown
Nicki Martin
Patrick Callaghan
Rachel Picton
Ricardo Domizio
Sarah Moore-Williams
Steve Hunter
Tim Fransen (joined from 3:00pm)
Tony Moss

Apologies
Ian Albery
Marcantonio Spada
Warren Turner

In attendance
Dominique Phipp (Secretary)
Sally Skillet-Moore
Karen Musk (for item 10)
Mehmet Tarhan (for item 15)
Andrew McLaughlin (for items 16-18)
John Cole (Observer)
Matt Myles-Brown (Observer)

1.   **Welcome and apologies**

        The Chair welcomed the members to the meeting, including the newly elected
        schools' representatives, new Deans, and new student members.

The above apologies were noted.

2. **Declaration of interests**

    The APVC (ESE) declared that he is Chair of London Uni Connect. The Secretary noted that this did not present a conflict of interests with any item on the agenda.

    No other members declared an interest in any item on the agenda.

3. **Minutes of the previous meeting**

    The minutes of the previous meeting were approved as an accurate record.

4. **Matters arising**

    The Board noted all the matters arising from the last meeting were either completed or in progress.

5. **Provost's report**

    The Chair provided a verbal update on recent changes in the HE sector, as follows:
    *   The new Secretary of State for Education has reaffirmed the government's commitment to life-long loan entitlement.
    *   Universities no longer have a dedicated minister.
    *   A worrying narrative is developing in relation to international students. The Home Secretary recently criticised the number of international students coming to the UK and suggested that she may introduce a cap. HEPI and Universities UK have issued statements against this proposal.
    *   The new Secretary of State for Business and Industrial Strategy would have oversight of research.
    *   LSBU continues to respond to a variety of consultations across the sector.

    The Board noted the following internal updates also:
    *   The outcome of the NSS was published over the summer. The results showed an improvement for student satisfaction, but LSBU remains below the sector average. The NSS taskforce has set a target of 3% improvement in the next NSS.
    *   Associate Deans (ESE) and (RE) had been appointed in every school.
    *   Schools are considering about how to invest their funding allocation from QR income, and the outcome expected from the investment.
    *   Interviews would be held for in December for APVC (Education) and APVC (Research & Enterprise).
    *   Knowledge Exchange Framework (KEF) results were published in September. A presentation would be provided to the Board on the

impact of the KEF results in 2023.
- A call for PhD studentship scholarships (international, match funding, underrepresented students etc.), early career researchers funding bids, and RCIF bids has been made.

6. **South Bank Students Union update**

The SBSU's VP (Education) summarised the SBSU's activities since the last meeting and its plans for the year ahead.

The Board discussed the proposed change in approach to student engagement from a societies-based model to a communities-based model. It noted that co-creation of communities would improve student interaction and be less time consuming to create, join, and engage with. An evaluation of the approach would be carried out at year end, in particular into how the approach has impacted NSS Question 21 relating to students' learning community.

The Board noted that the SBSU offers advice and representation in fitness to practice investigations.

The Chair asked for an update on the priorities SBSU has identified at the next meeting.

7. **Academic Board terms of reference (for approval) and annual work plan (for information)**

The Board approved the terms of reference.

8. **Terms of reference of reporting committees**
. **• Quality and Standards Committee**

The Board approved the terms of reference.

. **• Student Experience Committee**

It was proposed that the committee membership includes representation from end user school administrators. The DVC (Academic Framework) agreed to consider this.

The Board approved the terms of reference.

. **• University Research Committee**

The Board approved the terms of reference.

9. **Awarding criteria for Honorary Awards**

The Board Secretary introduced the report and summarised the proposed changes to the honorary awards awarding criteria.

The Chair noted that the paper highlights academic engagement with the honorary award process, which is of particular importance as very few nominations have been made by academic colleagues in the past.

The APVC (Research) noted the importance of giving feedback to nominated candidates. The Secretary agreed to remind the Honorary Awards Joint Committee and the Alumni & Development team of this.

The Board requested that the approved list of honorary graduates is shared with the Board every year.

The Board approved the updated awarding criteria.

10. **PGT Curriculum Framework**

Karen Musk joined the meeting.

The Board noted that the PGT Curriculum Framework was developed with the PGT engagement group, which includes all the Deans and Associate Deans and other colleagues. It had been discussed by the QSC and course teams already.

The Board approved the PGT Curriculum Framework.

Karen Musk left the meeting.

11. **Course approval process**

The Director for TQE introduced the report.

The Board discussed the proposed timing for course reviews following validation. It noted that many operational and administrative issues crop up within the first 12-18 months of course delivery. The purpose of the proposed 12-month check-up would be to identify and resolve these issues early on and not to consider course closure.

The Board noted that the 12-month review would ensure the structure of courses is appropriate and supported. It would consider questions such as whether the course is running in the way that the validations panel expected, what the leading indicators of pass rates on the course are, and if the course has sufficient resources.

The Board approved the process, on the basis that the report is amended to make it clearer that the 12-month review is a 'health check' only and a full review would follow 3 years from validation. The Chair agreed to approve the final report via Chair's Action.

It was proposed that course costs would be difficult to assess after 12 months. The Chair reminded the Board that at other universities appropriate

and known course costs are a requirement before a course can be validated. She proposed instead that LSBU needs to change its way of thinking.

12. **Proposed update to External Examining Requirements**

The Director for TQE introduced the report. The Board noted the time pressure that External Examiners (EEs) are under, and that EEs are increasingly hard to recruit.

The Board discussed the proposal. It noted that support and training for EEs would change in line with the proposed requirements.

The Board noted that EEs would struggle to access LSBU content from personal devices following the new approach to cyber security implemented by IT. The new cyber security requirements mean all personal devices must be registered with LSBU's IT team. The Director for AQE agreed to discuss this concern with IT.

The Board noted that the frequency of reporting by EE's would change to four or five times per annum, covering topics including review assessments and feedback, assessments, approval of assessments, academic standards, and course meetings.

The Board discussed follow-up of EEs' recommendations, noting that a small number of EEs do repeatedly say that their recommendations are not implemented. When this happens, it can result in a complaint by the EE. Individual issues are picked up by the Associate Deans. The DVC (Academic Framework) proposed that any gap in self-governing by LSBU to ensure EE recommendations are implemented could be looked at by the QSC.

The Board asked whether the proposed changes would affect how EEs are financially rewarded. The Director for TQE noted that he did not think so, but that consideration of EE's remuneration would be part of the review.

The DVC (Academic Framework) highlighted the importance of the new approach to course level external examination considering the regulatory pressure on universities to manage grade inflation. Moving away from a module-focus to a course-focus approach would go some way to address this pressure and assure stakeholders that LSBU's grade levels are appropriate.

The Board supported the process on the basis that a fuller proposal would be brought to the Board for approval in 2023.

13. **Approval of new awards - MOst and BOst**

The Director for TQE introduced the report.

The Board approved the proposed new awards.

14. **Education priorities for academic year**

Michelle Steptoe joined the meeting.

The DVC (Academic Framework) summarised the key education priorities she had identified for 2022/23. She explained that the first six priorities identified are being led by the new Associate Directors and being discussed regularly in QSC and UMB. She added that the final project listed focusing on group pathways and group pedagogy is being led by the four Group Subject Leads in collaboration with the SBC and SBA.

The Board discussed the priorities identified by the DVC (Academic Framework). It noted that work in relation to blended or enhanced learning is part of work on learning spaces.

The Board discussed the importance of the international students' experience and noted some of the academic activities that can support development of a sense of belonging for all students.

The Board asked how sustainability fits into the priorities. It noted that the curriculum framework is being mapped against the Sustainable Development Goals and the new framework would be finalised in November.

15. **Recruitment and admissions update, including benchmarking and data analysis**

Mehmet Tarhan, Head of Recruitment Planning and Operations, joined the meeting.

The Head of Recruitment Planning and Operations presented data on recruitment.

The Board noted that enrolment is 100% against target at present, or 97% against target when including some apprentices beginning their courses in November. The priority would now be to close the remaining open enrolment applications (around 500-600). Applications remain open for a variety of reasons, such as unpaid fees.

The Board was reminded of the difference between enrolment and recruitment and the importance of improving recruitment.

Mehmet Tarhan left the meeting.

16. **TEF strategy and action plan**

The DVC (Academic Framework) introduced the report. She noted that the window for submission closes on 24 January 2023.

The Board noted that the Teaching Excellence Framework (TEF) submission is being prepared by the TEF Steering Group. The group is also supporting the SBSU to make its own submission.

The Board noted that LSBU's overview storyboard for submission would be shared with a group of "critical friends" at the end of October.

The DVC (Academic Framework) noted that the draft TEF submission would be shared with the Board before its next meeting.

17. **OfS B3 conditions of registration update**

Andrew McLaughlin, Head of Planning and Performance, joined the meeting.

The Head of Planning and Performance provided a presentation on the recently published B3 outcome indicators and minimum thresholds, as well as TEF data.

The Board noted that the OfS benchmarks LSBU's student outcomes against students across the sector with certain similar characteristics.

The DVC (Academic Framework) noted that, whilst the TEF outcome cannot be accurately predicted, it is estimated that LSBU could achieve a Bronze based on its data or possibly a Silver with its narrative. The Board noted that the narrative submission could significantly impact the result.

The Board noted that LSBU would receive three TEF awards: an overall award, a student experience award, and a student outcomes award.

The Board noted that LSBU's narrative would emphasise the important impact that the IT outage had on learning and learning resources questions in the NSS survey.

18. **League Tables benchmarking**

The Head of Planning and Performance introduced the report.

The Board noted the report.

Andrew McLaughlin left the meeting.

19. **NSS 2021/22 performance**

The Chair introduced the report. She highlighted that NSS action plans are being weaved into course development plans. Course development plans would be finalised in November.

20. **PGR provision review progress update**

The APVC (Research) provided a verbal update on the PGR review.

The Board noted that the PGR review has been completed and that the review had included a detailed internal survey of PGR students, to which around 90 students responded.

The final draft of the PGR review would be shared with the Board at its next meeting.

21.   **Decolonising the Curriculum and Racial Awarding Gap progress update**

The Board noted the report.

22.   **Annual Research Ethics report**

The APVC (Research) noted that some concerns were raised by PGR students around application delays for PGR research projects that require ethical approval. Delays to approval of applications are typically due to students' failure to reply to communications from ethics panels, and steps are being taken to reduce the delays.

The Board noted the report.

23.   **12-month review of Lecture Capture policy**

The President of the SBSU noted that he is strongly supportive of the policy. He emphasised, however, the importance that lecturers do more than simply read out their slides in recordings.

The Board noted that some staff have experienced technical issues in downloading recorded lectures from MS teams to be uploaded to Panopto and requests have been made for a Panopto plugin to be added to MS teams. It was noted that the move to the Cloud in November should resolve the issue. The Director for TQE agreed to discuss concerns outside the meeting with affected staff.

It was proposed that lecture capture could erode student attendance, which would consequently impact their performance and sense of belonging. The Board noted that regulatory requirements for students to be present on campus should mitigate any decline in attendance caused by lecture capture.

Some Board members questioned whether lecture capture is supporting student performance. It was noted that students appear to rely on recorded lectures around exam time, but otherwise the majority do not engage.

The Board requested benchmarking data against other institutions for lecture capture. A report on student engagement with recorded lectures and benchmarking would be added to the June Board meeting agenda.

The Board noted that lectures are not available to download unless they are intentionally set to be downloadable by the content creator.

David McGovern, Anita Atwal, Helen Aston, and Mirella El-Jebaili left the meeting.

24. **Annual Emeritus Professor update**

The Board noted the report.

25. **Update on online enrolment processes**

The Board noted the report.

26. **Board effectiveness self-survey**

The Board noted the report.

27. **Reports from sub-committees**

The Board noted the reports.

<div align="center">

Date of next meeting
2:00pm on Wednesday, 22nd February 2023

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Confirmed as a true record

.... (Chair)

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4. Written resolutions of the Academic Board, as follows:

- 13 February 2023 - change to S2 academic calendar via Chair's Action
- 13 February 2023 - change to Course Approval Process via Chair's Action

For Information

Presented by Tara Dean

Written resolution of the **Academic Board**
Of London South Bank University
Passed on Monday, 13 February 2023

1. **Out of committee approval of change to the S2 academic calendar**

On 11 January 2023, the APVC (Education and Student Experience) asked the Chair of the Academic Board to approve a change to the academic calendar that would result in the semester 2 exam resit dates being moved back by one week. The change would apply to all schools excluding the School of Allied Health and the School of Nursing and Midwifery. The request was made to ensure that staff are able to meet very tight deadlines for returning marks to Exam Boards.

The proposed change had been discussed at by the ADG in consultation with the Director of Student Operations and the Director of Teaching, Quality and Enhancement.

The Chair approved the proposal by Chair's action on Monday 13th February 2023. The change would be communicated to students and staff.

Signed on behalf of the Quality and Standards Committee
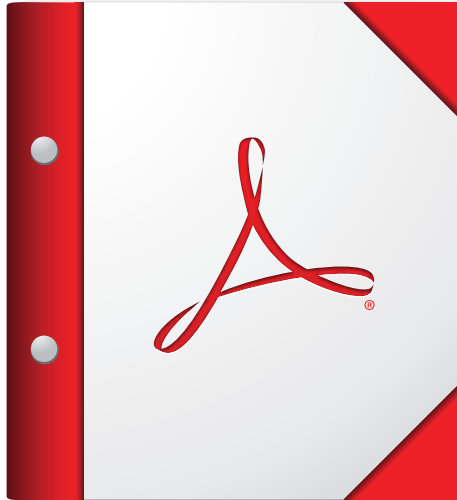
…………………………………………..(Chair)

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INTERNAL

Written resolution of the Academic Board
Of London South Bank University
Passed on Monday, 13 February 2023

1. **Out of committee approval of changes to the Course Approval Process**

On 19th October 2022 the Academic Board discussed proposed changes to the Course Approval Process. The Academic Board approved the revised Course Approval Process subject to minor changes, in particular that the 12-month post-validation review is more clearly labelled as a 'health check' only and that a full review would follow 3 years from validation. The Academic Board asked the Chair to approve the final version via Chair's Action.

The Chair approved the final version of the Course Approval Process via Chair's action on Monday 13th February 2023.

Signed on behalf of the Quality and Standards Committee

…………………………………………..(Chair)

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5. Matters arising

For Discussion

Presented by Tara Dean

ACADEMIC BOARD – WEDNESDAY, 16 FEBRUARY 2022
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
10	Reducing the racial awarding gap: Access and Participation Plan progress update	Consider how to decolonise research alongside the APP action plan for decolonising education	October 2022	Patrick Callaghan	In progress. <mark>Update during matters arising</mark>
21	AOB	Request an update on automation of student enrolment for a future meeting from the Director of Student Operations	October 2022	Tara Dean	Completed

ACADEMIC BOARD – WEDNESDAY, 20 JUNE 2022
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
12	Review of PGR provision update	Provide completion report at a future meeting	February 2023	Patrick Callaghan	In progress – new PVC (R&I) to consider
13	Review of PGT provision update	Provide completion report at a future meeting	February 2023	Tara Dean	Completed
18	Decolonising and racial awarding gap progress update	Provide an update on progress at the next meeting	Oct 2022	Tony Moss	Completed

ACADEMIC BOARD – WEDNESDAY, 19 OCTOBER 2022
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
6.	South Bank Students Union update	Provide an update on the SBSU's priorities for 2022/23 at the next meeting.	Feb 2023	Devonte James, Mirella El-Jebaili	<mark>On agenda</mark>
8.	Student Experience Committee terms of reference	Consider including representation from end user school administrators on the STEX Committee.	Feb 2023	Deborah Johnston, Tony Moss, Dominique Phipp	Will be considered as part of annual membership review

					ahead of October Academic Board.
9.	Awarding criteria for Honorary Awards	Share the approved list of honorary graduates with the AcBd every year.	June or Oct 2023	Dominique Phipp	To be completed when approved.
11.	Course approval process	Arrange for the Chair to approve the final version of the course approval process, after it is amended to take into account the Board's comments.	Feb 2023	Tara Dean, Marc Griffith	Completed
12.	Proposed update to External Examining Requirements	Discuss concerns regarding EE access to LSBU network from personal devices with IT.	ASAP	Marc Griffith	<mark>Update during matters arising</mark>
16.	TEF strategy and action plan	Share the draft TEF submission with the Board before its next meeting.	Jan 2023	Dominique Phipp, Tony Moss	Completed
23.	12-month review of Lecture Capture policy	Discuss technical issues of staff downloading recorded lectures from MS teams to be uploaded to Panopto adding a Panopto plugin to MS teams with affected staff.	Feb 2023	Marc Griffith	In progress. Operational issue to be addressed outside the AcBd.

6. Provost's report - Verbal report

For Information

Presented by Tara Dean

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7. Update from the SBSU

For Information

Presented by Devonte James and Mirella El-Jebaili

	CONFIDENTIAL
Paper title:	South Bank Students Union Update 2022-23
Board/Committee:	Academic Board
Date of meeting:	22 February 2023
Author(s):	Matt Myles-Brown, Deputy Chief Executive & Devonte James, President
Sponsor(s):	Devonte James, SBSU President
Purpose:	For Information
Recommendation:	The committee is asked to note the information provided in relation to the SU Update

Executive summary

This paper sets out a summary of the Union's work in this academic year to date and invites colleagues to share any advice or views to help us review our strategic goals.

So far in 22/23, the Union has delivered a broad range of activity designed to boost student engagement and utilised its well-positioned relationship with student to gain insight on student views and sentiment across the institution which helps provide the best student experience but also furthers the ambitions that we share with LSBU.

We have been working in partnership with a number of LSBU colleagues on the University's TEF submission, NSS completion plan and enrolment. In addition we have worked with the Apprentice team to develop a programme of engagement with Apprentices and part-time students which is underway.

The report also marks the start of the Union's mid-strategy review where key university stakeholders are invited to feed into plans to ensure they are aligned with LSBU and are finetuned to assist with achieving excellent outcomes for students.

LSBU Academic Board

Meeting of 22 February 2023

SBSU Update 2022-23

Authors: Matt Myles-Brown, Deputy Chief Executive & Devonte James, President

1 Background

1.1 The Union developed a new 5-year strategy in 2020 which focusses on changing the SU's delivery model to one of repeated failure, to one of success. This success centres on:

    1.1.1 Collaboratively developing **Student Voice as a lever for positive change.**
    1.1.2 Positioning the Union as **a key delivery partner** of the University
    1.1.3 Creating **Communities of course-based support** in the classroom and beyond

1.2 This paper sets out a summary of the Union's work in this academic year to date and invites colleagues to share any advice or views to help us review our strategic goals.

2 Summary of activities in 2022-23

Student Voice & Insight

2.1 The SU has used its well-positioned relationship with students at ground level to gain insight on students' views and sentiment across the institution. This helps ensure the best student experience, but also furthers the ambitions that we share with LSBU.

    2.1.1 We have worked with colleagues on proposing a number of cost of living initiatives to Student Experience Committee, which were approved by the Executive Committee and have been well-received by students. Financial pressure is one of the most important issues facing students this academic year, so we have also gathered students' views with a Cost of Living Survey with responses from over 800 students. We are in the process of analysing these results and forming more evidence-based proposals in Semester 2.

    2.1.2 We have continued to provide colleagues with our Student Voice Tracker; a system which alerts the relevant LSBU colleagues to issues raised by students, tracks the progress made in resolving the issues and records how well the feedback loop has been closed. This student voice mechanism has flagged over 80 issues so far this academic year at a module level. It provides a level of insight into what's happening on the ground, how students are feeling and also a level of accountability for ensuring that student experience issues are addressed appropriately.

University Partnership

2.2 Our unique relationship to students has further enabled us to alert our University colleagues to potentially significant issues at an early stage, and work in partnership with them to seek resolution.

    2.2.1 We assisted with enrolment in September by providing a 'Global Lounge' to welcome international students and help them overcome some of the administrative tasks required in their first few weeks, and encouraged them to sign up to our student communities. Due to these individual and 121 conversations, the SU were able to identify snags within the enrolment process which were then raised with LSBU colleagues in time for changes to be made ahead of the rest of the rest of the

enrolment period. This intervention will have helped to improve the experience for hundreds of students enrolling in September.

2.2.2 Our advice service saw an unusual spike in demand for support with appeals from one school in September. Following a brief review on our side, we determined that this might present a heightened risk for the University so immediately alerted colleagues in the School and Executive. This intervention helped colleagues to respond and resolve at an early stage.

2.3 The SU team has also been working in partnership with a LSBU colleagues on a number of projects to achieve our shared ambitions

2.3.1 This academic year has included a TEF assessment of which one element was a student submission. We have taken a collaborative approach to developing the student submission, taking into consideration the feedback and suggestions from colleagues. With our submission we hoped to further LSBU's case for a TEF rating of silver. As part of the TEF Steering Group we have also contributed to the University's TEF submission, as well as offering suggestions for the how the University may use the learning from the process of the TEF assessment to improve student outcomes.

2.3.2 We estimate that around 1,500 students attended our annual Freshers Fair in September, an event which makes campus feel vibrant and gives students an opportunity to make the connections which lead to a sense of belonging.

2.3.3 We have assisted colleagues with the creation of an NSS completion activity schedule, delivered NSS talks and collaborated on progress reporting during the NSS window. At the time of writing this work is ongoing and progressing well.

Communities of peer and course-based support

2.4 The team have exceeded their targets for student engagement in extra-curricular activity, focusing on student networks and cultural events, however, our work to engage students through academic communities has stalled a little due to turnover of staff. As a result, the team are directing their attention mostly towards engaging students on the Croydon campus (14%) and with Apprentices and Part-Time students this academic year. So far we have engaged with 12% of the University's Apprentice and part-time community. We have worked in collaboration with the Apprentice Team to understand these cohorts better, and have adapted our traditional core programmes of activity, such as the course rep scheme, to meet their needs, as well as engaged through targeted projects such as 'Let's Talk' (phonebank).

2.5 A key project in Semester 2 is our partnership working on the OfS-funded Black Students' Mental Health Project. We are working with LSBU colleagues by leading on the support for a Black students' network, and recruiting students to participate in a peer to peer mentoring programme, facilitating training, providing ongoing support and providing evidence of impact. At the time of writing the programme has over 40 participants.

3   **Strategic review**

3.1   The Union is now well into delivering on year 2 of the 5-year strategy. With new a new Sabbatical officer team, a new board and a new staff team settled in place post turnaround, Trustees have asked the SMT to undertake a full review of the strategy to make sure that our goals are aligned with an accurate operating context and the University's strategic ambition.

3.2   As key stakeholders in the Union's interests, Trustees have invited members of the University's Executive team and board of governors to feed into both reviews over the coming months to ensure that the Union's plans are aligned with LSBU and are finetuned to assist them with achieving excellent outcomes for students. We would be delighted to hear any views and advice from members of Academic Board, or any other LSBU colleagues who would like to help us review or work and our goals.

Devonte James   **Matt Myles-Brown**
President   **Deputy Chief Executive**

February 2023

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Items for approval

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8. Draft annual education report to the LSBU Board of Governors

For Approval

Presented by Deborah Johnston

LSBU Education report

This report outlines how London South Bank University (LSBU) assures itself and has oversight as to whether or not its academic standards and quality meet the expectations as outlined in the Office for Students (OfS) B conditions. The B conditions, apply to the quality of higher education provided by LSBU regardless of how or where it is delivered and includes for example, collaborative provision, postgraduate research courses, the study of independent modules, and apprenticeships. The revised B conditions came into force on 1 May 2022. The following report demonstrates against each of the B conditions the approach the University takes to setting and maintaining academic standards and quality. Each section of the report aligns to the principles set out by the OFS for each B condition and highlights what is expected by University staff and others.

Overall, LSBU has in place mechanisms that:

- Allow for the setting and maintenance of the academic standards of awards that align with practices in the sector, and a mechanism for understanding any deviations from this.

- Promote attention to a high quality academic experience for all students, and developing mechanisms to understand any deviation from this.

- Facilitate a discussion of resourcing at the planning stage so that each cohort receives the support and resources required to succeed in their studies. However, the ongoing impact of resourcing changes needs greater oversight and this process is under development.

As the expectations of quality evolves in the sector our processes and procedures are constantly under review. The Teaching Quality and Enhancement (TQE) teams are currently taking the following actions to make academic standards secure and / or improve the educational provision offered to students.

- Risk based reviews of schools, partnerships and courses where there is evidence of the need for enhancement.
- Learning walks to provide greater insight into the delivery of teaching and assessment.
- One year after validation review of course implementation to ensure resourcing and academic standards meet expectations.

The following sections of the report outline how the principles set out for each of the B conditions are met.

Condition B1: Academic experience

This condition defines a high quality academic experience as including but limited to:

a. each higher education course is up-to-date;

b. each higher education course provides educational challenge;

c. each higher education course is coherent;

d. each higher education course is effectively delivered; and

e. each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills.

Overview

In meeting the principles set out by the OfS for condition B1, LSBU regulations require all courses to be fully aligned to the Framework for Higher Education

Qualifications (FHEQ) and other relevant frameworks as defined by the Institute for Apprenticeships and Technical Education (IfATE) and Professional, Statutory and Regulatory Bodies (PSRBs) where appropriate.

The course development and design approach is outcomes based with each level of study aligning with the level descriptors which positions the qualification at the appropriate level within the FHEQ. The course design is tested for coherence and currency through the validation process which includes appropriate internal and external expertise for this purpose. The procedures for course approval and validation that provide the quality assurance for this process, are outlined on the intranet and demonstrate what is expected from course teams to meet the requirements with specific reference to the use of internal and external reference points for setting academic standards.

All courses must be approved and validated before they are delivered. Validations and approval documentation, validation panel reports, and course and module specifications provide evidence of the engagement with relevant internal and external reference points, including the University's Qualification frameworks, subject benchmark statements, qualification descriptors, and the qualifications and credit Framework. The alignment to these internal and external reference points ensure that the course provides the academic challenge appropriate to the level of delivery, and that appropriate knowledge and skills are developed through the curriculum. The alignment is tested through the validation process.

The currency and coherence of courses are maintained throughout the five year cycle of validation. External examiners review and report on the assessments and content for courses annually to provide oversight. All in cycle

changes to courses are monitored by the School Academic Standards Committees (SASC) to ensure that any changes are appropriate and do not impact the coherence of the course. Where either the volume or type of the change impact the course structure or coherence the SASC will enforce a revalidation of the provision to ensure that the overall quality, standards and academic experience are maintained.

The Teaching Quality and Enhancement (TQE) professional service group coordinate and support the validation panels providing training for chairs and panel members as appropriate. Panels are required to benchmark proposals against all relevant external reference points. The processes in this area are well developed but are subject to ongoing review to adapt and strengthen them as required to meet the evolving needs of the University and to ensure greater consistency and alignment to the conditions of registration. Staff development is provided to ensure staff understand the requirements of the approval and validation processes. This includes training for chairs of panels and guidance on preparing definitive documentation. Each school has an assigned senior quality enhancement advisor (SQEA) to provide any advice and guidance required for academic teams engaged in the validation process.

Newly proposed courses pass through a number of internal gateways to ensure their appropriateness on the way to being validated for delivery. This includes approval by the School Academic Standards Committee (SASC), the Academic Planning Panel (APP) and the validation panel. These processes are well known and embedded across the institution. The composition of the validation panel includes an internal chair, an external panel member to provide externality, an academic from another school within the university and a member of Academic Quality and Enhancement (AQE) team. The validation panel acts as

an independent body which based on the documentary evidence confirms that the academic standards of the proposed award is likely to meet national standards and expectations. The TQE has operational responsibility for ensuring that panels are appropriately constituted. However, an overreliance on a small number of experienced validation panel chairs was identified as an institutional risk and the Quality and Standards Committee (QSC) approved a training programme to expand the pool of available chairs. This work is ongoing, but an initial group of new chairs have been trained, and will shadow an experienced chair during this academic year.

Areas for enhancement

Challenging metrics shown from the NSS and B3 measures highlight areas for improved alignment with the B1 condition to assure the academic experience and outcomes.

The ongoing implementation of the curriculum frameworks (PG & UG) are assuring the consistency of course structures and improving the overall academic experience of students by clearly articulating the expectation of courses. These frameworks are designed to enhance students' opportunities within their course to master their discipline and develop skills that enhance their academic potential and employability, and potentially foster aspirations to higher learning. The curriculum frameworks which enable participating students to strengthen their academic, personal and professional skills, were designed to deliver the goals set in the corporate strategy.

The oversight of in year academic delivery and academic experience is being increased through the implementation of the mid semester module surveys. The timing of these surveys provide opportunities for course / module teams to respond to the concerns raised by students and make changes to their

delivery to positively impact on the student experience within the semester. The increased use of learning walks allows for targeted reviews of academic delivery through direct observations of teaching.

Additional work is planned to enhance the timeliness and content of external examiners reports to allow for more proactive responses to external examiners observations.

Judgement

For B1, LSBU is able to demonstrate effectively how courses are designed to ensure coherence and currency and how these are maintained through a system of academic oversight and student voice. In particular the system of external examiners provides confidence about the comparability of standards and relevance. However specific work is required to strengthen the responsiveness to external examiners observations in all cases, and likewise to ensure that all course teams are consistent in taking on the observations from the mid-semester reviews and other student voice instruments.

Condition B2: Resources, support and student engagement

This condition sets out that as an institution we must ensure that:

a. each cohort of students registered on each higher education course receives resources and support which are sufficient for the purpose of ensuring:

    i.   a high quality academic experience for those students; and

    ii.   those students succeed in and beyond higher education; and

b. effective engagement with each cohort of students which is sufficient for the purpose of ensuring:

    i.   a high quality academic experience for those students; and

> ii.   those students succeed in and beyond higher education.

Overview

B2 is a new condition and these principles have significant implications for the way in which the University resources courses and provides academic support for students. It is explicit in the requirements for B2 that the OfS places limited emphasis on a university's financial constraints in meeting the academic needs of each cohort of students. This provides a particular challenge to LSBU where our mission prioritises the recruitment of students from diverse backgrounds, and therefore means that flexible, targeted support is required to enable student success.

At present The Student Experience Committee, the QSC and the Academic Board oversee the effectiveness of our resource / support model. The support services such as employability and Library and Learning resources operate on a hub and spoke principle, with the central services linking with the schools as appropriate, to ensure consistency of provision and the sharing of good practice. High priority is given to enabling students to develop to their full potential while at LSBU, and ongoing monitoring and evaluation of the contribution of the support services to the student experience is reported to the student experience committee. Via regular reporting to the student experience committee the level of engagement of students with the support services is demonstrated. This allows for planning of resources based on the demands for the services. There is improved access to support services for students resulting from the embedding of the customer relationship management (CRM) platform across the institution. This gives a holistic view of the student record that is accessible to academic and professional services

staff, and the students. It is expected that these changes will lead to an improved academic experience and outcomes.

The development of an institutional approach to personal tutoring system sets the baseline expectation for support that students can expect from personal tutors in each school. The model implemented draws on best practices from across the university which have historically resulted in excellent academic support scores in the NSS. This has been facilitated by the roll out of MyAccount which allows for the assignment of tutors and the booking and tracking of meetings.

The B3 progression metric while varied across the institution presents a significant challenge in some subject areas. The Employability Service supports student employability by providing information relevant to students at different development points within courses. The importance of employability is introduced to students early in their studies and is a requirement of the undergraduate curriculum framework with employability skills embedded at level 4 and a work based learning or placement module included at level 5. Placement and employability opportunities range from direct professional placements and year-long sandwich placements to short placements and work experience within individual courses. Employability is further enhanced as many courses are employer informed which includes involving employers on course advisory boards, PRSB requirements or apprenticeship standards. The employability approach is being re-structured and re-benchmarked to ensure that we can meet our resourcing needs.

Academic skill development is support centrally by the Skills for Learning Team and the Learning Development team. The Skills for Learning team offers one-to-one or small group support for developing academic skills conducted via

drop in sessions on specific topic such as drug calculations or academic writing. The Learning Development team provides embedded course related sessions in collaboration with the module teams to deliver academic skills in the curriculum, alongside online resources such as the academic skills toolkit and consultancies with course teams. We will be able to use the new Personal Development Plan (and the results it provides on skills needs) to both check the unmet demand for skills support and to look at trends over time.

The library is available for all students with extensive opening hours and facilities for quiet and group study. Library inductions are offered to all new students and a range of online help resources are available to all. Each school is supported by a Library Liaison who ensures that approved library resources are available for the school and for setting up reading lists. The opening of the LSBU Hub should significantly improve student satisfaction and has so far been well received. However, LSBU spend on library resources has fallen over the last few years and there are now new approaches to benchmark ourselves using sector data.

Course monitoring, review and enhancement is used to assess the resourcing and performance of courses. Monitoring and reviews are conducted through the process of ongoing course scrutiny and course development planning. The course scrutiny approach is designed to provide ongoing monitoring to identify risks as they occur and is conducted by the central quality team. Courses performing below benchmarks are reported to the SASCs which monitor action plans to ensure identified resourcing or other issues are addressed. The SASC, reports to the QSC, which exercises operational oversight as appropriate.

Quality and standards reviews which are based on course performance are used to perform deep dives into a School's, course or partner's management

and maintenance of academic standards. It is designed to target those courses most at risk and recommends enhancements to be implemented to improve the performance of the course. The process draws on information sources that include student performance data, module evaluation questionnaires and external examiner reports. The outcome is a course enhancement / action plan that is subject to continuous monitoring by SASC. Quality and standards reviews teams include an external adviser to provide an external view.

Course development plans (CDP) are enhancement-oriented. CDPs evaluate the academic currency of provision, reviews student performance, considers course effectiveness in enabling students to achieve the intended learning outcomes, and examines how course teams take account of relevant external reference points. The CDP process is new and courses are meant to produce 3 year plans for enhancing the performance of courses. The implementation of the CDPs are monitored by the Schools' senior management teams.

Staff are expected to deliver teaching or professional services of the highest possible quality. To this end, staff development features as an integral part of appraisals which drive professional development activities. Academic staff are encouraged to gain a teaching qualification via external PGCHE programmes or the LSBU's Achieve Scheme. However, LSBU's percentage of staff with teaching qualifications has fallen over the last few years and now looks lower than similar benchmarked institutions. Plans are underway to increase the percentage of qualified staff through the use of the apprenticeship levy and also through proposals to build in development time during probation.

To ensure the continued development of staff teaching we have piloted learning walks and are developing a peer observation scheme designed to identify both good practice and development actions. This ongoing piece of

work should contribute to the planning of future staff development programmes. A comprehensive peer observation scheme provides a tremendous opportunity to support the development of staff.

Areas for enhancement

A critical enhancement required for the university's alignment with condition B2 is the need to improve the approach for explicitly assessing and assuring courses annually for delivery. Resourcing is formally assessed only for new and revalidated courses at the point of approval and validation, which risks resourcing not be appropriate at the point of delivery for each cohort of students. Following review at the QSC a proposal is being developed that increases the number of points at which physical, digital and staff resources are confirmed. The process will ensure that promised resources for new or revalidated courses are available prior to initially delivery and CDPs will incorporate an assessment of the ongoing appropriateness of resourcing for the delivery of the course.

Judgment

For B2, LSBU has in place mechanisms that provide students with access to a range of academic support services, a significant risk exists that our approaches do not yet fully take account of the resourcing and support needed for each cohort of students on an ongoing basis. In particular we need to ensure that ongoing decisions about staffing and resourcing are reviewed annually in terms of the impact on course delivery. Proposals are currently being developed.

Condition B3: Student outcomes

This condition sets out that LSBU must deliver positive outcomes for students on its courses. In the context of B3 this means that the outcome data for the followings indicators are at or above the relevant numerical thresholds:

- continuing in their studies;
- completing their studies;

- progressing into managerial or professional employment, or further study; and

- any other areas as determined by the OfS,

Overview

The B3 baselines are actively monitored at various levels across the institution with reports on institutional performance going to the Board of Governors, The University Executive, the Academic Board and its sub committees. These groups serve to monitor the performance against the thresholds at an institutional level ensuring that outcomes meet baseline standard set by the OfS, and that students regardless of their backgrounds succeed (Appendix 1 – OFS B3conditions).

Alongside the B3 metrics the University uses other key data sources such as the National Student Survey (NSS), the Longitudinal Education Outcomes (LEO) along with internal qualitative and quantitative data, including the mid semester module survey, awarding gaps, degree outcomes and external examiner reports to monitor performance across the portfolio. These data are reviewed by the Academic Board and its sub committees and in the Schools, and are used to guide the enhancement activities included in course development plans.

Assurance of the effectiveness is achieved primarily through the scrutiny of course performance at different points in the year. The course scrutiny process is initially undertaken centrally by TQE for all LSBU taught courses. It provides some insight into the quality and standards of the awards by identifying course that are below defined benchmarks. A report is produced in conjunction with the Associate Dean – Education and Student Experience for each school which enables Schools to address and monitor the agreed areas of identified risks. The course scrutiny actions which are reported and monitored through SASC take account of results from national and internal survey data.

• Awarding Gap – Appendix 2

> Summary

> -After improvements for some years, the Awarding Gap between White and Black students has deteriorated between 20/21 and 21/22 from 15.5 to 21.2 and is 6 percentage points higher (worse) than the OfS APP target for 21/22.

> -After improvements for some years, the Awarding Gap between White and Asian students has deteriorated between 20/21 and 21/22 from 6.4 to 9.5 but is 2.5 percentage points lower (better) than the OfS App target for 21/22.

• National Student Survey (NSS) – Appendix 3

> The percentage of students reporting that they are satisfied with the quality of their course ('Overall satisfaction') is 69.9% for NSS 2022, representing a year-on-year increase of c3.5% points since NSS 2021. However, even with this improvement, the 2022 result remains

significantly below the NSS benchmark (-5.3%). In addition, the score varies significantly by course.

LSBU has sustained positive year-on-year changes in % agree scores across eight of the nine NSS question areas. The highest year-on-year increase was for 'Learning resources' (+13.1% points) followed by 'Learning community' (+3.2% points) and 'Organisation and management' (+2.5% points). The only decrease in % agree occurred for 'Assessment and feedback', dropping by 1.2% points.

Areas for Enhancement

The focus of the B3 condition is on the monitoring of the data to ensure that good student outcomes are achieved. To achieve good student outcomes requires that conditions B1, B2, B4 and B5 are effectively implemented and should be verifiable in the B3 condition.

As such, there are no direct areas of enhancements proposed here, however the enhancements proposed under the other B conditions are intentionally and directly designed to improve the outcome of students and would consequently be reflected in the B3 metrics which would show positive improvement if effective.

Judgement

For B3, LSBU has in place appropriate mechanisms for the ongoing monitoring of student outcomes at institutional, school and course levels. As seen in the B3 data, significant risks exist in some subject areas where the university falls below the threshold for the metric which indicate more interventions are required to secure appropriate student outcomes for all students.

Condition B4: Assessment and awards

Condition B4 sets outs that the provider must ensure that:

a. students are assessed effectively;

b. each assessment is valid and reliable;

c. academic regulations are designed to ensure that relevant awards are credible;

d. subject to paragraph B4.3, in respect of each higher education course, academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course; and

e. relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.

Overview

Achieving good outcomes for students is central to our approach, and this ensures that we design effective, equitable, valid and reliable processes for assessments and awards. While our awards profile (grade inflation) shows year on year increases in the award of good honours up to 2021/22, we believe that this results from two separate processes. One is a long-term set of interventions around assessment enhancements designed to improve student outcomes. The second is the short-term impact of the covid pandemic, both the rapid shift to online assessment and the no detriment approach adopted during the pandemic and cyberattack.

Another key trend to note is the persistence, though not evenly spread, of the attainment gap between white and Black, Asian and minority ethnic students (BAME). While there had been some long-run improvement, the most recent

year of data shows a deterioration (worsening) of the gap. The following sections outlines our approach for assuring the credibility and reliability of our assessments and awards.

In meeting this condition the university's regulations provide the framework which ensures that credit and qualifications are awarded only when learning outcomes are successfully demonstrated through assessment. The regulations define the credit requirements for all courses regardless of levels. Derogation of the regulations is permitted to accommodate alignment with PSRBs or other bodies where additional and more stringent requirements are needed. Effective rules are in place to ensure that extenuating circumstances are handled consistently and without detriment to academic standards.

Course approval and validation procedures assess whether courses have appropriate learning outcomes and assessment strategies that are aligned with relevant external expectations, and these are documented in course specifications and module descriptors. For validation, course teams produce an assessment strategy that normally includes a range of assessment methods to build a more inclusive student experience. Assessment strategies are tested by validation panels for appropriateness.

Assessed work is moderated or double-marked internally, with external examining in place for all modules contributing to an award classification. External examining provides the university with assurance that academic standards meet threshold requirements. At Levels 5, 6 and 7, external examiners moderate the setting and the marking of assessments. This is also the case for Level S or Level 4 modules that contribute directly to an academic award. External examiners attend Examination Boards providing oversight that regulations have been appropriately applied and produce a report that

highlights areas of good practice and areas for enhancement. Marking criteria, which are available to students via the virtual learning environment, specify the expected level of achievement at each level. Starting in the next academic year all marking criteria will include a threshold statement of English language proficiency approved by the QSC. Training is provided for chairs and members of assessment boards, and these are governed by clear rules set out in the assessment and examination procedure.

All courses and research degree awards have external examiners (EEs). There are clear policies relating to the recruitment of EEs which are enforced and overseen by the QSC. Annually EEs are required to comment on the course and module's alignment with threshold academic standards and the University's own standards, and to identify any issues that might compromise that alignment. External examiners confirm that standards meet threshold requirements, and that courses remain current and in line with all relevant external expectations. External examiners reports are submitted and reviewed centrally. This ensures that any reports which identify problems with standards are escalated via the Deputy Vice Chancellor – Academic Framework for appropriate action. Course teams are required to respond to the EE's report specifying the steps to be taken to resolve any issues with standards identified or enhancements suggested. An integral part of the EEs report requires them to specify whether their previous report was responded to and whether appropriate action was taken by the course to resolve any issues raised. An annual summary of external examiner reports is received by the QSC and provides a quantitative and qualitative review of external examining at the university in particular highlighting the key issues and good practice from across the institution.

The process of external examining is a central component to ensuring sector comparability, maintaining course currency, and strengthening students' learning opportunities. The university operates a clearly defined system of subject and award and progression external examiners. External examiners receive written guidance in the form of an information pack, a dedicated web page, and local supplementation normally involving meetings with academic staff and students. The QSC retains responsibility for the external examining system and maintains central oversight of the system as a whole, and receives the annual external examining report. The external examiner report template requires comments on learning and enhancement opportunities and confirmation that issues raised in the previous report have been addressed. The School implements processes designed to ensure that actions are monitored and responses made, and central procedures are in place to oversee them.

Areas for enhancement

The key metrics for B4 are the percentage of good honours and the awarding gaps, which show the increasing number of good honours being awarded until 2021/22. After that, the share falls back marginally, and this partly reflects the mid-term impact of the covid response on student profiles, particularly the rapid move to online assessment, ie it should be noted that students completing in 2021/22 had at least two years affected (2019/20 and 2020/21) and that the marks from these will have impacted on their overall profile.

At the same time, it should be noted that the recent rise in the awarding gap demonstrates the need for further enhancement and monitoring of the B4 condition. Following are some of the ongoing and planned activities designed

to improve alignment with the B4 condition to assure the credibility and reliability of our assessments and awards.

Following a review of the alignment of the LSBU degree algorithm to the principles established by the sector for degree algorithm design the QSC instituted a review of the LSBU degree algorithm. The degree algorithm is the method used for calculating the final degree classification that is awarded to a student. It reflects how well a student performed. It is, therefore, fundamental to the awards profile of the university and can contribute to grade inflation. The aim of this work is to provide assurance that the algorithm is underpinned by the principles for effective degree algorithms adopted by the sector, and that it does not inadvertently advantage or disadvantage students. It will provide a clear rationale for the classification of the awards made.

Through the Academic Delivery Group (ADG) a strategic project is ongoing to produce guidance for designing effective assessment and feedback strategies aligned to requirement of the curriculum frameworks including key assessment activities but not limited to:

     a) marking turnaround time

     b) moderation

     c) feedback rubrics

     d) assessment briefs

     e) assessment criteria

This work is expected to have a direct impact on the consistency in assessment and feedback practices that is designed to lead to improved NSS scores for

assessment and feedback. It will also provide support for staff to move towards authentic assessments where appropriate and assure alignment with institutional practices for assessment and feedback.

Given the uneven nature of the awarding gaps as reflected in the data for individual schools it was agreed that the Associate Deans – Education and Student Experience would identify the underlying causes within the courses in their school. This approach acknowledges the likely relationships between the cohort of students, subject discipline, pedagogy and the awarding gaps. The aim is to design effective school based pedagogic interventions to eliminate awarding gaps that takes account of the subject and the specific cohorts of students within the school.

These interventions are happening alongside other initiatives designed to achieve the institutional commitment to decolonising the curriculum and eliminating the racial awarding gap. More work and time is needed to assess and evaluate the impact of the interventions being progressed in this area. It is increasingly important that any interventions in particular those that lead to an increase in awards or the classifications of awards is backed up with rigorous evidence and a clear rationale that shows that the improvements are a consequence of improved achievements of students. Systematic evaluation of interventions is required, the absence of which is likely to leave the institution unable to fully evidence the link between the interventions and improvements in student achievements.

Judgement
For B4, the university has in place a range of mechanisms designed to assure that awards and assessments are effective, equitable, valid and reliable. There remains a risk, as demonstrated in the data, that further innovation

maybe required to increase assurance particularly on awarding gaps. If reductions in gaps occur through general improvements in marks of previously disadvantaged students, it is possible that the overall grade profile will rise again.

Condition B5: Sector-recognised standards

Condition B5 requires the providers ensure that, in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the provider (whether or not the provider is the awarding body):

a. any standards set appropriately reflect any applicable sector-recognised standards; and

b. awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards.

Overview

The Academic Regulations and procedures are published and these outline the approach taken for maintaining academic standards. Central to the University's approach to the setting and maintenance of academic standards is the use of external and independent expertise at key stages in design, validation and delivery of all taught courses and research awards. This includes course validation and modification, the setting and grading of assessments, the operation of examination boards, and external examining. Where variations and / or exemptions are required for PSRBs, apprenticeships or other bodies these are approved at validation and recorded in the course specification, and these exemption must strengthen, and not relax, the university's regulations. The Academic Regulations Sub-group which reports to the QSC monitors the academic regulations and proposes changes as appropriate for ensuring that

the University's Frameworks for courses can be effectively implemented and that standards are protected by ensuring consistency with the national qualifications frameworks. The work of this group along with oversight from the QSC and the Academic Board ensure the effective implementation of regulations.

The University's curriculum frameworks and the academic regulations govern the award of academic credit and qualifications. These ensure that credit and qualifications are awarded only when clearly defined learning outcomes have been demonstrated through assessment. The regulations cover the assessment of the learning outcomes and the credit requirements for all courses at all levels. The implementation of the curriculum frameworks and regulations is overseen through the academic planning panel and validation panels that include external membership. These panels are responsible for ensuring that courses sit appropriately within the Framework for Higher Education Qualifications (FHEQ), have appropriate learning outcomes and they are required to benchmark proposals against all relevant internal and external reference points. Validation panels, where courses meet the expected thresholds, may recommend approval (with or without conditions) or rejection. The validation panel oversees and signs off any further work required of course teams which includes meeting any conditions set. Training for Panel chairs and members is available to ensure that they are appropriately prepared as members of the validation panel. The validation and approval process is well documented and available via the Connect intranet. In addition, by utilising internal data for the course scrutiny process and taking account of external examiner reports, enable the University to assure itself that academic standards continue to meet threshold requirements.

The University maintains a repository of courses and modules in the form of course specification and module descriptors. The university has a 5 year life cycle for validations and via the SASC, validation and approval panels and external examiners reports ensures their currency and fitness for purpose. Course specifications are based on a standard template to ensure that they contain the information necessary for external reporting and recording on the student record system, and meet the needs of applicants and students. The repositories form a definitive record for courses and there are clear procedures in place for modifying and updating course specifications and module descriptors. The TQE manage the process and act as a point of contact for guidance and advice.

Areas for enhancement

The university's academic regulations are reviewed annually and updated as appropriate. The updated regulations are approved through the QSC and the academic board and published on the university website. These annual reviews and updates ensure that the principles outlined in B5 are met.

To improve alignment with B5 the university can improve its communication of changes to the regulations whenever there are updated. The communication must include all stakeholders who utilise the regulations, including External Examiners.

Additionally, plans are being developed so that new staff should be introduced to the university regulations during their induction / probation period as appropriate to their role.

Judgement

For B5, the university has in place appropriate processes for the setting and maintaining of the sector recognised standards, which includes externality as the norm within the sector.

LSBU Overall

Mode of study	OfS Measure	Level of study	Indicator %	Threshold Value	Year1	Year2	Year3	Year4	Year1	Year2	Year3	Year4	Under 21	21 to 25	26 to 30	Over 30	Known	No known	Asian	Black	Mixed	Other	White	Female	Male	Non-UK	UK	Q1-2	Q3-5
			Indicators		**Indicator by year (%)**				**Indicator population by year**				**Age**				**Disability**		**Ethnicity**					**Sex**		**Domicile**		**IMD**	
Full-time	Continuation	Other undergraduate	75.2%	75%	70.7%	71.6%	88.9%	81.8%	198	134	72	55	76.9%	70.7%	60.0%	81.8%	75.0%	75.2%	79.8%	77.8%	55.6%	67.9%	74.2%	76.7%	73.8%	73.3%	75.2%	74.4%	76.7%
		First degree	88.4%	80%	88.3%	87.2%	86.5%	91.0%	3,033	2,803	3,324	4,059	89.1%	84.9%	88.9%	90.4%	88.5%	88.4%	89.5%	86.9%	86.1%	88.7%	90.1%	89.9%	86.4%	91.2%	88.1%	87.2%	89.4%
		Undergraduate with postgraduate components	92.2%	85%	80.0%	100.0%	92.6%	93.0%	10	10	27	43	93.3%	100.0%	100.0%	75.0%	100.0%	91.5%	92.0%	89.5%	100.0%	66.7%	96.9%	96.9%	88.5%	88.9%	92.6%	93.0%	92.1%
		PGCE	96.5%	85%	97.6%	96.2%	96.7%	95.1%	84	53	61	61		94.5%	98.7%	98.2%	97.5%	96.3%	97.3%	100.0%	100.0%	83.3%	94.7%	96.7%	95.7%	90.0%	96.8%	97.7%	95.8%
		Postgraduate taught masters	89.6%	80%	87.8%	88.5%	89.9%	90.9%	850	611	625	855	100.0%	93.4%	91.6%	81.8%	81.1%	90.7%	93.6%	82.8%	82.0%	90.8%	94.2%	90.8%	88.4%	95.8%	84.5%	82.8%	86.9%
		Other postgraduate	91.9%	80%	90.5%	90.7%	90.9%	96.0%	252	300	287	251		91.9%	92.1%	91.9%	86.8%	93.2%	87.0%	93.1%	89.7%	100.0%	92.5%	91.5%	93.6%	92.4%	91.9%	93.0%	90.6%
		Postgraduate research	92.7%	90%	94.0%	94.1%	86.8%	100.0%	50	34	53	28		95.2%	91.8%	91.9%	84.6%	93.4%	95.7%	92.9%	100.0%	100.0%	91.3%	93.0%	92.5%	94.6%	90.4%	88.4%	93.3%
	Completion	Other undergraduate	70.8%	65%	70.4%	63.9%	79.8%	72.3%	250	277	193	184	72.3%	64.3%	73.2%	72.4%	72.3%	70.5%	70.9%	66.3%	58.8%	74.4%	77.0%	79.0%	64.0%	79.4%	70.5%	70.0%	71.2%
		First degree	83.6%	75%	81.0%	83.5%	85.3%	85.0%	3,077	3,162	2,970	2,928	84.5%	77.8%	85.0%	87.3%	84.0%	83.6%	84.7%	80.9%	78.2%	83.9%	86.1%	88.1%	77.5%	87.2%	83.2%	81.5%	85.5%
		Undergraduate with postgraduate components	88.2%	85%		100.0%	100.0%	77.8%		1	7	9	90.0%	100.0%	100.0%	66.7%	100.0%	85.7%	83.3%	83.3%		100.0%	100.0%	100.0%	84.6%	100.0%	84.6%	80.0%	100.0%
		PGCE	93.7%	85%	91.9%	97.1%	92.5%	97.6%	173	35	106	83		94.2%	96.6%	88.0%	86.0%	94.3%	96.2%	96.0%	89.7%	100.0%	92.8%	96.2%	87.3%	100.0%	93.6%	93.4%	93.7%
		Postgraduate taught masters	87.7%	80%	89.9%	85.6%	92.0%	84.8%	615	812	636	829	90.3%	90.8%	86.3%	84.2%	87.0%	87.8%	85.3%	83.2%	91.2%	85.2%	93.0%	90.7%	85.0%	88.2%	87.2%	84.9%	90.4%
		Other postgraduate	88.6%	80%	90.4%	86.9%	86.5%	89.8%	251	153	223	244	100.0%	85.2%	91.3%	90.2%	82.6%	89.9%	92.0%	86.8%	91.1%	100.0%	88.6%	89.6%	85.4%	81.5%	89.2%	91.1%	87.1%
		Postgraduate research	78.2%	75%	78.9%	84.6%	77.6%	77.1%	19	13	67	48		86.1%	75.5%	75.8%	71.4%	78.6%	75.0%	76.0%	75.0%	50.0%	81.1%	83.6%	74.4%	81.3%	75.0%	83.9%	68.3%
	Progression	Other undergraduate	52.1%	45%	42.2%	62.1%	56.1%		46	29	41		48.0%	35.3%	100.0%	62.4%	66.9%	49.2%	65.4%	51.9%	33.3%	41.7%	50.7%	51.0%	52.9%		52.1%	55.6%	45.6%
		First degree	68.8%	60%	70.8%	67.6%	67.8%		1,209	1,179	1,054		64.4%	67.4%	79.2%	74.7%	70.2%	68.4%	57.8%	70.1%	68.8%	63.3%	74.5%	70.7%	65.4%		68.8%	66.9%	71.3%
		Undergraduate with postgraduate components	63.2%	80%	100.0%	37.5%	75.0%		3	8	8		80.0%	60.0%		55.6%	66.7%	62.5%	40.0%	70.0%			100.0%	100.0%	56.3%		63.2%	58.3%	71.4%
		PGCE	94.3%	85%	96.4%	99.2%	87.5%		30	31	32			91.3%	96.8%	95.8%	85.7%	96.8%	99.0%	86.3%	100.0%	100.0%	97.0%	93.1%	99.5%		94.3%	91.0%	97.4%
		Postgraduate taught masters	77.3%	70%	81.9%	76.1%	73.3%		213	192	194		100.0%	82.0%	77.0%	73.9%	83.0%	75.9%	79.3%	72.4%	81.5%	70.0%	83.7%	76.8%	77.8%		77.3%	73.6%	82.2%
		Other postgraduate	93.7%	85%	93.2%	93.7%	94.5%		118	153	100			94.1%	93.8%	93.5%	92.9%	93.9%	90.0%	93.9%	92.3%	100.0%	93.7%	93.3%	95.1%		93.7%	94.0%	93.4%
		Postgraduate research	95.7%	85%	100.0%	100.0%	91.7%		4	7	12			100.0%	100.0%	92.3%	100.0%	95.0%	75.0%	100.0%	100.0%		100.0%	91.7%	100.0%		95.7%	85.7%	100.0%
Part-time	Continuation	Other undergraduate	87.4%	55%	86.9%	84.4%	89.7%	94.3%	259	378	213	122	89.1%	87.3%	89.3%	85.2%	84.8%	87.7%	90.6%	75.0%	76.5%	84.2%	90.3%	89.8%	86.2%	88.9%	87.4%	84.3%	89.6%
		First degree	83.3%	60%	81.3%	88.3%	77.6%	85.8%	336	274	219	204	85.3%	84.6%	83.9%	79.9%	79.5%	83.7%	83.8%	72.8%	73.9%	68.8%	86.5%	83.2%	83.3%	89.5%	83.1%	79.4%	85.4%
		Undergraduate with postgraduate components	71.4%	60%	100.0%		33.3%		4		3			100.0%	50.0%		100.0%	66.7%	100.0%				66.7%	100.0%	33.3%		71.4%	100.0%	60.0%
		PGCE	100.0%	75%			100.0%				1				100.0%			100.0%		100.0%			100.0%		100.0%		100.0%		100.0%
		Postgraduate taught masters	86.9%	65%	88.5%	87.0%	86.9%	83.8%	486	431	337	277	100.0%	91.7%	86.7%	83.8%	79.6%	88.1%	88.7%	78.8%	83.9%	80.0%	89.7%	86.9%	86.8%	88.5%	86.8%	81.8%	90.8%
		Other postgraduate	81.0%	65%	70.9%	80.4%	87.7%	84.3%	398	419	470	433	100.0%	71.3%	79.4%	83.1%	69.8%	82.2%	84.1%	69.9%	82.0%	65.9%	84.7%	84.6%	74.3%	82.8%	80.9%	77.2%	83.7%
		Postgraduate research	69.9%	70%	85.7%	66.7%	63.3%	68.6%	21	27	30	35		60.0%	46.2%	73.7%	77.8%	69.2%	40.0%	70.0%	60.0%	62.5%	73.9%	72.1%	67.3%	77.8%	69.2%	65.9%	71.4%
	Completion	Other undergraduate	71.5%	55%	74.9%	67.2%	62.9%	81.3%	387	299	315	272	74.9%	69.7%	65.9%	74.1%	80.4%	70.6%	66.2%	67.0%	56.5%	54.5%	75.6%	72.6%	70.8%	70.0%	71.5%	67.0%	75.2%
		First degree	81.9%	40%	77.1%	86.2%	81.4%	85.0%	350	210	253	274	82.9%	81.3%	82.7%	81.5%	76.5%	82.4%	68.5%	78.7%	76.2%	66.7%	85.9%	83.7%	81.0%	50.0%	82.7%	78.6%	85.4%
		PGCE	100.0%	75%	100.0%				10					100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
		Postgraduate taught masters	81.7%	65%	77.4%	82.0%	83.9%	85.3%	725	521	496	504	100.0%	91.5%	83.5%	77.9%	79.4%	81.9%	75.6%	77.7%	81.1%	73.7%	84.4%	82.9%	80.2%	59.1%	82.8%	82.6%	83.9%
		Other postgraduate	62.5%	60%	59.5%	62.8%	61.7%	67.2%	467	358	412	351	33.3%	44.7%	64.8%	63.9%	64.5%	62.4%	52.4%	52.9%	60.0%	58.6%	67.7%	63.0%	61.5%	64.7%	62.5%	58.0%	65.8%
		Postgraduate research	60.4%	60%	66.7%	53.6%	63.3%	57.7%	27	28	30	26		80.0%	60.0%	59.3%	25.0%	61.7%	41.7%	63.6%	100.0%	80.0%	58.2%	66.1%	54.5%	44.0%	65.1%	73.3%	63.0%
	Progression	Other undergraduate	91.7%	65%	90.3%	91.9%	93.3%		95	149	77		95.8%	92.2%	93.2%	87.7%	92.5%	91.6%	96.3%	90.8%	83.3%	80.0%	92.5%	89.8%	92.7%		91.7%	88.6%	94.0%
		First degree	92.0%	75%	94.0%	89.6%	91.8%		189	147	111		96.0%	93.3%	94.7%	87.9%	91.1%	92.2%	87.6%	82.7%	94.6%	66.7%	94.7%	91.9%	92.1%		92.0%	88.9%	93.8%
		Undergraduate with postgraduate components	100.0%	85%	100.0%	100.0%			7	1				100.0%	100.0%	100.0%		100.0%	100.0%				100.0%	100.0%			100.0%	100.0%	100.0%
		Postgraduate taught masters	91.0%	85%	88.5%	91.2%	93.9%		202	186	167			92.8%	97.1%	88.2%	84.4%	92.0%	90.2%	81.7%	94.2%	93.5%	94.5%	91.9%	90.1%		91.0%	87.4%	94.0%
		Other postgraduate	95.8%	85%	94.2%	97.7%	96.5%		289	182	150			92.5%	95.6%	96.1%	93.8%	96.0%	97.3%	91.3%	100.0%	87.5%	96.7%	96.5%	93.7%		95.8%	94.6%	96.6%
		Postgraduate research	100.0%	85%	100.0%	100.0%	100.0%		12	9	9			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
Apprenticeship	Continuation	Total undergraduate (Apprenticeship)	89.4%	70%	89.3%	91.7%	86.5%	91.7%	103	192	599	568	93.1%	89.9%	86.7%	84.0%	85.8%	89.8%	92.5%	81.2%	82.4%	95.8%	92.0%	85.1%	92.5%	70.0%	89.5%	85.9%	91.8%
		Total postgraduate (Apprenticeship)	95.2%	80%			86.7%	96.3%			15	109		98.4%	90.0%	92.7%	100.0%	94.5%	100.0%	88.9%	100.0%	100.0%	92.9%	94.0%	96.5%	50.0%	95.9%	97.0%	95.5%
	Completion	Total undergraduate (Apprenticeship)	83.0%	55%			83.0%					100	90.9%	93.8%	66.7%	76.2%	66.7%	84.6%	69.2%	71.4%	50.0%		94.5%	75.0%	90.4%	25.0%	85.4%	83.0%	87.8%
	Progression	Total undergraduate (Apprenticeship)	87.4%	75%	100.0%	69.4%	97.0%		1	38	70		99.6%	100.0%	81.8%	78.4%	90.6%	86.9%	65.8%	85.2%	100.0%		91.2%	84.8%	90.0%		87.4%	81.3%	92.9%
		Total postgraduate (Apprenticeship)	100.0%	80%			100.0%				1			100.0%			100.0%		100.0%				100.0%		100.0%		100.0%		100.0%

Racialised attainment gaps: Full-time and apprenticeship, first degree students - by School and Division (2016/17 to 2021/22)

Please use the filters to the right to select the attainment gap type and LSBU School of interest. This will display:

• **Attainment gap (% points)** in columns D to I, with column J showing the trend over this time period (red bars = lower attainment rates than White students).
• **Good honours population** in columns M to R. These numbers are the total number of students of each ethnicity that achieved a good honours degree. Cells coloured in yellow are where this figure is at or below 5 students - particularly in these instances, caution should be taken when assessing the year-on-year changes in attainment gap as they are sensitive to the low numbers on which they are based.

Attainment gap type

White-Asian	White-Black	White-BME

School

ACH	ACI	APS	BEA	BUS
ENG	LSBU	LSS	N&M	

Gap type	School	Division	Attainment gap (% points)							Good honours population					
			16/17	17/18	18/19	19/20	20/21	21/22	Trend	Ethnicity	16/17	17/18	18/19	19/20	20/21	21/22
White-Black	ACH	Occupational Therapy	2.1	50.0	66.7	72.3	20.8	63.3		Black	6	6	1	5	13	6
White-Black	ACH	Physio Sports Rehab & Chiro				100.0	-7.1	34.1		Black				4	6	5
White-Black	ACH	Radiography & ODP	-0.7	22.6	-5.2	36.3	42.9	15.2		Black	17	29	33	34	35	33
White-Black	ACH	Social Work & Comm. Public Health	0.0	10.0	0.0	-8.3	0.0	5.3		Black	18	10	15	16	15	19
White-Black	**ACH**	**School Overall**	**-5.1**	**21.3**	**-11.6**	**34.7**	**21.8**	**19.3**		**Black**	**41**	**45**	**49**	**59**	**69**	**63**
White-Black	APS	Food Sciences	75.0	32.7	16.7	-25.0				Black	4	5	6	1		
White-Black	APS	Human Sciences	13.2	41.4	25.0	9.3	22.8	0.7		Black	23	21	22	16	18	16
White-Black	APS	Psychology	20.7	49.1	33.7	55.1	21.1	32.1		Black	21	10	9	11	19	15
White-Black	**APS**	**School Overall**	**25.0**	**46.1**	**25.9**	**27.2**	**22.2**	**16.1**		**Black**	**48**	**36**	**37**	**28**	**37**	**31**
White-Black	ACI	Arts & Performance	26.2	18.5	69.0	16.0	20.0	0.0		Black	6	4	7	9	5	4
White-Black	ACI	Creative Industries			43.3					Black			2			
White-Black	ACI	Creative Technologies	26.4	1.5	47.3	0.8	15.8	12.8		Black	9	8	14	11	11	14
White-Black	ACI	Film & Media	0.8	-10.6	32.5	8.7	41.2	13.9		Black	9	6	7	10	7	4
White-Black	**ACI**	**School Overall**	**16.7**	**3.7**	**50.6**	**7.8**	**25.0**	**11.3**		**Black**	**24**	**18**	**30**	**30**	**23**	**22**
White-Black	BEA	Architecture	41.7	5.6	66.7		58.3	83.3		Black	3	2	2		1	2
White-Black	BEA	Civil & Building Services Eng.	33.5	18.3	17.8	22.2	29.7	24.8		Black	23	17	13	18	14	11
White-Black	BEA	Construction, Property & Surv.	12.5	-7.1	0.0	20.0	8.9	8.8		Black	16	15	9	18	9	20
White-Black	**BEA**	**School Overall**	**24.3**	**-1.1**	**12.3**	**15.8**	**22.5**	**17.7**		**Black**	**42**	**34**	**24**	**36**	**24**	**33**
White-Black	BUS	Finance Economics Accoun. and Analy.	11.6	5.3	10.7	-9.1	-3.9	13.6		Black	37	32	18	33	36	24
White-Black	BUS	Innovation Leadership Strat. and Man.	14.2	23.3	14.3	6.2	15.0	15.4		Black	27	36	28	46	60	39
White-Black	BUS	Marketing Tourism Events and Hospitality	44.7	58.9	52.5	28.8	11.1	15.7		Black	17	7	22	25	27	25
White-Black	**BUS**	**School Overall**	**18.5**	**22.3**	**25.9**	**8.4**	**8.4**	**13.9**		**Black**	**81**	**75**	**68**	**104**	**123**	**88**
White-Black	ENG	Chemical & Petroleum Engineering	9.5	10.6	4.5	30.8	-25.0	9.1		Black	21	22	22	13	12	11
White-Black	ENG	Computer Science & Informatics	46.2	31.4	83.3	4.6	34.4	13.2		Black	13	15	12	16	9	7
White-Black	ENG	Electrical & Electronic Engineering	10.4	40.0	-27.8	7.7	6.7	40.0		Black	14	10	18	13	15	15
White-Black	ENG	Mechanical Engineering & Design	-4.2	13.0	50.7	10.7	24.0	6.7		Black	6	12	8	7	21	10
White-Black	**ENG**	**School Overall**	**14.1**	**23.8**	**22.8**	**13.7**	**15.2**	**15.1**		**Black**	**54**	**59**	**60**	**49**	**57**	**43**
White-Black	LSS	Education	52.4	32.6	40.9	36.7	30.1	46.5		Black	21	25	34	30	22	19
White-Black	LSS	Law	12.5	20.0	5.5	15.8	7.4	7.6		Black	23	20	11	16	27	16
White-Black	LSS	Social Sciences	8.5	11.7	2.4	34.0	37.8	38.7		Black	18	30	12	16	13	17
White-Black	LSS	UELS	55.6	10.0	-50.0	-20.8	-50.0	0.0		Black	9	10	8	11	5	2
White-Black	**LSS**	**School Overall**	**26.2**	**21.4**	**27.2**	**22.4**	**18.4**	**33.1**		**Black**	**71**	**85**	**65**	**73**	**67**	**54**
White-Black	N&M	Adult Nursing	9.6	0.6	5.3	-20.0	6.4	10.0		Black	79	79	75	67	116	150
White-Black	N&M	Children's Nursing	32.9	31.3	8.4	4.4	22.2	-2.4		Black	33	26	27	34	31	27
White-Black	N&M	Mental Health & Learning Disability	33.7	8.1	23.7	12.3	26.7	44.0		Black	62	49	72	47	45	87
White-Black	N&M	Midwifery	40.0	13.6	32.1	2.4	27.3	2.0		Black	22	11	7	12	11	9
White-Black	**N&M**	**School Overall**	**23.3**	**7.7**	**14.8**	**2.1**	**8.9**	**15.0**		**Black**	**196**	**165**	**181**	**160**	**203**	**273**
White-Black	**LSBU**	**LSBU Overall**	**21.0**	**16.3**	**20.2**	**17.4**	**16.4**	**23.4**		**Black**	**557**	**517**	**514**	**539**	**603**	**607**
White-Asian	ACH	Occupational Therapy	18.8	66.7	66.7	-7.7	23.3	-20.0		Asian	2	1	2	4	3	3
White-Asian	ACH	Physio Sports Rehab & Chiro				25.0	-7.1	1.8		Asian				4	2	13
White-Asian	ACH	Radiography & ODP	30.4	13.1	5.2	25.3	23.8	-2.9		Asian	21	16	28	31	21	23
White-Asian	ACH	Social Work & Community Public Health	50.0	0.0		-8.3	0.0	0.0		Asian	4	1	0	4	2	3
White-Asian	**ACH**	**School Overall**	**29.6**	**13.5**	**7.5**	**23.2**	**15.7**	**0.3**		**Asian**	**27**	**18**	**30**	**43**	**28**	**42**
White-Asian	APS	Food Sciences	50.0	22.7	20.0	-25.0	33.3			Asian	2	4	5	3	3	0
White-Asian	APS	Human Sciences	16.7	-1.4	-8.3	1.8	6.6	18.2		Asian	30	24	30	20	22	20
White-Asian	APS	Psychology	17.9	8.2	36.5	24.8	-2.3	26.6		Asian	17	24	12	9	16	17
White-Asian	**APS**	**School Overall**	**26.0**	**6.6**	**7.7**	**8.9**	**3.6**	**22.2**		**Asian**	**49**	**52**	**47**	**32**	**41**	**37**
White-Asian	ACI	Arts & Performance	42.9	24.2	64.3	-6.3	0.0			Asian	12	13	3	5	2	
White-Asian	ACI	Creative Industries		-10.0	-6.7					Asian		1	1			
White-Asian	ACI	Creative Technologies	-6.9	-23.5	20.3	11.2	-11.4	-8.6		Asian	3	2	9	7	11	11
White-Asian	ACI	Film & Media	18.6	6.1	-10.3	38.7	-1.6	17.5		Asian	10	6	6	6	2	7
White-Asian	**ACI**	**School Overall**	**27.5**	**8.7**	**18.9**	**15.5**	**-5.5**	**4.2**		**Asian**	**25**	**22**	**19**	**18**	**15**	**18**

Group	School	Subject	V1	V2	V3	V4	V5	V6		Group	N1	N2	N3	N4	N5	N6
White-Asian	BEA	Architecture	8.3	55.6	66.7	17.1		50.0		Asian	3	1	3	5	0	3
White-Asian	BEA	Civil & Building Services Engineering	8.8	8.9	23.3	16.7	17.0	13.3		Asian	13	10	7	12	13	19
White-Asian	BEA	Construction, Property & Surveying	12.5	9.5	-11.1	37.8	12.1	4.6		Asian	8	6	6	10	7	52
White-Asian	**BEA**	**School Overall**	**8.9**	**4.8**	**18.5**	**26.9**	**13.3**	**7.3**		**Asian**	**24**	**17**	**16**	**27**	**20**	**74**
White-Asian	BUS	Finance Economics Accounting and Analytics	-3.8	18.0	9.5	-17.0	0.7	2.2		Asian	48	60	57	49	95	57
White-Asian	BUS	Innovation Leadership Strategy and Man.	39.2	-11.3	22.1	26.9	27.9	17.4		Asian	22	13	11	26	29	23
White-Asian	BUS	Marketing Tourism Events and Hospitality	55.0	27.5	22.2	5.8	-0.5	21.7		Asian	16	10	12	4	7	10
White-Asian	**BUS**	**School Overall**	**16.6**	**12.7**	**12.7**	**3.2**	**4.2**	**6.8**		**Asian**	**86**	**83**	**80**	**79**	**131**	**90**
White-Asian	ENG	Chemical & Petroleum Engineering	14.3	-16.7	12.5	10.0	-31.8	12.5		Asian	14	24	8	10	11	8
White-Asian	ENG	Computer Science & Informatics	37.5	16.9	35.4	-7.9	17.3	-1.1		Asian	16	11	16	16	11	21
White-Asian	ENG	Electrical & Electronic Engineering	15.2	14.3	-33.3	14.3	0.0	12.5		Asian	9	7	6	7	7	8
White-Asian	ENG	Mechanical Engineering & Design	39.2	24.1	14.7	20.0	2.6	8.9		Asian	5	18	34	17	25	18
White-Asian	**ENG**	**School Overall**	**20.8**	**6.6**	**15.9**	**9.2**	**3.7**	**5.8**		**Asian**	**44**	**60**	**64**	**50**	**54**	**55**
White-Asian	LSS	Education	34.8	32.4	22.0	25.0	12.4	14.9		Asian	13	23	27	24	18	19
White-Asian	LSS	Law	39.7	0.0	26.9	6.8	0.4	22.0		Asian	15	25	23	35	26	52
White-Asian	LSS	Social Sciences	-1.3	10.3	28.6	28.4	10.7	22.1		Asian	24	17	21	18	21	11
White-Asian	LSS	UELS				-57.1	0.0	16.7		Asian				3	6	6
White-Asian	**LSS**	**School Overall**	**22.0**	**11.8**	**23.8**	**12.7**	**8.2**	**18.9**		**Asian**	**52**	**65**	**71**	**80**	**71**	**88**
White-Asian	N&M	Adult Nursing	-1.6	-9.4	-5.4	-12.2	7.9	1.0		Asian	26	26	20	22	18	17
White-Asian	N&M	Children's Nursing	-4.4	11.6	7.7	10.3	-0.8	-7.1		Asian	13	15	16	12	14	21
White-Asian	N&M	Mental Health & Learning Disability	31.3	-7.6	-1.3	40.0	0.0	8.3		Asian	4	6	3	2	1	3
White-Asian	N&M	Midwifery		36.4		-14.3	0.0	-9.1		Asian		2		1	2	3
White-Asian	**N&M**	**School Overall**	**-2.6**	**-2.2**	**1.3**	**-0.9**	**4.7**	**-2.6**		**Asian**	**43**	**49**	**39**	**37**	**35**	**44**
White-Asian	**LSBU**	**LSBU Overall**	**16.7**	**5.6**	**11.0**	**11.2**	**7.0**	**8.8**		**Asian**	**350**	**366**	**366**	**366**	**395**	**448**
White-BME	ACH	Occupational Therapy	2.1	33.3	46.7	32.3	15.0	30.0		BME	9	9	5	10	20	10
White-BME	ACH	Physio Sports Rehab & Chiro				50.0	-7.1	13.2		BME				10	8	21
White-BME	ACH	Radiography & ODP	14.3	16.9	-2.1	31.9	34.8	2.9		BME	41	52	66	70	66	69
White-BME	ACH	Social Work & Community Public Health	8.7	7.7	0.0	-8.3	0.0	4.2		BME	23	13	17	24	22	24
White-BME	**ACH**	**School Overall**	**7.1**	**15.4**	**-5.4**	**28.3**	**18.4**	**9.5**		**BME**	**73**	**74**	**88**	**114**	**116**	**124**
White-BME	APS	Food Sciences	50.0	27.3	25.0	-25.0	20.0	-9.1		BME	8	11	12	4	5	2
White-BME	APS	Human Sciences	12.2	17.7	14.1	9.9	13.3	14.3		BME	63	61	69	42	51	46
White-BME	APS	Psychology	21.8	19.5	31.5	41.4	11.6	22.6		BME	51	42	30	30	52	43
White-BME	**APS**	**School Overall**	**23.4**	**22.1**	**21.4**	**21.6**	**12.2**	**17.9**		**BME**	**122**	**114**	**111**	**76**	**108**	**91**
White-BME	ACI	Arts & Performance	32.0	17.3	44.7	13.8	7.7	0.0		BME	23	21	17	20	13	8
White-BME	ACI	Creative Industries	25.0	-10.0	18.3					BME	4	2	4	0		
White-BME	ACI	Creative Technologies	13.1	2.8	20.6	2.7	6.8	1.1		BME	15	19	38	30	33	41
White-BME	ACI	Film & Media	11.9	3.2	19.1	16.0	17.1	13.9		BME	24	23	17	22	16	20
White-BME	**ACI**	**School Overall**	**19.3**	**7.6**	**28.1**	**10.0**	**10.7**	**6.1**		**BME**	**66**	**65**	**76**	**72**	**62**	**69**
White-BME	BEA	Architecture	19.4	-4.4	55.6	34.9	25.0	38.9		BME	9	5	9	9	3	9
White-BME	BEA	Civil & Building Services Engineering	23.8	21.2	18.7	17.9	20.1	15.9		BME	42	34	25	39	42	38
White-BME	BEA	Construction, Property & Surveying	13.3	1.2	-5.6	31.2	6.1	6.0		BME	31	24	18	33	24	83
White-BME	**BEA**	**School Overall**	**18.0**	**5.1**	**16.1**	**24.4**	**15.1**	**10.3**		**BME**	**82**	**63**	**52**	**81**	**69**	**130**
White-BME	BUS	Finance Economics Accounting and Analytics	5.0	11.7	10.8	-14.2	-0.9	8.7		BME	100	100	85	89	155	94
White-BME	BUS	Innovation Leadership Strategy and Man.	24.3	12.0	17.4	10.9	17.9	16.2		BME	58	62	41	84	104	74
White-BME	BUS	Marketing Tourism Events and Hospitality	51.1	44.0	31.7	28.1	10.2	19.2		BME	38	23	42	38	48	40
White-BME	**BUS**	**School Overall**	**18.3**	**16.9**	**17.5**	**6.0**	**5.9**	**12.0**		**BME**	**196**	**185**	**168**	**211**	**307**	**208**
White-BME	ENG	Chemical & Petroleum Engineering	17.1	1.6	12.8	25.0	-18.8	12.5		BME	51	71	39	32	32	24
White-BME	ENG	Computer Science & Informatics	42.4	21.4	53.0	-3.1	20.4	5.8		BME	33	32	31	34	23	33
White-BME	ENG	Electrical & Electronic Engineering	6.0	29.4	-25.0	16.0	3.4	24.1		BME	29	17	28	25	29	29
White-BME	ENG	Mechanical Engineering & Design	5.8	20.6	23.5	15.3	11.0	5.1		BME	15	37	51	37	54	38
White-BME	**ENG**	**School Overall**	**16.5**	**15.6**	**20.7**	**12.3**	**9.9**	**8.8**		**BME**	**128**	**157**	**149**	**128**	**138**	**124**
White-BME	LSS	Education	38.5	24.3	28.4	32.8	24.6	33.3		BME	40	58	76	64	50	42
White-BME	LSS	Law	22.4	8.0	18.4	10.5	6.1	20.7		BME	50	50	41	59	64	90
White-BME	LSS	Social Sciences	-0.6	14.2	21.6	26.9	22.1	28.6		BME	57	51	39	42	46	42
White-BME	LSS	UELS	55.6	10.0	-50.0	-21.8	-26.9	11.1		BME	9	10	8	17	13	9
White-BME	**LSS**	**School Overall**	**20.1**	**15.2**	**23.8**	**17.8**	**14.8**	**24.9**		**BME**	**156**	**169**	**164**	**182**	**173**	**183**
White-BME	N&M	Adult Nursing	6.8	-4.1	5.7	-18.8	6.8	8.9		BME	110	123	103	93	147	176
White-BME	N&M	Children's Nursing	25.0	23.0	14.8	3.5	12.6	-4.1		BME	56	51	57	51	50	57
White-BME	N&M	Mental Health & Learning Disability	32.6	7.3	20.4	12.0	25.0	40.6		BME	72	56	80	50	48	93

White-BME	N&M	Midwifery	38.6	13.0	29.3	3.4	20.0	-0.8		BME	25	15	10	17	15	12
White-BME	**N&M**	**School Overall**	**19.7**	**4.0**	**14.2**	**0.0**	**7.6**	**11.7**		**BME**	**263**	**245**	**250**	**211**	**260**	**338**
White-BME	**LSBU**	**LSBU Overall**	**18.5**	**11.0**	**16.6**	**14.7**	**12.3**	**16.3**		**BME**	**1086**	**1072**	**1058**	**1075**	**1233**	**1267**

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Appendix 7: NSS 2022 results

LSBU overall

The percentage of students reporting that they are satisfied with the quality of their course ('Overall satisfaction') is 69.9% for NSS 2022, representing a year-on-year increase of c3.5% points since NSS 2021 (Table W). However, even with this improvement, the 2022 result remains significantly below the NSS benchmark (-5.3%).

LSBU has sustained positive year-on-year changes in % agree scores across eight of the nine NSS question areas (Table W). The highest year-on-year increase was for 'Learning resources' (+13.1% points) followed by 'Learning community' (+3.2% points) and 'Organisation and management' (+2.5% points). The only decrease in % agree occurred for 'Assessment and feedback', dropping by 1.2% points.

In addition to 'Overall satisfaction', LSBU's % agree scores are significantly under NSS benchmarks in three NSS question areas: 'Learning resources' (-10.7% points); 'The teaching on my course' (-3.2% points); and 'Organisation and management' (-3.0% points). Although these are significant negative results, it should be noted that the gap between LSBU and NSS benchmarks has reduced from 2021 to 2022 in all question areas other than 'Assessment and feedback'. In addition, the differences from benchmark for 'Learning opportunities' and 'Academic support' have reduced such that they are no longer statistically significant (Table W).

Table W: LSBU's performance relative to NSS benchmarks across all NSS question areas, 2019 to 2022. The columns headed 'LSBU vs. NSS Benchmarks' show the difference between LSBU's results and benchmarks, within which red colouring highlights statistically significant negative differences. In addition, Year-on-Year (YoY) changes from NSS 2021 to NSS 2022 are shown, with green and orange colouring showing changes that are positive and negative respectively

NSS Question Area	LSBU (% agree)						NSS Benchmarks (% agree)				LSBU vs. NSS Benchmarks				
	2019	2020	2021	2022	Trend	YoY: '21-'22	2019	2020	2021	2022	2019	2020	2021	2022	Trend
Overall satisfaction	81.8	79.5	66.3	69.9		3.5	82.1	81.2	74.3	75.2	-0.3	-1.6	-8.0	-5.3	
The teaching on my course	82.8	80.0	72.9	75.3		2.4	83.5	83.0	78.8	78.5	-0.6	-3.0	-5.9	-3.2	
Learning opportunities	84.2	82.2	76.5	77.4		0.9	83.7	83.4	79.7	79.7	0.5	-1.2	-3.3	-2.3	
Assessment and feedback	74.5	71.4	67.6	66.5		-1.2	73.5	73.0	69.6	68.8	1.0	-1.6	-2.0	-2.3	
Academic support	80.0	77.7	69.8	71.7		1.9	79.5	79.1	73.5	73.4	0.4	-1.5	-3.7	-1.7	
Organisation and management	72.3	69.8	64.1	66.6		2.5	73.7	72.6	69.3	69.6	-1.4	-2.8	-5.2	-3.0	
Learning resources	84.0	82.2	56.6	69.7		13.1	85.5	85.3	73.9	80.4	-1.5	-3.1	-17.2	-10.7	
Learning community	79.1	75.9	66.1	69.3		3.2	77.1	76.5	67.8	69.6	2.0	-0.6	-1.7	-0.3	
Student voice	76.0	73.7	65.0	66.5		1.5	74.5	73.8	67.4	67.6	1.5	-0.1	-2.4	-1.1	
The students' union	60.5	58.3	53.5	55.8		2.3	57.8	58.2	55.4	55.8	2.8	0.1	-1.9	0.0	

As shown in Table X, between 2021 and 2022 there have been improvements in LSBU's % agree scores relative to the OfS benchmarks for all NSS questions except four: Question 8. 'The criteria used in marking have been clear in advance'; Question 9. 'Marking and assessment has been fair'; Question 11. 'I have received helpful comments on my work'; and Question 16 'The timetable works efficiently for me'. Most notably, the number of questions for which LSBU is significantly below NSS benchmark has reduced from 16 in 2021 to 9 in 2022 (Table X).

Table X: LSBU's performance relative to NSS benchmarks across all NSS questions, 2019 to 2022. The columns headed 'LSBU vs. NSS Benchmarks' show the difference between LSBU's results and benchmarks, within which red and green colouring highlights statistically significant negative and positive results respectively. . (N.B. The text of the NSS questions has been truncated for the purpose of this graphic; the full text of the NSS 2022 questions can be found at https://bit.ly/3yDLioJ)

Question / question area	LSBU (% Agree)				LSBU vs. NSS Benchmarks			
	2019	2020	2021	2022	2019	2020	2021	2022
Overall satisfaction	**81.8**	**79.5**	**66.3**	**69.9**	**-0.3**	**-1.6**	**-8.0**	**-5.3**
The teaching on my course	82.8	80.0	72.9	75.3	-0.7	-3.0	-5.9	-3.2
1. Staff are good at explaining things	87.5	84.4	76.6	79.1	0.4	-2.5	-6.2	-2.9
2. Staff have made the subject interesting	80.1	77.9	70.2	72.0	-0.7	-2.5	-5.4	-3.0
3. Course is intellectually stimulating	82.0	79.1	73.0	76.5	-1.9	-4.1	-6.7	-3.2
4. Course has challenged me to achieve my best work	81.8	78.7	72.0	73.7	-0.5	-2.9	-5.3	-3.7
Learning opportunities	84.2	82.2	76.5	77.4	0.5	-1.2	-3.3	-2.3
5. Opportunities to explore ideas or concepts in depth	83.4	81.7	75.5	75.3	-0.2	-1.7	-3.9	-3.9
6. Opportunities to bring information and ideas together	86.2	83.4	77.7	79.0	1.1	-1.2	-4.2	-2.6
7. Opportunities to apply what I have learnt	83.2	81.7	76.3	77.9	0.6	-0.7	-1.7	-0.4
Assessment and feedback	74.5	71.4	67.6	66.5	1.0	-1.6	-2.0	-2.3
8. Criteria used in marking have been clear in advance	75.3	71.9	71.1	69.3	1.4	-1.2	-0.7	-1.6
9. Marking and assessment has been fair	73.4	69.9	67.7	65.1	2.3	-1.1	0.0	-2.8
10. Feedback on my work has been timely	74.0	72.5	63.9	66.0	-0.5	-1.2	-4.7	-1.5
11. Received helpful comments on my work	75.6	71.6	68.2	65.7	0.8	-2.7	-2.4	-3.4
Academic support	80.0	77.7	69.8	71.7	0.4	-1.5	-3.7	-1.7
12. Able to contact staff when needed	84.0	81.9	74.6	75.9	-0.8	-2.4	-5.2	-2.6
13. Sufficient advice and guidance in relation to my course	79.8	76.5	69.0	71.9	1.1	-1.8	-3.1	-0.5
14. Good advice was available for study choices	76.2	74.9	66.1	67.4	1.1	-0.1	-2.4	-1.9
Organisation and management	72.3	69.8	64.1	66.6	-1.4	-2.8	-5.2	-3.0
15. Course is well organised and running smoothly	63.0	61.9	53.4	58.9	-5.7	-4.6	-9.5	-5.5
16. The timetable works efficiently for me	78.7	76.0	72.9	71.6	2.4	-0.2	-1.1	-1.2
17. Course or teaching changes communicated effectively	75.4	71.4	65.9	69.3	-0.8	-3.8	-5.1	-2.5
Learning resources	84.0	82.2	56.6	69.7	-1.5	-3.1	-17.2	-10.7
18. IT provided has supported my learning well	79.6	78.2	50.0	62.2	-3.5	-4.6	-22.0	-14.9
19. Library resources have supported my learning well	85.6	85.0	62.7	74.6	-1.5	-2.3	-13.4	-8.3
20. Able to access course-specific resources when needed	86.8	83.9	57.4	72.7	0.4	-2.1	-16.3	-8.9
Learning community	79.1	75.9	66.1	69.3	2.0	-0.6	-1.7	-0.3
21. Feel part of a community of staff and students	70.4	66.3	56.2	58.3	0.7	-2.2	-3.6	-3.2
22. Right opportunities to work with other students on course	87.7	85.4	76.0	80.4	3.0	0.8	0.1	2.6
Student voice	75.9	73.7	65.0	66.5	1.5	-0.1	-2.4	-1.1
23. Right opportunities to provide feedback on my course	84.2	83.1	75.2	76.3	0.0	-0.7	-3.6	-2.7
24. Staff value students' views and opinions about course	78.5	75.1	67.8	68.4	2.8	-0.3	-1.2	-0.7
25. Clear how students' feedback on course has been acted on	65.4	62.8	52.2	55.0	1.9	0.6	-2.3	0.1
The students' union	**60.5**	**58.3**	**53.5**	**55.8**	**2.8**	**0.1**	**-1.9**	**0.0**

LSBU School level

Table Y summarises % agree scores for LSBU's Schools across NSS question areas. In terms of 'Overall satisfaction', the School with the highest score is Business (78.7%), whilst the lowest performing School is Built Environment and Architecture (62.9%).

Table Y: *Comparison of 2022 % agree scores across NSS question areas and LSBU Schools. Cell colouring highlights higher (greener) and lower (redder) performing Schools in each question area.*

% Agree

Lowest   Average   Highest
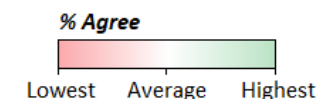
| LSBU School	% Agree									Responses	
	Overall satisfaction	Teaching on course	Learning opport.	Assess. and feedback	Academic support	Org. and managmnt.	Learning resources	Learning commun.	Student union	No.	Rate (%)
Business	**78.7**	78.1	81.3	68.3	75.9	72.4	75.7	76.4	66.7	458	79
Engineering	**74.5**	78.8	78.2	71.7	75.9	75.7	77.9	78.4	69.0	269	78
Law and Social Sciences	**72.6**	76.8	77.1	65.4	73.9	67.8	67.1	62.6	56.2	317	72
Applied Sciences	**68.8**	75.5	71.5	63.2	69.4	67.0	64.7	61.8	50.8	199	82
Health and Social Care	**66.5**	77.4	83.2	65.5	68.9	60.2	70.4	71.8	52.5	688	86
Arts and Creative Industries	**66.2**	76.8	73.4	71.7	77.9	64.7	62.7	65.7	45.3	217	82
Built Environment and Architecture	**62.9**	64.7	68.2	62.5	65.5	64.8	64.7	62.2	47.9	423	84
LSBU Overall	**69.9**	**75.3**	**77.4**	**66.5**	**71.7**	**66.6**	**69.7**	**69.3**	**55.8**	**2572**	**81**

CAH2 Subject level

Table Z shows LSBU's % agree scores by NSS question area and Common Aggregation Hierarchy (CAH) Level 2 subject, compared to sector-wide results. For 'Overall satisfaction', LSBU's highest % agree scores are for 'politics' (85.7%), 'general, applied and forensic sciences' (81.8%) and 'business and management' (77.8%). Considering the small NSS populations in the top two subjects, the most significant result is for 'business and management', given it has the highest NSS student population (639 headcount). The lowest % agree scores are for 'media, journalism and communications' (56.0%), allied heath (59.7%) and 'architecture, building and planning' (59.7%).

LSBU's % agree scores for 'Learning resources' are all markedly below the sector-wide results under all CAH2 subjects (Table Z). Within 'Learning resources', the three CAH2 subjects with the greatest difference from the sector-wide result are: 'politics' (-31.5% points); 'psychology' (-26.4% points); and 'media, journalism and communications' (-20.5% points).

Table Z: LSBU's NSS 2022 results, broken down by Common Aggregation Hierarchy (CAH2) subject and NSS question area. For each '% Agree' figure, the difference between LSBU's % agree and the sector-wide % agree is shown in the adjacent columns headed 'vs. sector'. The conditional colouring applied within the 'vs. sector' columns indicate the extent to which LSBU's % agree results are greater than (greener) or lower than (redder) the sector-wide results

LSBU minus Sector

-ve   0   +ve
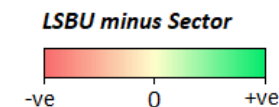
CAH2 Subject	Overall satisfaction		The teaching on my course		Learning opportunities		Assessment & feedback		Academic support		Org. and management		Learning resources		Learning community		Student voice		The students' union		Responses	
	% Agree	vs. sector	% Agree	vs. sector	% Agree	vs. sector	% Agree	vs. sector	% Agree	vs. sector	% Agree	vs. sector	% Agree	vs. sector	% Agree	vs. sector	% Agree	vs. sector	% Agree	vs. sector	No. (FPE)	Rate (%)
politics	85.7	8.5	82.1	0.4	77.8	-0.1	76.2	10.7	74.6	3.4	77.8	6.2	49.2	-31.5	73.8	16.6	71.4	8.9	47.6	3.5	21	76%
general, applied and forensic sciences	81.8	1.8	81.8	-1.2	84.9	5.9	71.6	2.3	84.9	9.6	74.2	4.1	69.7	-13.7	86.4	18.8	86.4	20.0	61.9	12.2	22	73%
business and management	77.8	-2.3	78.6	-0.9	81.0	-0.6	69.4	-2.4	76.8	-0.4	72.8	-3.6	75.2	-8.0	77.0	3.5	75.8	3.7	65.4	4.1	481	80%
performing arts	76.5	3.3	84.6	3.7	80.9	2.1	80.2	10.6	78.9	2.5	74.0	10.4	69.4	-5.8	74.3	-0.7	70.8	5.9	53.0	0.8	68	87%
biosciences	76.2	-4.5	81.0	-2.6	74.6	-3.7	65.5	0.1	82.5	7.5	71.4	-1.5	66.7	-15.5	59.5	-8.4	65.1	-2.7	61.9	10.8	21	72%
sociology, social policy and anthropology	74.8	-0.1	74.1	-4.7	74.9	-3.2	65.1	-2.2	71.9	1.9	68.8	-0.8	64.2	-15.2	55.1	-3.2	66.1	3.1	58.1	8.1	55	76%
economics	74.7	-3.3	73.2	-4.0	78.8	3.8	69.7	9.8	76.9	3.4	72.0	-5.9	72.8	-11.3	68.8	5.0	75.9	10.5	79.6	28.5	34	76%
law	72.2	-3.6	78.1	-1.7	76.0	0.5	59.8	-3.8	73.2	3.6	65.5	-3.8	69.1	-12.4	59.9	2.0	59.5	-1.7	51.5	1.1	138	69%
engineering	71.9	-4.1	76.0	-2.1	76.3	-0.3	69.8	7.8	73.4	-0.4	74.3	4.1	72.4	-9.8	73.9	0.7	71.8	6.3	63.2	11.0	375	79%
nursing and midwifery	69.3	5.2	80.0	4.8	85.0	5.5	66.2	-1.6	69.5	5.0	62.3	8.5	73.8	-5.3	74.8	9.9	62.9	2.8	55.1	1.9	494	86%
creative arts and design	68.9	-2.3	77.3	-0.8	72.2	-7.7	68.5	-5.4	78.8	2.9	61.5	-5.1	63.0	-14.5	67.5	-2.1	72.4	4.4	46.6	-5.1	106	80%
sport and exercise sciences	67.7	-12.9	78.7	-3.2	74.5	-6.3	72.1	-2.4	76.5	-2.2	63.7	-12.8	77.9	-3.5	80.9	6.1	70.6	-2.7	61.8	5.2	34	89%
agriculture, food and related studies	66.7	-11.0	85.4	4.6	66.7	-11.1	64.6	-5.7	72.2	-3.8	50.0	-18.1	72.2	-5.8	66.7	-5.0	52.8	-16.0	33.3	-18.5	12	86%
health and social care	64.0	-15.7	71.2	-12.4	84.6	-1.4	80.8	3.3	59.0	-17.3	59.0	-14.3	71.8	-9.0	67.3	-4.0	49.3	-21.8	47.8	-10.4	26	81%
psychology	63.7	-14.0	70.7	-9.6	67.8	-8.8	56.3	-11.0	60.1	-11.8	66.3	-6.8	56.2	-26.4	51.7	-7.8	54.1	-10.1	46.0	-6.3	102	81%
computing	63.6	-8.7	67.9	-7.8	65.5	-10.4	52.2	-14.3	61.3	-11.5	58.3	-10.1	63.9	-14.8	65.2	-1.2	63.7	-1.2	58.5	9.6	56	84%
medical sciences	63.5	-10.9	71.8	-7.3	83.9	7.4	62.7	2.6	79.4	9.4	58.7	-8.5	65.3	-15.3	61.1	-5.6	65.6	0.9	54.2	0.2	63	79%
education and teaching	60.0	-19.3	66.5	-15.3	70.8	-14.2	57.5	-17.0	64.2	-12.5	60.0	-10.0	64.6	-16.5	52.5	-21.3	48.3	-21.8	69.4	13.7	40	69%
architecture, building and planning	59.7	-16.9	61.0	-18.7	66.9	-12.9	62.8	-4.2	64.8	-8.8	63.1	-6.8	66.4	-12.3	60.0	-12.4	57.0	-10.8	43.0	-8.1	274	86%
allied health	59.7	-12.8	72.5	-8.4	75.5	-4.8	62.2	-6.6	64.3	-7.8	55.2	-7.6	59.8	-19.1	65.1	-8.0	65.0	-2.7	41.7	-10.8	119	90%
media, journalism and communications	56.0	-18.3	71.0	-7.5	77.3	-1.7	76.0	4.5	80.0	4.2	53.3	-16.8	59.3	-20.5	54.0	-15.1	65.3	-1.9	33.3	-17.8	25	74%
CAH2 average	69.3	-6.8	75.4	-4.5	76.0	-3.0	67.1	-1.2	72.5	-1.1	64.9	-4.7	66.8	-13.6	66.4	-1.5	65.2	-1.3	54.0	1.6		
Total subjects above sector-wide result	4		4		6		9		11		5		0		8		10		14			
Total subjects below sector-wide result	17		17		15		12		10		16		21		13		11		7			

2021 EDUCATION REPORT

Appendix 7: NSS results

The 2021 sector results are the lowest in NSS history, reflecting the impact of the pandemic on the student experience. Scores declined across all question areas, on average by -5.8%. Overall Satisfaction decreased more steeply by -7.2%. See Table 8 below. Only five providers managed to improve their Average scores in 2021; all other providers' scores declined year-on-year.

The majority of LSBU students remained satisfied with their course experience, but the decline in LSBU's scores was more pronounced than the sector's driven by the combined adverse impacts of the pandemic and cyber-attack. LSBU is ranked 108th out of 119 providers for both Average score and Overall Satisfaction but has not seen the largest declines in the sector for these measures. LSBU's Average % agree score fell by -8.8% and Overall Satisfaction declined by -13.2%. In particular, the score for Learning Resources dropped by -25.6% to 56.7% which is the second lowest score in the sector. Other institutions reported as having suffered cyber-attacks also saw above sector average declines in Average score and Overall Satisfaction.

Table 8: LSBU vs Sector results

NSS Question area	LSBU			Sector			LSBU vs Sector	
	2021	2020	Change	2021	2020	Change	2021	2020
The teaching on my course	73.0	80.0	-7.1	80.0	83.9	-3.9	-7.0	-3.9
Learning opportunities	76.5	82.2	-5.8	79.0	82.9	-3.9	-2.6	-0.7
Assessment and feedback	67.7	71.5	-3.7	68.6	72.6	-4.0	-0.9	-1.2
Academic support	69.9	77.7	-7.9	73.5	79.4	-6.0	-3.6	-1.7
Organisation and management	64.1	69.7	-5.7	69.8	73.8	-4.0	-5.7	-4.0
Learning resources	56.7	82.3	-25.6	73.7	85.8	-12.1	-17.0	-3.5
Learning community	66.1	75.9	-9.7	66.6	75.8	-9.1	-0.5	0.1
Student voice	65.1	73.7	-8.6	66.4	73.6	-7.1	-1.4	0.1
Student union	53.5	58.3	-4.8	53.3	56.0	-2.7	0.2	2.3
Overall Satisfaction	66.3	79.5	-13.2	75.4	82.6	-7.2	-9.1	-3.1
Average score	67.1	75.9	-8.8	71.9	77.7	-5.8	-4.7	-1.8

Average score is based on average of all questions except Overall Satisfaction.

LSBU's scores were below the OfS provider-specific benchmarks for all ten question areas and all but one of the 27 individual questions (question 22, 'I have had the right opportunities to work with other students as part of my course'). Six question areas and 17 questions have negative flags for statistically significant adverse variances to benchmark. In 2020, LSBU had negative flags only for the Learning resources question area and for four individual questions. The Average scores of the other London Modern universities fell by between -1.4% and -8.8%. Only UAL has lower Average and Overall Satisfaction scores than LSBU.

Within LSBU, the Schools of Engineering and Arts and Creative Industries achieved Average and Overall Satisfaction scores above their subject sector benchmark. All other Schools scored below benchmark. (See Table 9).

Table 9: School results vs Sector benchmarks

(in descending order of 2021 Average score)

School	Average score		Overall Satisfaction	
	2021 score	Variance to sector benchmark	2021 score	Variance to sector benchmark
Engineering	77.7	6.9	78.3	3.9
Allied and Community Health	73.0	-1.3	71.8	-4.4
Arts and Creative Industries	72.3	2.9	69.7	2.2
Nursing and Midwifery	68.6	-1.7	65.9	-3.1
Business	64.7	-8.3	66.8	-9.7
Law and Social Sciences	64.1	-5.6	69.2	-5.4
Built Environment and Architecture	60.3	-9.1	55.2	-18.2
Applied Sciences	60.0	-12.1	57.1	-19.0
LSBU	**67.1**	**-4.7**	**66.3**	**-9.1**

The variation of results at course level is significantly higher than between Schools, with Average course scores ranging from 89.9% to 40.1% (see Figure 4) and Overall Satisfaction scores ranging from 100% to 9.1%. Students' verbatim comments acknowledge the great effort of many academic staff to provide a high-quality learning experience despite the pandemic and the cyber-attack.
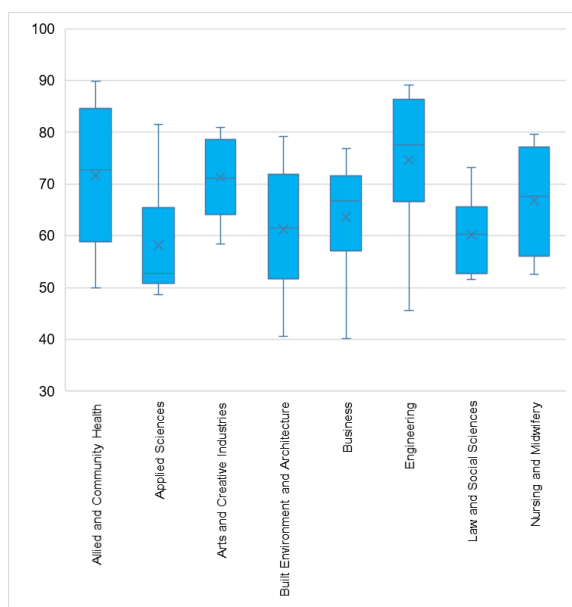
Figure 4: Course level Average score distribution by School

LSBU scored at or above sector average in the additional 2021 questions on Covid-19, apart from access to learning resources. For example, Covid-related physical safety measures achieved a 79% Agree score.

Action plans

The Provost is currently leading on actions to improve NSS scores. An institutional action plan was formulated in October 2021. An integral part of the institutional response are

course development plans (CDPs). As part of the portfolio review, CDPs will introduce a new approach to promote continuous development, enhancements and oversight of courses. Course directors will own the development, timings and implementation of CDPs and these will be aligned to university enhancement themes, including the NSS. Oversight through the Schools' senior management teams will provide assurance that plans are adequately resourced and aligned to the Schools' strategic direction.

Targets for 2021/22 to 2024/25 have been set for each School for the four Student Outcome Priority metrics that were presented to the July 2021 FPR meeting in the Group Roadmap and KPIs paper. These targets include the teaching-related NSS questions. The agreed School targets are included in September FPR paper on 2021/22 KPI targets.

9. Draft degree outcomes statement

For Approval

Presented by Sally Skillet-Moore and Marc Griffith

LSBU

	INTERNAL
Paper title:	Degree Outcomes Statement
Board/Committee:	Academic Board
Date of meeting:	22 February 2023
Author(s):	Sally Skillett-Moore, Deputy Director AQE
Sponsor(s):	Marc Griffith, Director of Teaching Quality and Enhancement
Purpose: (Please tick one box only)	☒ For approval ☐ For discussion ☐ For information ☐ For review
Recommendation:	The Committee is requested to approve the Degree Outcomes Statement.

Executive summary

The Degree Outcomes Statement describes our on-going commitment to maintaining academic standards and how we meet the requirements for standards set out within the Office for Students on-going conditions of registration (B4 and B5) that relate to protection of qualifications. The publication of Degree Outcomes Statements forms part of a sector-wide commitment to protecting the value and credibility of higher education qualifications and the degree classification system that underpins them. Our last statement was published in 2019/20. The attached draft is an updated version for approval by the Academic Board.

DEGREE OUTCOMES

STATEMENT

2022

Degree Outcomes Statement 2022

The publication of Degree Outcomes Statements forms part of a sector wide commitment to protect the value and credibility of Higher Education qualifications, and the degree classification system that underpins them, in the interest of students, past, present and future. This statement covers the five years up to and including 2020/21. Some data from 2021/22 is included.

The UK Standing Committee for Quality Assessment (UKSCQA) expects HE providers to periodically publish Degree Outcomes Statements analysing their institutional undergraduate degree classification profile, recognizing degree awarding trends and degree awarding gaps between different demographic groups of students.

The aim of the statement is to clarify how the University monitors and manages the academic standards of its undergraduate awards at Levels 4-6 of the Framework for Higher Education Qualifications of UK Degree Awarding Bodies, now incorporated into the Regulatory Framework for Higher Education in England. Therefore, scrutiny of this data supports monitoring of compliance against the Office for Students Conditions of Registration B4 and B5;

> **B4** – the Provider must ensure that students are assessed effectively and that academic regulations are designed to ensure that relevant awards are credible at the point of being granted and when compared to those granted previously, and

> **B5** - the provider must ensure that standards set are in line with any applicable sector-recognised standards; and awards are granted only where students' achieve the course learning outcomes.

2

This statement covers all level 6 awards. The Board of Governors owns this statement, and the Quality Standards Committee oversees its implementation.

3

Institutional degree classification profile

LSBU utilises a standard classification system across all courses. This is established in the Academic Regulations which are reviewed regularly. The regulations are available on the University's website[1]. Table 1 - below shows the breakdown of awards by classification for LSBU students over the last six years.

Mode of Study	Degree Classification	16/17	17/18	18/19	19/20	20/21	21/22
LSBU total	First	27%	29%	30%	32%	39%	38%
	Upper Second	42%	40%	40%	40%	42%	40%
	Lower Second	26%	26%	24%	24%	18%	19%
	Third	5%	5%	5%	5%	2%	3%
	Number of students	2686	2633	2514	2426	2594	2781

Table - Awards by Classification 2016/17 - 2021/22

'Good honours degrees' covers the awarding of first class and upper second-class degrees (1st and 2:1 classifications). Results in **Error! Reference source not found.** shows an upward trend in 'good honours' degrees over the period of review rising from 69% in 16/17 to

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[1] Academic Regulation 2022 / 2023 - https://www.lsbu.ac.uk/about-us/policies-regulations-procedures

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81% in 20/2 before falling marginally to 78% in 21/22. That there was a notable rise in good honours in 20/21 results from two separate processes. One is a long-term set of interventions around assessment enhancements designed to improve student outcomes, and the second is the short-term impact of a rapid shift to online assessment and a no detriment approach adopted during the pandemic and cyberattack. Similar increases were reflected across the sector and have similarly been attributed to the impact of assessment and regulatory changes introduced in response to the coronavirus pandemic. See Figure 1 - Degree classification against sector and London Moderns.

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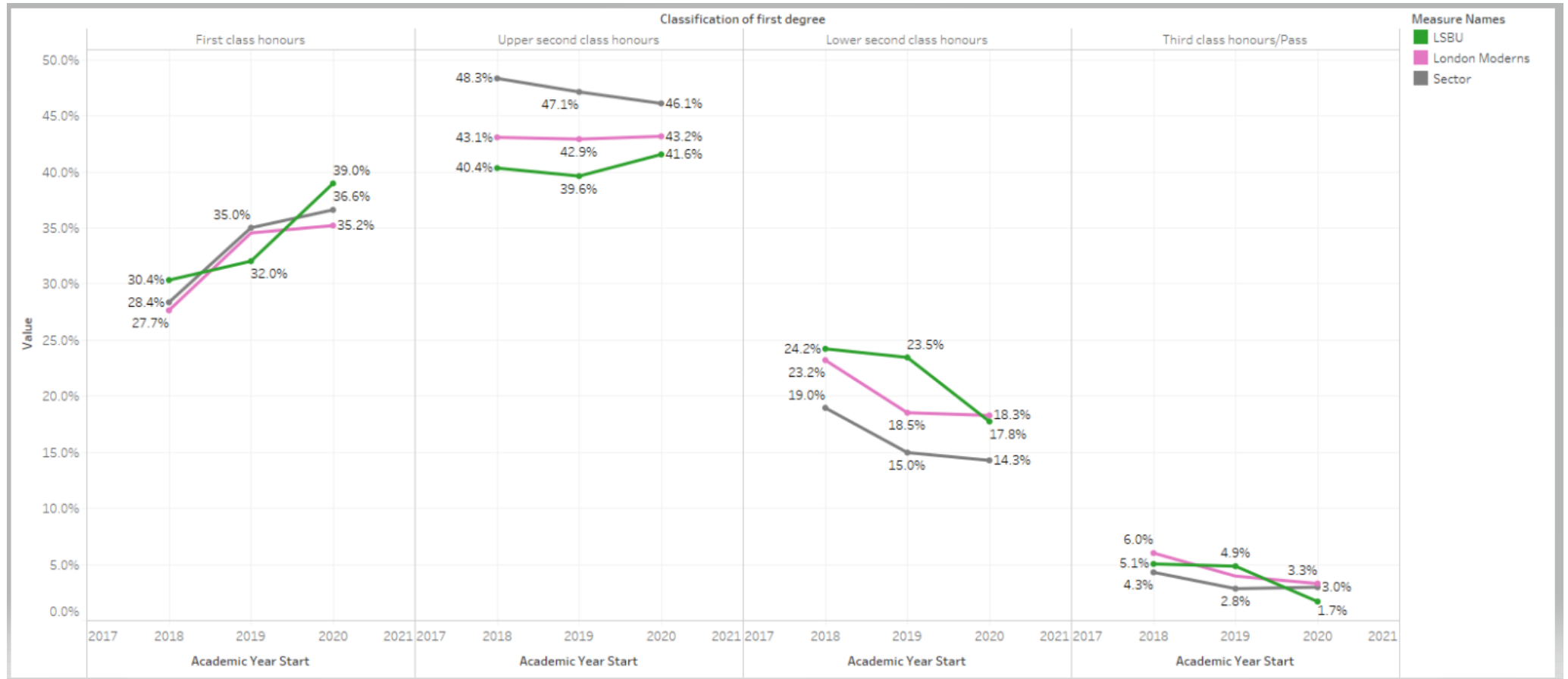
Figure 1 - Degree classification against sector and London Moderns

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Comparing LSBU across the 5 year period (2016/17 to 2020/21) to the sector, the awarding of good honours (first class and upper second degrees) remains below the sector average, though the gap between LSBU and the sectors narrows from 6% in 2018/19 to 2% in 2020/21. In the same period when compared to other London modern universities the awarding of good honours remained below the average until 2020/2021 when LSBU awarded 80.5% against 78.4% elsewhere *see* Figure 2- Good Honours LSBU / Sector/ London Moderns.

7
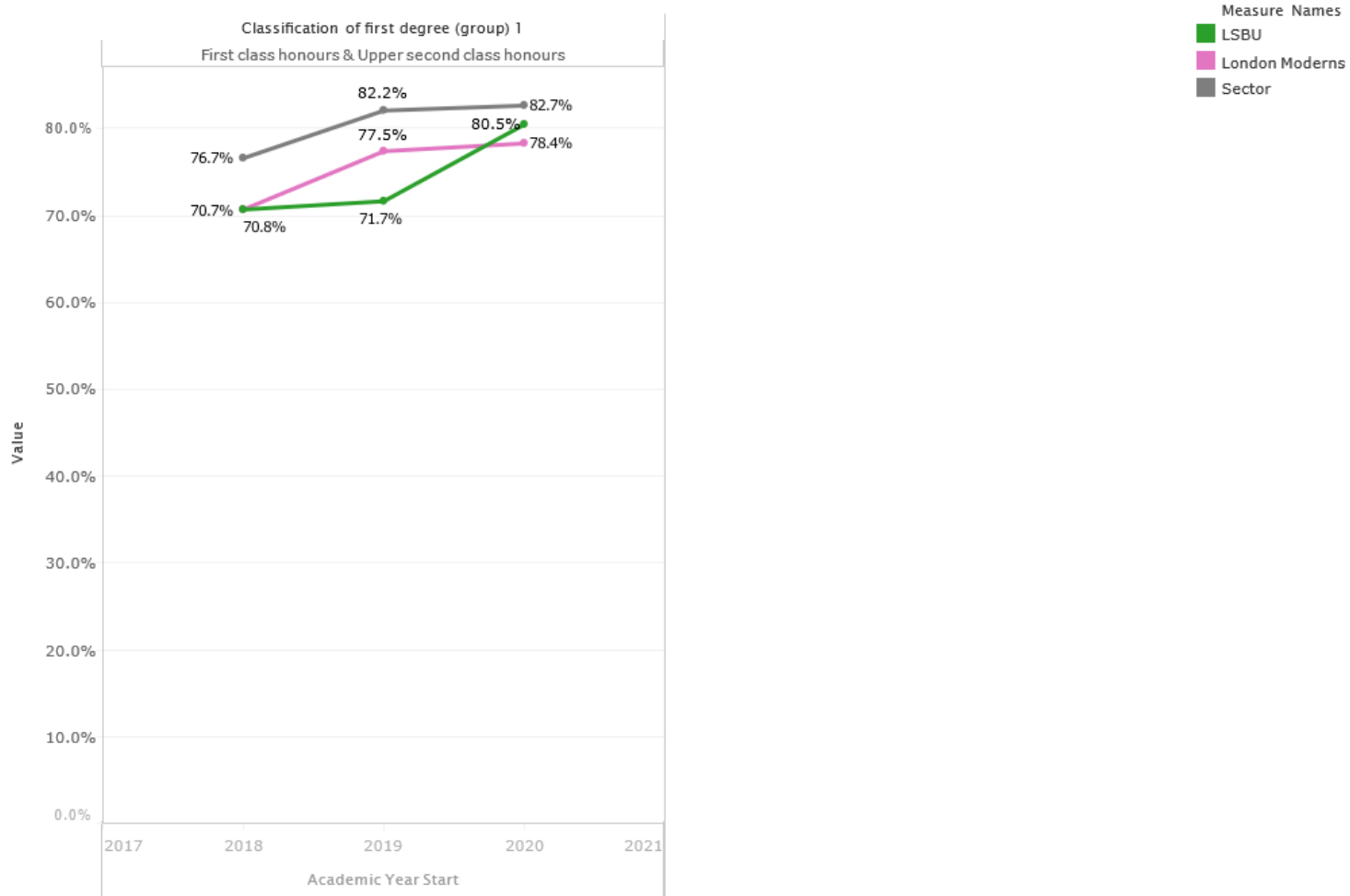
Figure 2- Good Honours LSBU / Sector/ London Moderns

8

Impact of Measures taken during the COVID Pandemic

In March 2020, the National lockdown due to the COVID-19 pandemic required university wide changes to modes of delivery and assessments across all courses. The university pivoted to an online delivery model with the majority of learning activities delivered online either synchronously or asynchronously, and a limited number of learning activities, such as ones requiring special equipment or teaching space, were delivered face-to-face in line with health and safety guidance. Assessments were redesigned to enable students to continue with their studies. Alternative methods of assessments were approved for Semester 2 - Summer 2020, which allowed students to complete their assessments remotely. Academic Regulations were updated and a 'No Detriment Policy' was implemented to ensure no student would be unfairly disadvantaged by the impact of the pandemic. A COVID-19 pandemic regulation addendum was incorporated into the Assessments and Examination Procedure. External examiners reviewed the adjustments being made to assessments to verify that these were reasonable and appropriate.

Demographics

The University is committed to eliminating attainment gaps within its diverse student body. Closing the attainment gap between White and BAME students is an institutional key performance indicator. Figure 3 - Good Honours by Ethnicity shows that white students are awarded a higher percentage of good honours versus any other group. The data on ethnicity shows that the awarding of good honours to BAME students has steadily increased from 61% in 2016/17 to 74% in 2020/21. The attainment gap between white students and

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black students narrowed over this period from 20.6% to 15.1%, from 2016/17 to 2020/21 (Figure 4 - Attainment Gap between White

and Black students) though these improvements are not evenly spread. While this improvement is encouraging given the uneven

nature of the awarding gaps reflected in the data for individual schools we are committed to identifying the underlying causes within

each school. This approach acknowledges the relationships between the cohort of students, subject discipline, pedagogy and the

attainment gaps and aims to design effective school based pedagogic interventions to eliminate attainment gaps taking account of the

subject and the specific cohorts of students within the school.

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Figure 3 - Good Honours by Ethnicity

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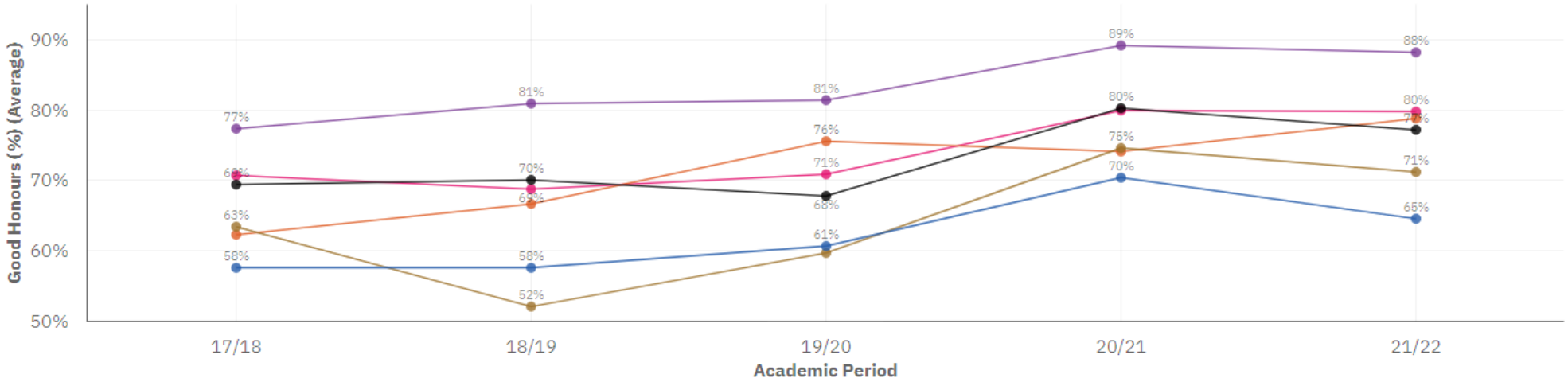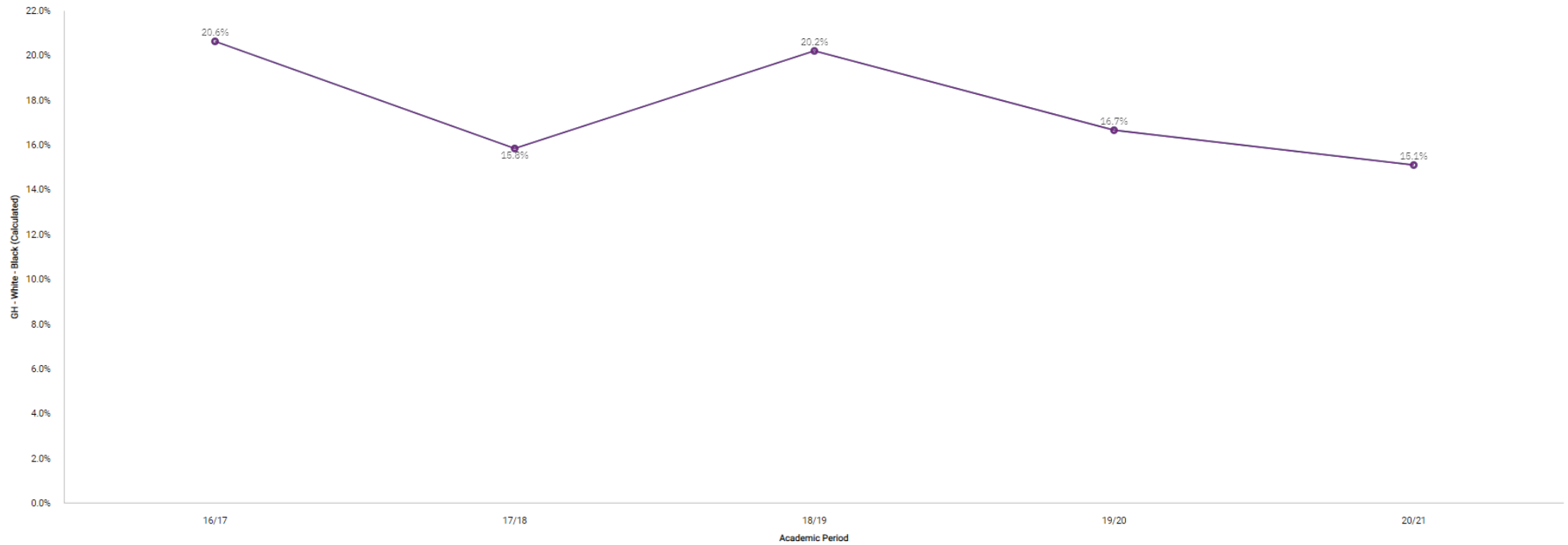
Figure 4 - Attainment Gap between White and Black students

Similarly the awarding of good honours degrees to those students with a known disability increased from 67% in 2016/17 to 76% in

2020/2021, with a positive message around the attainment gap that shows an improvement over the same time period move from -3%

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to -5%. These data are an indication that our approach to inclusive learning and teaching, and support for our disabled students is effective in removing barriers to successful outcomes.

Impact of Schools

When data is split by School and mode of study, it shows that awarding of degree classifications varies across the schools and study modes. For example, the university average for 2020/21 for first class honours degrees was 39%. Full-time students in five of the schools had a higher percentage of first-class awards than the average, and for part-time students only three of the schools had higher averages of first-class honours awards. Part-time students in the School of Built Environment and Architecture continue to achieve well, having the highest percentage of first-class awards made. Their high attainment is attributed to their industry relevant experience and greater experience and appreciation of the course expectations resulting from their employment. Part time students in the School of Engineering also achieve a high percentage of first-class honours awards.

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Assessment and marking practices

Assessment and feedback are at the heart of students' academic journey, and make a strong, positive contribution to students' learning. The Undergraduate Curriculum Framework prioritises assessment, equality, diversity and inclusivity as areas at the core of our pedagogic approach.

The institutional approach to delivering excellence in student experience and student outcomes is articulated through our Curriculum Framework, which sets out expectations for the design, delivery and structure of undergraduate courses at LSBU including specifying the assessment loads expected per 20 credit module.

The University keeps its assessment strategies and methodologies, marking and feedback under periodic review to ensure continued alignment with sector minimum standards and best practice. In 2022-23, a strategic project is ongoing to improve guidance for designing effective assessment and feedback strategies aligned to requirements of the Curriculum Framework. It aims to directly direct impact the consistency in assessment and feedback practices institutionally.

LSBU's course approval and validation process is designed to ensure that courses will meet the expectations outlined in the Office for Students B conditions for registration. The approval process utilises externality using external experts and professional, statutory and regulatory bodies(PSRBs) input as appropriate. Course approval confirms the appropriateness of learning outcomes and determines whether assessment strategies enable students to demonstrate achievement beyond the threshold levels.

External Examiners are utilised to moderate all modules that contribute to an LSBU award assuring that standards and comparability are maintained, and judging whether the achievement of students is comparable with the sector. External

Examiners are appointed using specifically defined criteria to ensure that they are appropriately qualified and able to assess whether standards are maintained. External Examiners are fundamental to the integrity of the assessment process and are embedded from the scrutiny of assessments to the conferment of awards.

The University's procedures for assessment are defined in the Assessment and Examinations Procedure[2] which is regularly reviewed. Other assessment-related policies and regulations such as Extenuating Circumstances, Appeals and Complaints, and Academic Misconduct, are implemented centrally ensuring greater oversight, consistency of approach and application across the institution.

Academic governance

Our academic governance approach, defined by the Academic Regulations, ensures that students are assessed effectively and that awards are credible at the point of being granted and when compared to those granted previously. The Academic Board is responsible for the academic regulations which apply to all academic awards we have the right to award under powers granted through the Further and Higher Education Act. The Academic Board delegates this authority to Boards of Examiners (BoE). BoEs membership includes external examiners, who are subject experts from other UK universities, who provide an independent point of reference to judge whether students' achievement is comparable to the sector. External Examiners ensure comparability with the sector. The remit and operation of the Boards of Examiners is documented in the Assessment and Examinations Procedures[2].

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[2] Assessment and Examinations Procedure -
https://www.lsbu.ac.uk/__data/assets/pdf_file/0003/330384/Assessment_and_Examinations_Procedure_2022-23_.pdf

Where courses are offered in partnership with others award decisions are made, where possible, by a single Award and Progression Board (APB) with appropriate representation from the partners. The APB provides oversight of the assessment process ensuring that it is operated fairly for all students, and assuring the University that they are in line with national standards.

The Academic Board approves an annual quality assurance return for the Board of Governors, to reassure that the university has oversight as to whether its academic standards and quality meet the expectations as outlined in the Office for Students (OfS) B conditions of registration. The quality assurance return provides an overview of the quality assurance measures and confirms the effective operation of the internal quality assurance processes and that standards are appropriate. The return focusses on core quality mechanisms including validations, PSRB accreditations, the external examiners system and transnational education. Courses delivered through collaborative partnerships are subject to the same quality assurance and governance mechanisms as the University's 'home' provision.

Classification algorithms[3]

The main degree classification algorithm for all undergraduate students is derived from the credits attained at level 5 and level 6.

The algorithm is weighted more heavily towards level 6 of our undergraduate courses since student learning and development is progressive across the years with students developing their knowledge and expertise as they move through to the later stages

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[3] For some subjects / disciplines where there are PSRB or other specific course requirements some localprotocols are applied.

of their course. The degree algorithm is published in the Assessment and Examinations Procedure[2].

The classification algorithm is described below:

> The average mark for the highest 80 Level 6 credits will contribute 80% (the major part) to the final weighted average mark on which the classification will be based. The highest marks for 120 credits from Level 5 and the remaining Level 6 credits willform a weighted average mark which will be rounded to a whole number. This weighted average mark will contribute 20% (the minor part) to the final weighted average mark on which the classification will be based.

The university normally classifies all bachelor's degrees with honours based on the following bands:

Type of classification	Lower final mark threshold
First class award	70%
Upper second class award	60%
Lower second class award	50%
Third class award	40%

As part of the ongoing review of standards the degree algorithm will be reviewed in academic year 2022 / 23. The review will ensure that the algorithm is benchmarked to the rest of the sector, that it aligns to the principles for effective degree algorithm design and that students are awarded in a consistent fashion. If there are any proposed changes to algorithm these will be approved by the Academic Board and implemented from September 2023.

Teaching practices and learning resources

The University has invested significantly in creating an infrastructure to support the delivery of its learning and teaching specifically aimed at improving the entire student journey. The Education Strategy articulates the attributes of the provision defining it as professional and technical education in nature to support its practical application underpinned by authentic assessment. The Teaching Quality and Enhancement (TQE) unit is responsible for developing and coordinating the University's strategic approach to the enhancement of learning and teaching, and academic quality and standards, drawing on external perspectives and recognised best practices.

The TQE leads and supports the development of academic practice through a range of activities in order to engage staff from across the institution. For example, Achieve is the university's Advance HE scheme for recognising excellent teachers and teaching and enables anyone who teaches and / or support students learning to work towards recognition as a Fellow of the Higher Education Academy.

A significant development is the introduction of a specialised personal development planning tool for students. Students beginning their studies can complete a Personal Development Plan (PDP)which facilitates the identification of students' development needs and signposting to the support available, or notifying the University where an intervention might be appropriate. Data gathered allows improvements to availability of services available to students. Students self-assess their development needs and are connected to the right services and resources to help them develop.

Since 2019/20, the What Works for LSBU – Racial Awarding Gap Project is open to all academic staff, Professional Services and the LSBU Students' Union. An annual fund supports investigations into effective pedagogic practice bringing together current research and encouraging new research and innovation for what works at LSBU and provides a means for sharing practice with the wider LSBU community so that

successful innovations can be implemented. The achievement of the project's aims will help eliminate LSBU's attainment gap. The university continues to enhance its approach to monitoring and enhancement. In the 2022/23 academic year, annual Course Development Plans (CDP) designed to enable continuous improvements in course design and performance were introduced. This long-term strategic planning approach supports course teams to take a data driven, action oriented and reflective approach to course enhancement ensuring that courses remain effective and provide a high quality academic experience for students. The CDP process runs alongside a course scrutiny process, led by the University's Academic Quality and Enhancement Office.

Identifying good practice, and actions

These following activities are designed to address areas requiring enhancement and are generally applied across the whole course portfolio.

Course approval, design and validation prioritises the development of courses with appropriate, inclusive, accessible and meaningful approaches to academic learning and teaching. This is underpinned by the Undergraduate Curriculum Framework which defines the underlying principles of the LSBU curriculum, graduate attributes and course structure. Work is ongoing to ensure all courses are aligned to the UG curriculum framework.

Through the "What works for LSBU project" the University continues to research and take specific action to close its BAME attainment gap.

Beginning in academic year 2022-23, the University has enhanced its approach to course monitoring and enhancement by introducing Course Development Plans, to support continuous improvements in course design and course performance. This new approach is designed as a long-term strategic planning process for continuous

development and supports course teams to take an action oriented and reflective approach to course development.

A strategic project to produce guidance for designing effective assessment and feedback strategies aligned to requirements of the Curriculum Framework including key assessment activities like moderation, the use of rubrics and improving assessment criteria. This project aims to improve consistency in assessment and feedback practices and support staff to move towards authentic assessments where appropriate assuring alignment with institutional practices for assessment and feedback.

To improve student voice, we have made a change to our approach to student evaluation of modules, which previously relied on end of module feedback, to a Mid Semester Review. This allows course and module leaders to identify actionable feedback, which can be used immediately to improve the experience of those students who are sharing their views. Results are also reported to all key university committees. Work will continue to improve the effectiveness of both the survey and the university's response at a course / module level.

Risks and challenges for the next 12 months

The University continues to monitor its degree classifications and any attainment gaps annually to ensure that teaching and assessment reflect best practices. The ongoing review of the degree algorithm should ensure that it remains fit for purpose and aligned to the expectations of the wider sector. The key institutional risks in relation to degree outcomes are the Black and ethnic minority attainment gaps, monitoring the levels of good honours in order to assess the reasons for any increases post pandemic, and to identify approaches to support achievement.

An evolving area of risk and challenge for the university and the sector is academic integrity and we are keeping this area under constant review as we adapt and revise our guidance in relation to new threats posed by artificial intelligence tools such as ChatGPT. We are working to design effective, robust, authentic assessment to mitigate these issues.

Our student cohort is diverse and possess a diverse range of educational experiences therefore, our developments are focussed on addressing the diverse academic and pastoral needs of our students to provide a high-quality student experience and enable student success in their courses and beyond.

LSBU EST 1892

10. Student Experience Committee change of Co-Chair - (Verbal report)

For Approval

Presented by Dominique Phipp

LSBU

EST 1892

Items for discussion

11. Apprenticeship provision & recruitment update

For Discussion

Presented by Sammy Shummo

LSBU
EST 1892

		INTERNAL
Paper title:	Apprenticeship Update	
Board/Committee:	Academic Board	
Date of meeting:	22 February 2023	
Author(s):	Sammy Shummo, Group Director of Apprenticeships	
Sponsor(s):	Fiona Morey, Pro Vice Chancellor Complusory Education	
Purpose: (Please tick one box only)	☐ For approval ☒ For discussion ☒ For information ☐ For review	
Recommendation:	The Board is requested to review and discuss the paper. The Group Director of Apprenticeships is keen to hear from the board how it will support with raising quality of education and compliance with apprenticeship rules.	

Executive summary

The apprenticeship paper provides an update regarding 22/23 apprenticeship recruitment. It also provides a final update of 21/22 apprenticeship achievement. The paper draws the attention of the board to several issues which may impact the upcoming Ofsted inspection:

1. Non compliance with the apprenticeship system
2. Some skills coaches have significant number of apprentices assigned to them

Due to the expected Ofsted inspection, the board is asked to support the Group Director of Apprenticeships and TQE in introducing immediate improvement plans for areas considered at risk.

Update on apprenticeship provision and recruitment in 2022/23

In September 2022 LSBU rolled out the new apprenticeship system (Aptem) to provide better monitoring and engagement of apprentices and employers. Based on provisioanl data report by the end of Q1 of 22/23 academic year LSBU has the reported the most number of starts in the country to the DfE.
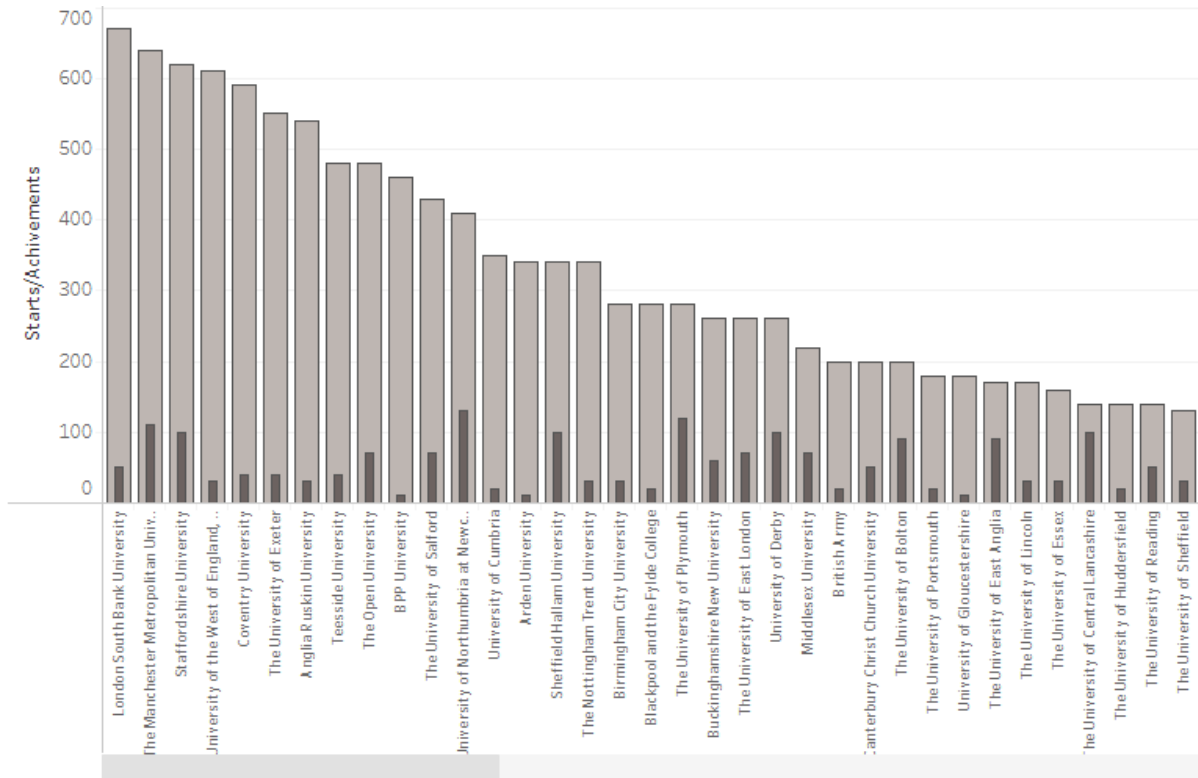
The apprenticeship team will continue to work with the schools to support retention and progression of apprentices.

Apprenticeship Achievement

For the academic year 21/22 the DfE published the achievement data for providers in January.

Overall achievement	59.7%
Female achievement	67.8%
Male achievement	47.8%
BAME achievement	63.8%
White achievement	55.4%
16-18 achievement	65.2%
19+ achievement	59.3%

LSBU's achievement for 21/22 was impacted by the Chartered Surevyor degree apprenticeship.

Overall achievement	234/392	59.70%
Without surveying	223/342	65.20%
without BEA apprenticeships	189/268	70.50%

The apprenticeship team is in discussion with the school and TQE to reduce future risk of the provision.

For 22/23 the expected achievement rate is 65.43% currently. This can be improved up to 89.77% if all apprentices due to complete this year achieve timely.

2022/2023 Min	243	162	159	578	19.37%	19.73%	21.49%
2022/2023 Expected	243	162	159	578	65.43%	66.67%	98.15%
2022/2023 Max	243	162	159	578	89.77%	90.13%	99.59%

The apprenticeship team is working with the school in supporting apprentices to complete.

Compliance with funding rules and quality of provision

Currently the majority of apprentices who started since Sep 2022 are behind according to the apprenticeship system. The apprenticeship team is providing ongoing support and training to staff, apprentices and employers. In due course detailed reports will be issued to Deans and Associate Deans to address these issues.
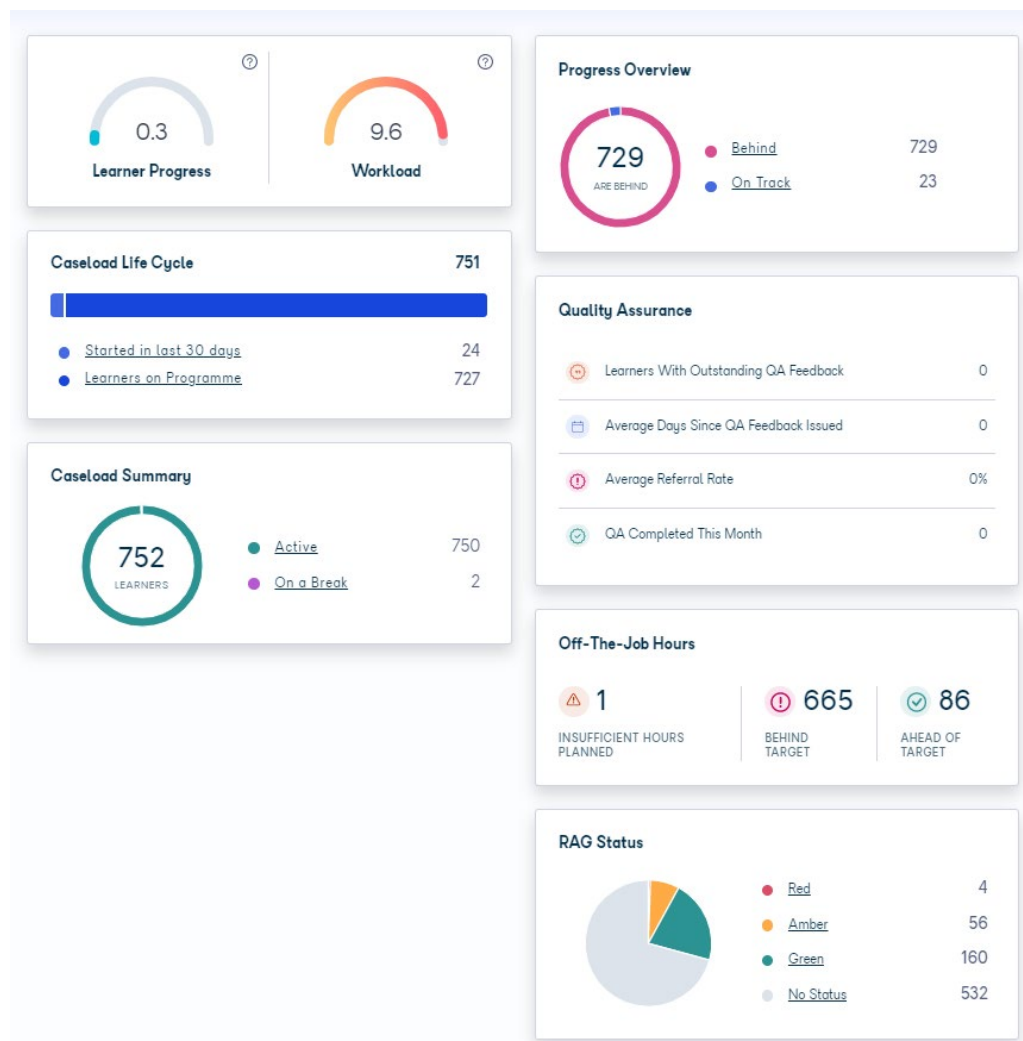
Skills Coaches

There is still a continuing issue around sufficient Skills Coaches especially in BEA. A number of roles are currently advertised in Nursing, BEA and LSS.

There are currently a number of Skills Coaches with significant number of apprentices impacting on their ability to provide the support required.

Melanie Houston (Nursing)	125
Anthony Nuttall (BEA)	147
Susan Roy (LSS)	224
Oluwaseun Adedeji (BEA)	158
Julia Czokow (BEA)	206

Ofsted

It is expected that LSBU is going to be inspected by Ofsted for the second time early in 2023. The apprenticeship team is working with TQE to prepare for the inspection. In the coming weeks there will be increased activity to support maintaining a Grade 2 as a minimum.

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12. Academic promotion working group recommendations

For Discussion

Presented by Karen Musk

	CONFIDENTIAL
Paper title:	LSBU Academic Promotions Associate Professor and Professorial Promotion Criteria and Success Indicators
Board/Committee:	Academic Board
Date of meeting:	22 February 2023
Author(s):	Karen Musk, External Consultant
Sponsor(s):	Professor Tara Dean, Provost
Purpose: (Please tick one box only)	☐ For approval ☒ For discussion ☐ For information ☒ For review
Recommendation:	The Academic Board is requested to consider, and provide feedback on, the proposed promotion criteria for Associate Professor and Professor (Band A) levels

Executive summary

This report provides a summary of the approach taken by the Promotion Criteria Working Group (PCWG) to develop proposals for promotion criteria for members of academic staff at Associate Professor (AP) and Professorial (P) levels (Bands A - C). It also provides members of Academic Board with the draft proposals for these criteria for consideration and feedback.

The PCWG was established in September 2022, both in response to staff feedback and to support the creation of a transformational and inclusive culture that empowers staff and attracts and retains a diverse range of skilled individuals (*People, Culture and Inclusion, LSBU Group Corporate Strategy 2020–2025*). More specifically, the PCWG was tasked with reviewing and updating the LSBU AP and P promotion criteria to:
> (i) improve the clarity of the criteria, particularly with regard to differentiating between 'essential' and 'desirable' elements;
> (ii) clearly identify expectations of performance/achievement at each level of seniority;
> (iii) improve the quality and consistency of evidence for achievement; and
> (iv) develop promotion pathways that acknowledge the breadth of academic activity and opportunity beyond the traditional 'research' route.

Proposals for promotion criteria at AP and P (Band A) levels have been drafted; these are consistent with, and make no changes to, the LSBU Academic Framework. Rather, they have been developed to enhance the clarity, and support the effective operation, of the approved framework, benefitting academic staff applying for promotion and those involved in decision-making. Once approved and implemented, an Equality Impact Assessment will be conducted on the application of these criteria, which will be reported to the Academic Board and University Management Board annually.

The LSBU Academic Board is requested to consider, and provide feedback on, the proposed AP and P (Band A) promotion criteria. Following this, feedback will be sought from relevant stakeholder groups, including UCU and the Professorial Advisory Group. The final draft AP and P promotion criteria will be presented to University Management Board for approval.

London South Bank University Academic Promotions
Associate Professor and Professorial Promotion Criteria and Success Indicators
Academic Board 22 February 2022

Introduction

Shortly after joining LSBU, the Provost led the 2021/2022 academic promotion exercise for promotions to Senior Lecturer (SL), Associate Professor (AP) and Professorial (P) levels. The cycle and processes of these promotion rounds remained unchanged, but amendments were introduced to recognise the individual circumstances of applicants.

Feedback from applicants and from those involved in evaluating, decision-making and providing feedback on the 2021/2022 promotions cycle highlighted that the criteria for promotion lacked clarity, did not articulate expectations of achievements in a way that enabled candidates to evaluate and judge if they met these criteria, and that there was a lack of transparency on how the criteria were applied. These views were confirmed during two focus groups with female academic staff, led by the Provost: the focus groups, seeking the views of women who had applied successfully/unsuccessfully or those who were considering applying for promotion, were actioned from the Equality Impact Assessment (EIA) of the 2021/2022 promotion round. Additionally, the existing LSBU promotion 'pathways' did not adequately allow academics to be promoted for their achievements in areas beyond the traditional 'research' route, such as 'education and scholarship'.

This report provides a summary of the approach taken to develop clear Promotion Criteria for members of academic staff at AP and P levels (Bands A-C) and provides Academic Board with the draft proposals for these criteria for consideration and feedback.

Promotion Criteria Working Group

In September 2022, the Provost established a task and finish group, the Promotions Criteria Working Group (PCWG). Chaired by the Provost, the PCWG comprises Professors/senior leaders, all of whom have experience of promotion criteria at LSBU as well as in other institutions, the Human Resources Business Partner who oversees the promotions procedures and external project support. UCU and Professorial representatives on the PCWG have been sought on several occasions, but no nominations were received. There have, to date, been six PCWG meetings and a summary of each meeting has been shared with UCU colleagues.

The PCWG was tasked with reviewing and updating the LSBU promotion criteria for AP and P levels to:

(i) improve the clarity of the criteria, particularly with regard to differentiating between 'essential' and 'desirable' elements;
(ii) clearly identify expectations of performance/achievement at each level of seniority;
(iii) improve the quality and consistency of evidence for achievement; and
(iv) develop promotion pathways that acknowledge the breadth of academic activity and opportunity beyond the traditional 'research' route.

The criteria for Emeritus and Visiting Professors did not form part of this project but will be revisited subsequently.

LSBU Academic Framework

The LSBU Academic Framework[1] sets out the progression route from Lecturer to Professor and identifies a series of 'core' and 'higher level' activities in three 'domains'[2] that members of academic staff are expected to undertake. The LSBU Academic Framework provides a series of examples of these activities at each level. Members of staff applying for promotion are expected to carry out the 'core' activities in all three 'domains' and, typically, to deliver 'higher level' achievements in at least two of the 'domains' ('mixed route' for promotion). Under exceptional circumstances, excellence in a single 'domain' could enable an applicant to fulfil the role criteria ('single route' promotion).

At the beginning of the project, a decision to leave the LSBU Academic Framework unchanged was taken; **it is important to note that the new proposed promotion criteria are consistent with, but make no changes to, the LSBU Academic Framework.** Rather, they have been developed to enhance the clarity, and support the effective operation, of the approved framework.

Promotion Criteria and Success Indicators for Associate Professor and Professor levels

To date, the PCWG has developed enhanced promotion guidance for Associate Professor (AP) and Professor (P) (Band A) levels (**Annex 1 and Annex 2, respectively**). This guidance seeks to provide greater clarity and transparency on the expectations of activity and impact at these levels, to assist those applying for promotion and members of promotion panels in making decisions.

Based on the LSBU Academic Framework, the new Promotion Criteria for AP and P (Band A) levels expand upon the examples of 'core' and 'higher level' activities in each 'domain' (L&T, RKTPP and AMLC). These are presented as Success Indicators. Based upon extensive benchmarking across the sector, the enhanced guidance also identifies which of the Success Indicators is considered 'Essential', and which 'Desirable', in each 'domain' for an individual at a particular level of academic seniority.

Candidates applying for promotion will be asked to identify the 'domains' in which they are claiming excellence and applicants will be expected to demonstrate some evidence against each of the specific criteria relevant to their chosen route. Regardless of the chosen route for promotion ('mixed' or 'single'), applicants are not expected to provide evidence, or equal weight of evidence, across all the criteria and success indicators. Promotion panels will, as ever, use their academic judgement to assess the totality of evidence against the relevant criteria, as well as using their understanding of the differences between academic disciplines and the applicants' chosen route. In all cases, panels will be looking for evidence of sustained excellence, positive impact of activity and enhancement of the external reputation of the University, nationally and internationally.

Equality, Diversity and Inclusion

The overall aim of the proposed Promotion Criteria and Success Indicators are to ensure that career pathways and criteria are developed to support the LSBU Group Corporate Strategy, in this context with particular reference to the strategic objective to "*Create a transformational and inclusive culture that is people centric, values led and ambitious; enabling LSBU Group to empower staff and to attract and retain a diverse range of skilled individuals*." The new Promotion Criteria and associated guidance will provide clarity on the achievements and impacts that academic staff must be able to evidence in order to progress from Senior Lecturer to Professor. Once agreed and implemented, it is anticipated that, from an equality perspective, the revised criteria will provide a

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[1] London South Bank University Academic Framework (October 2015) with Addendum
[2] Activity domains in the LSBU Academic Framework are: Learning and Teaching (L&T); Research, Knowledge Transfer and Professional Practice (RKTPP); and Administration, Management, Leadership and Citizenship (AMLC)

clearer career pathway for academic staff aspiring to attain more senior positions within the University and that staff will view these as a more transparent and equitable approach for advancement. Each year, an Equality Impact Assessment will be conducted on the application of these criteria, which will be reported to the Academic Board and University Management Board.

Consultation

Well-developed drafts of the AP and P (Band A) Promotion Criteria and Success indicators were shared with Deans of Schools not represented on the Working Group to ensure that proposed Success Indicators are relevant to all disciplines. The PCWG Chair has also provided UCU with email updates after each meeting and UCU have been invited to share any feedback or concerns. Feedback on the proposed Promotion Criteria and Success Indicators is sought from Academic Board. The drafts of the proposed AP and P Promotion Criteria, together with a short briefing paper, will also be circulated to relevant stakeholder groups, including UCU and the recently reconvened Professorial Advisory Group (UPAG). Feedback from Academic Board, UCU and UPAG will be incorporated, and the final draft Associate Professor and Professor Promotion Criteria will be presented to University Management Board for approval.

Timetable for Associate Professor and Professor Promotions

The call for promotions to AP and P levels will be launched in April 2023. Potential applicants will be provided with a comprehensive package of support for applications prior to, and in parallel with, the launch of the AP and P promotion round. This will include a comprehensive set of guidance notes, including on sources of data/information that could be used to evidence excellence and impact, all-staff talks and tailored workshops for early-career, BAME, female and part-time staff members. Promotion panels are scheduled to meet in June and successful promotions will take effect from 1st September 2023.

Annex 1: Associate Professor – Promotion Criteria and Success Indicators

From the LSBU Academic Framework: 'An experienced academic with a strong track record within their discipline, including activities with national or international impact in education, research, knowledge transfer or professional practice'. Associate Professors are expected to provide leadership in research, learning and teaching, knowledge transfer and professional practice, to the benefit of students, the School, the University and the wider community. Associate Professors are expected to carry out the core activities in all three areas (a-c below). They are also expected to deliver higher level achievements in at least two of the areas, demonstrating national/international impact in their discipline. Excellence in one area alone, however, could also allow post-holders to fulfil the role criteria.

A	B	C	D
a. Teaching and Learning - Core from LSBU AF	**Success Indicators**	**Teaching and Learning - Higher from LSBU AF**	**Success Indicators**
▪ Delivery of high-quality teaching ▪ Developing effective and innovative educational materials ▪ Achieving strong module feedback and high student success on taught modules	**Essential Core T&L Success Indicators** ▪ Organising, designing, and delivering teaching and assessment, including delivery of lectures, classes and seminars in core and specialist subjects, that improve outcomes for all students ▪ Designing, developing and resourcing teaching materials, such as on-line/blended learning, forms of pedagogy, or appropriate teaching collaborations, including inclusive curriculum innovations ▪ Evidence of providing effective pastoral support to students ▪ Shaping and influencing curriculum development and/or actively contributing to the review of courses in accordance with the T&L strategy of the School/Institute/University	▪ Produce materials that have impact at other institutions ▪ Publish influential textbooks ▪ Publish in educational journals and other academic media ▪ Contribute to education conferences through lectures or poster presentations ▪ Win significant external educational grants ▪ Receive national educational awards ▪ UG external examinership ▪ Significant and recognized contributor to university, national or international learning and teaching networks or groups, and/or to relevant national professional bodies as appropriate.	**Essential Higher-Level T&L Success Indicators** ▪ Evidence of sustained delivery of high-quality teaching that impacts positively on student experience and outcomes ▪ Leading the development and/or implementation of innovative teaching materials and practices that impact positively on all students ▪ Effective internal and external dissemination of innovation in T&L, e.g., conferences, presentations, workshops, publications, articles, blogs ▪ Evidence of sustained active engagement in the scholarship of teaching and learning ▪ A developing track record of publishing or external dissemination of the outcomes of pedagogical work in outlets of appropriate standing and influence ▪ Development of external networks for the benefit of LSBU students' experience and outcomes ▪ Evidence of activity to share teaching practice and influence the teaching practice of others to achieve better outcomes for students, including formal and informal presentations at University/School/Division events and informal peer mentoring or advice to others ▪ Significant contributions to University T&L networks or groups e.g., Course Directors' Forum, and/or to relevant national professional bodies devoted to T&L ▪ Effective contributions to education-related enabling activities at the Division or School/Institute level **Desirable Higher-Level T&L Success Indicators**

			▪ Performing UG or PGT external examining duties at other universities ▪ Contributions to sector-wide T&L initiatives, e.g., TEF sub-panel membership, OfS investigators, QAA DQB membership ▪ Supervising applied PhD/Professional Doctorates to completion ▪ Receipt of institutional and/or national prizes or awards in recognition of teaching excellence e.g., LSBU Education Award, Advance HE Principal/Senior/Fellowship ▪ Contributing to QA or accreditation processes at LSBU or being a member of PSRB or other institutions' accreditation panels ▪ Publication of widely used textbooks or e-learning materials ▪ A developing track record of obtaining peer-reviewed internal or external funding for projects to develop and enhance T&L ▪ Acting as a reviewer of pedagogic grant applications and/or written outputs about teaching and learning within and/or beyond own discipline ▪ Active membership of a T&L research group at LSBU or externally

b. Research, KT and Professional Practice - **Core from LSBU AF**		From LSBU AF - Achievements in one or more of the following three areas (i-iii), at a level consistent with international impact in their discipline:	
	Success Indicators	(i) **Research - Higher from LSBU AF**	**Success Indicators**
▪ Remain abreast of the developments in their academic discipline ▪ Actively support School/University activities that promote or develop **research**, KT and professional practice	**Essential Core Research Success Indicators** ▪ Transforming and applying the knowledge acquired from scholarship into one's own teaching ▪ Translating knowledge of advances in the subject area to research activity ▪ Conducting original research into complex problems, ideas, concepts and theories to obtain new knowledge ▪ Using new research techniques and methods ▪ Developing of research proposals and objectives ▪ Collaborating with colleagues on areas of shared research interest	▪ Publications (journals, books, chapters that are internationally recognized/excellent) ▪ Other high quality research outputs (e.g., exhibitions, compositions, direction/production of performances etc.) ▪ Research grants as principal investigator ▪ PhD supervision ▪ Research presentations at symposia and conferences ▪ Awards, fellowships of learned societies, prizes ▪ Grant Awards Reviewer (e.g., RCUK Peer Review College; EU Horizon 2020, etc.)	**Essential Higher-Level Research Success Indicators** ▪ A sustained track record of publishing peer-reviewed outputs as appropriate to the discipline, e.g., journal articles, books, monographs, artefacts, built outputs, exhibitions and performances, ensuring eligibility for REF ▪ Ongoing national and international research collaborations e.g., via joint projects or joint publications ▪ Sustained, recent activity in bidding for external research income and evidence of securing external funding as Principal or named Co-Investigator at LSBU, as appropriate to the discipline

		PhD external examinership	- Successful and ongoing supervision of postgraduate research students as first or second supervisor to the completion of their research degree studies (at least 1 completion) - Mentoring and coaching of early career academic researchers, research and/or technical staff - Presenting at national or international conferences **Desirable Higher-Level Research Success Indicators** - Internal and/or external examining of higher research degree theses - Contributing to internal and external peer review of journal articles and grant funding applications through refereeing, membership of inter/national editorial boards and/or peer review colleges, etc. - Evidence of drawing upon own research to develop, or achieve, an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia - Leading activities that impact upon the field e.g., organising conferences, conference streams, workshops, seminars, symposiums, blogging, editorial duties associated with publishing - External esteem recognised through awards, prizes, fellowships, etc - Leading research funding strategies and bids within a Research Group/Centre - Developing inter-disciplinary research programmes across or outside the institution - Providing research leadership that contributes to the medium to long-term research strategy of the Research Group/Centre and/or School/Institute - Keynotes at national conferences
- Joining external research networks to form future collaborations - Contributing to the aims of the School to successfully recruit and develop PhD students - Contributing to the management and administration of a Research Group/Centre, including organisation of and presentation at events and seminars, updating website information and attending project meetings **(Desirable)**			
b. Research, **KT** and Professional Practice – **Core from LSBU AF**	**Success Indicators**	**(ii) Knowledge Transfer – Higher from LSBU AF**	**Success Indicators**
- Remain abreast of the developments in their academic discipline - Actively support School/University activities that promote or develop	**Essential Core KT Success Indicators** - Evidence of personal CPD to ensure knowledge of latest industry/professional best practice - Updating of existing programme materials to meet the changing requirements of the client/industry/profession with respect to	- Winning major external funding for applied research with industry - Winning major educational funding (e.g., partnerships and collaborations) - Coordinating and/or delivering high level/high value CPD - Developing patents and spin-out companies	**Essential Higher-Level KT Success Indicators** - A sustained track record of publishing high-quality outputs as appropriate to the discipline, and in collaboration with external beneficiaries/end user groups - A developing track record of income generation for the University, either from sustained, recent bidding for and securing external funding at

research, **KT** and professional practice	content, new knowledge and latest industry/professional best practice ▪ Incorporating live data and current scenarios within the curriculum, where possible e.g., through collaborative projects with public, private or third sector employers, or using company data/scenarios to pose a solution to a problem ▪ Participating in internal and external knowledge transfer networks or consortia ▪ Forging links between academia and industry/third sector to create opportunities for colleagues and/or to benefit student education and employability ▪ Contributing to public debate around the discipline by using print, broadcast, digital and other media, including promotion of research findings ▪ Supporting and contributing to public engagement initiatives and activities	▪ Evidence of impact through working with high profile organisations ▪ Developing research to provide impact in society or in the economy ▪ Holding positions on national and/or international strategic advisory bodies	LSBU to support applied collaborative research, as appropriate to the discipline, and/or from consultancy, business and public sector contracts or professional training and development activities ▪ Contributions to the design and delivery of knowledge transfer projects that demonstrate successful collaboration with non-HEI partners and significant social and/or economic impact ▪ Successful development of partnerships with other HEIs, public, private or third sector organisations for the benefit of student education (e.g., yielding student placements, projects, volunteering and/or CASE studentships) ▪ Contributing to activities, such as mentoring and training, that embed knowledge transfer within the teaching and research activities of LSBU colleagues **Desirable Higher-Level KT Success Indicators** ▪ Contributions to knowledge transfer partnerships (KTPs), collaborative or commissioned projects ▪ Exploitation of research through patents, licences or spin-out company formation ▪ Enhancement of the relevance of LSBU research to society through the active involvement of the public, private or third sector in the research process ▪ Sustained contributions to public and community engagement aligned with delivery of LSBU's Knowledge Exchange Strategy ▪ Sustained contributions to local growth and regeneration projects aligned with delivery of LSBU's Knowledge Exchange Strategy ▪ Regional and/or national advisory roles that directly influence the development of public policy, services and/or enhance the quality of life for significant groups of people ▪ A developing external reputation for engagement with, and contribution to, regional and national knowledge transfer networks and organisations
b. Research, KT and **Professional Practice – Core from LSBU AF**	**Success Indicators**	**(iii)** **Professional Practice – Higher from LSBU AF**	**Success Indicators**
▪ Remain abreast of the developments in their academic discipline	**Essential Core Professional Practice Success Indicators** ▪ Maintaining an up-to-date knowledge and understanding of regional, national or	▪ Fellowship/Senior Fellowship (or equivalent) of professional bodies ▪ Evidence of impact with professional decision-making bodies	**Essential Higher-Level Professional Practice Success Indicators**

		Leading successful bids for major commissioning of professional education	Achievement of associate/fellowship or other advanced status of the relevant professional body, where applicable
▪ Actively support School/University activities that promote or develop research, KT and **professional practice**	international developments affecting the professional application of the subject ▪ A developing national reputation in the professional field ▪ Undertaking all work in line with codes of conduct and standards as set out by the relevant professional body, where applicable ▪ Using own expertise in the area of professional practice to design and deliver technical and applied knowledge to students ▪ Building a network of professional colleagues across a variety of organisations and sectors to benefit student education and experience and to improve student employability ▪ Enhancing the reputation of LSBU amongst its partners via professional practice	▪ Leading successful bids for major commissioning of professional education ▪ Leading high level CPD in the discipline ▪ Holding editorial positions (including Journal Editorial Boards) ▪ Conference organisation (e.g. conference/programme chairs and programme committee – national and international)	▪ Achievement of associate/fellowship or other advanced status of the relevant professional body, where applicable ▪ Publication of a body of professional knowledge e.g., guidelines, standards, enquiries, etc ▪ Involvement in development of professional practice through evidence-based quality, service improvement or workforce development projects ▪ A developing track record of generating income for the University from professional development activities ▪ Contributing to the promotion, extension of scope and/or dissemination of improvements in professional practice, including managing the development of others **Desirable Higher-Level Professional Practice Success Indicators** ▪ Membership of national professional bodies and/or committees ▪ Contribution, through the provision of expert opinion and consultancy, to the enhancement of professional policy or practice which impacts on the local, regional or national economy ▪ Influencing the national debate on professional development in the relevant field through journal editorship, conference organisation, policy reviews, etc' ▪ Contributing to the development of new professional development/executive education programmes that benefit the University and the relevant community ▪ Contributing to relevant professional bodies' awards or decision-making processes

c. Administration, management, leadership and citizenship – Core from LSBU AF	Success Indicators	Administration, management, leadership and citizenship – Higher from LSBU AF	Success Indicators
▪ Administration required for the smooth running of the School	**Essential Core AMLC Success Indicators** ▪ Contributions beyond own teaching to development of teaching and learning	▪ Sustained demonstration of successful management and leadership within the School, including conducting annual appraisals	**Essential Higher-Level AMLC Success Indicators** ▪ Effective leadership of taught programmes as Module or Course Director

▪ Support for the core business of the School (e.g., recruitment, student experience, research environment) ▪ External engagement as appropriate (with the professional discipline, local community, schools and colleges, employers, international partners) ▪ Mentorship of colleagues ▪ Contribution to areas such as ethical approvals and staff appointments ▪ Commitment to all areas of activity including EDI and the Behavioural Framework	programmes/projects in the Division/School ▪ Contributions to the successful development and delivery of initiatives that improve Division/School performance ▪ Contributing to the development of colleagues through coaching, mentoring and peer support ▪ Contribution to broader range of activities within the School, e.g., EDI, outreach, employer placements, etc	▪ Significant institutional impact through contribution to University committees or panels ▪ Work with charities/NGOs with national or international impact ▪ Membership of national/international panels or committees ▪ Recognition through national/international awards	▪ Positive impact through roles of responsibility within the Division/School. Examples may include, Admissions Tutor, Associate Dean, Course Director, Employability Lead, Head of Division, etc ▪ Effective and positive impact from contributions, on behalf of the academic community, as a member of Division/School/University/Group committees, recruitment panels, review or working groups ▪ Effective leadership of a team (colleagues in Division/School/PSG) to deliver new LSBU policy/initiative/quality improvement ▪ Sustained supervision/support, coaching and mentoring of colleagues, including conducting appraisal **Desirable Higher-Level AMLC Success Indicators** ▪ Effective contribution to LSBU Group projects

Annex 2: Professor Band A – Promotion Criteria and Success Indicators

From the LSBU Academic Frameowrk: 'Professors are acknowledged as leading authorities in their field, possessing in-depth understanding of their discipline to enable them to lead the development of new knowledge, innovation and applications in their specialism. For a Level A Professor, the post will be held by an experienced academic with a strong sustained track record within their discipline, including activities with national or international impact in education, research, knowledge transfer or professional practice.

To provide leadership in research, learning and teaching, knowledge transfer and professional practice, to the benefit of students, the School, the University and the wider community. **Level A Professors are expected to conduct typical duties of an Associate Professor (e.g. Course Director role, Head of Division, citizenship activities associated with recruitment, internationalisation and student experience), as well as carrying out significant School roles, either managing areas of research or education, or taking on important responsibilities aligned with the School's priorities, and to contribute to panels for processes such as ethical approvals or academic appointments.**

Professors at Level A would be expected to carry out the core activities in all three areas (a-c, see table below), and normally to deliver significant higher-level achievements in at least two of the areas, demonstrating national/international impact in their discipline over a substantial period and to be able to evidence achievements that would be acknowledged within the higher education sector as being of a professorial level.

A	B	C	D
a. Teaching and Learning - Core from LSBU AF	**Success Indicators**	**Teaching and Learning - Higher from LSBU AF**	**Success Indicators**
▪ Delivery of high-quality teaching ▪ Developing effective and innovative educational materials ▪ Achieving strong module feedback and high student success on taught modules	**Essential Core T&L Success Indicators** ▪ Leading and innovating on the organisation, design and delivery of teaching and assessment in core and specialist subjects that improve outcomes for all students ▪ Leading and innovating on the design, development and resourcing of teaching materials, such as on-line/blended learning, forms of pedagogy, or appropriate teaching collaborations, including inclusive curriculum innovations ▪ Evidence of providing effective pastoral support to students ▪ Leading and innovating on curriculum development and/or the review of courses in accordance with the T&L strategy of the School/Institute/University	▪ Produce materials that have impact at other institutions ▪ Publish influential textbooks ▪ Publish in educational journals and other academic media ▪ Contribute to conferences through lectures or poster presentations ▪ Win significant external educational grants ▪ Receive national/international educational awards	**Essential Higher-Level T&L Success Indicators** ▪ Evidence of sustained delivery of high-quality teaching that impacts positively on student experience and outcomes ▪ Leading the development and/or implementation of innovative teaching materials and practices that impact positively on all students ▪ Effective inter/national dissemination of innovation in T&L, e.g., conferences, presentations, workshops, publications, articles, blogs ▪ Evidence of sustained active engagement in the scholarship of teaching and learning ▪ An established track record of publishing or external dissemination of the outcomes of pedagogical work in outlets of appropriate standing and influence ▪ An established track record of obtaining peer-reviewed internal or external funding for projects to develop and enhance T&L ▪ Receipt of national or international prizes or awards in recognition of teaching excellence e.g., HEA Principal/Senior Fellowship, National Teaching Award ▪ Leading external networks for the benefit of LSBU students' experience and outcomes

			• Evidence of sharing teaching practice and influencing the teaching practice of others within and external to LSBU to achieve better outcomes for students • Leadership of University T&L networks or groups e.g., Course Directors' Forum, and/or of relevant national and international professional bodies devoted to T&L • Undertaking a leading role in strategic institutional curriculum and/or policy development **Desirable Higher-Level T&L Success Indicators** • Significant contributions to sector-wide T&L initiatives, e.g., TEF sub-panel membership, OfS investigators, QAA DQB membership • Supervising applied PhD/Professional Doctorates to completion • Leading QA or accreditation processes at LSBU, PSRBs or at other institutions • Publication of widely used textbooks or e-learning materials • Acting as a reviewer of pedagogic grant applications and/or written outputs about teaching and learning within and/or beyond own discipline • Having a leading role in a T&L research group at LSBU or externally

b. **Research,** KT and Professional Practice - **Core from LSBU AF**		Achievements in one or more of the following three areas (i-iii), at a level consistent with international impact in their discipline:	
	Success Indicators	i. **Research - Higher from LSBU AF**	**Success Indicators**
• Remain abreast of the developments in their academic discipline • Actively support School/University activities that promote or develop **research**, KT and professional practice • Leadership activities to support **research**, KT or professional practice	**Essential Core Research Success Indicators** • Transforming and applying the knowledge acquired from scholarship into one's own teaching • Translating knowledge of advances in the subject area to research activity • Conducting original research into complex problems, ideas, concepts and theories to obtain new knowledge • Using new research techniques and methods • Leading the development of research proposals and objectives	• Publications (journals, books, chapters that are internationally recognized/excellent) • Other high quality research outputs (e.g., exhibitions, compositions, direction/production of performances etc.) • Research grants as principal investigator • PhD supervision • Research presentations at symposia and conferences • Awards, fellowships of learned societies, prizes	**Essential Higher-Level Research Success Indicators** • A sustained track record of publishing peer-reviewed outputs of international excellence as appropriate to the discipline, e.g., journal articles, books, monographs, artefacts, built outputs, exhibitions and performances, ensuring eligibility for REF • Sustained track record in bidding for and securing external research income as Principal or named Co-Investigator at LSBU, as appropriate to the discipline

	▪ Collaborating with colleagues on areas of shared research interest ▪ Leading successful research collaborations at institutional, national or international level ▪ Providing research leadership that contributes to the medium to long-term REF strategy of the Research Group/Centre and/or School/Institute, including for PGR recruitment, research impact and environment ▪ Evidence of drawing upon own research to develop, or achieve, an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia	▪ Grant Awards Reviewer (e.g. RCUK Peer Review College; EU Horizon 2020, etc.) ▪ PhD external examinership	▪ Internal and/or external examining of higher research degree theses ▪ Successful and ongoing supervision of postgraduate research students as first or second supervisor to the completion of their research degree studies (at least 2 completions) ▪ Mentoring and coaching of early career academic researchers, research and/or technical staff ▪ Presenting by invitation at national or international conferences **Desirable Higher-Level Research Success Indicators** ▪ Contributing to internal and external peer review of journal articles and grant funding applications through refereeing, membership of inter/national editorial boards and/or peer review colleges, etc. ▪ Leading activities that impact upon the field e.g., organising conferences, conference streams, workshops, seminars, symposiums, blogging, editorial duties associated with publishing ▪ Providing external research leadership, e.g., consortium leadership, member of grant-awarding panel, national committee membership, major journal editor/member of editorial board ▪ External esteem recognised through awards, prizes, fellowships, etc ▪ Leading research funding strategies and bids within a Research Group/Centre ▪ Leading inter-disciplinary research programmes across or outside the institution
b. Research, **KT** and Professional Practice - **Core from LSBU AF**	**Success Indicators**	ii. **Knowledge Transfer - Higher from LSBU AF**	**Success Indicators**
▪ Remain abreast of the developments in their academic discipline ▪ Actively support School/University activities that promote or develop research, **KT** and professional practice ▪ Leadership activities to support research, **KT** or professional practice	**Essential Core KT Success Indicators** ▪ Evidence of personal CPD to ensure knowledge of latest industry/professional best practice ▪ Updating of existing programme materials to meet the changing requirements of the client/industry/profession with respect to content, new knowledge and latest industry/professional best practice ▪ Incorporating live data and current scenarios within the curriculum, where possible e.g., through collaborative projects with public, private or third sector employers, or using	▪ Winning major external funding for applied research with industry ▪ Winning major educational funding (e.g. partnerships and collaborations) ▪ Coordinating and/or delivering high level/high value CPD ▪ Developing patents and spin-out companies ▪ Achieving impact through working with high profile organisations ▪ Developing research to provide impact in society or in the economy	**Essential Higher-Level KT Success Indicators** ▪ A sustained track record of publishing high-quality outputs, as appropriate to the discipline, and in collaboration with external beneficiaries/end users ▪ An established track record of income generation for the University, either through sustained bidding for, and securing, external funding at LSBU to support applied collaborative research, as appropriate to the discipline and/or through consultancy, business and public sector contracts or professional training and development activities

	company data/scenarios to pose a solution to a problem ▪ Leading roles in internal and external knowledge transfer networks or consortia ▪ Leading on the development of links between academia and industry/third sector to create opportunities for colleagues and/or to benefit student education and employability ▪ Leading public debate around the discipline by using print, broadcast, digital and other media, including promotion of research findings ▪ Providing leadership that contributes to the medium to long-term KT strategy of the School/Institute ▪ Leading in successful KT collaborations at institutional, national or international level ▪ Supporting and contributing to public engagement initiatives and activities ▪ Leading on activities, such as mentoring and training, that embed knowledge transfer within the teaching and research activities of LSBU colleagues	▪ Holding positions on national and/or international strategic advisory bodies (e.g. UN, WHO, ILO)	▪ Leading on the design and delivery of knowledge transfer projects that demonstrate successful collaboration with non-HEI partners and significant social and/or economic impact ▪ Leading interdisciplinary collaborations with academic, industrial, governmental, social enterprise, or community partners ▪ Playing a leading role in partnerships with other HEIs, public, private or third sector organisations for the benefit of student education (e.g., yielding student placements, projects and/or volunteering), CASE studentships ▪ An established external reputation for engagement with, and contribution to, regional and national knowledge transfer networks and organisations **Desirable Higher-Level KT Success Indicators** ▪ Leading on knowledge transfer partnerships (KTPs), collaborative or commissioned projects ▪ Exploitation of research through patents, licences or spin-out company formation ▪ Enhancement of the relevance of LSBU research to society through leadership in the active involvement of the public, private or third sector in the research process ▪ Leading on public and community engagement aligned with delivery of LSBU's Knowledge Exchange Strategy ▪ Leading on local growth and regeneration projects aligned with delivery of LSBU's Knowledge Exchange Strategy ▪ Inter/national advisory roles that directly influence the development of public policy, services and/or enhance the quality of life for significant groups of people
b. Research, KT and **Professional Practice** - **Core from LSBU AF**	**Success Indicators**	**iii. Professional Practice - Higher from LSBU AF**	**Success Indicators**
▪ Remain abreast of the developments in their academic discipline ▪ Actively support School/University activities that promote or develop	**Essential Core Professional Practice Success Indicators** • Maintaining an up-to-date knowledge and understanding of regional, national or international developments affecting the professional application of the subject • An established inter/national reputation in the professional field	▪ Fellowship/Senior Fellowship (or equivalent) of professional bodies ▪ Evidence of impact with professional decision-making bodies ▪ Leading successful bids for major commissioning of professional education	**Essential Higher-Level Professional Practice Success Indicators** ▪ Achievement of fellowship or other advanced status of the relevant professional body, where applicable ▪ Publication of a body of professional knowledge e.g., guidelines, standards, enquiries, etc

| research, KT and **professional practice**
▪ Leadership activities to support research, KT or **professional practice** | • Undertaking all work in line with codes of conduct and standards as set out by the relevant professional body, where applicable
• Using own expertise in the area of professional practice to design and deliver technical and applied knowledge to students
• Taking a leading role in the promotion, extension of scope and/or dissemination of improvements in professional practice, including managing the development of others
• Leading an established network of professional colleagues across a variety of organisations and sectors to benefit student education and experience and to improve student employability
• Enhancing the reputation of LSBU amongst its partners via professional practice | ▪ Contributing to high level CPD in the discipline
▪ Holding editorial positions (including Journal Editorial Boards)
▪ Conference organisation (e.g. conference/programme chairs and programme committee – national and international) | ▪ Leading the development of professional practice through evidence-based quality, service improvement or workforce development projects
▪ An established track record of generating income for the University from professional development activities
▪ Influencing the inter/national debate on professional development in the relevant field through journal editorship, conference organisation, policy reviews, etc

Desirable Higher-Level Professional Practice Success Indicators

▪ Leadership of national professional bodies and/or committees
▪ Making a leading contribution, through the provision of expert opinion and consultancy, to the enhancement of professional policy or practice which impacts on the local, regional or national economy
▪ Identifying and developing new professional development/executive education programmes that benefit the University and the relevant community
▪ Playing a leading role in relevant professional bodies' awards or decision-making processes |

c. Administration, management, leadership and citizenship – Core from LSBU AF	Success Indicators	Administration, management, leadership and citizenship – Higher from LSBU AF	Success Indicators
▪ Administration required for the smooth running of the School ▪ Support for the core business of the School (e.g. recruitment, student experience, research environment) ▪ External engagement as appropriate (with the professional discipline, local community, schools and colleges, employers, international partners) ▪ Mentorship of colleagues ▪ Trained to contribute to areas such as ethical approvals and staff appointments	**Essential Core AMLC Success Indicators** ▪ Leadership beyond own teaching to development of teaching and learning programmes/projects in the Division/School ▪ Leading contributions to the successful development and delivery of initiatives that improve Division/School performance ▪ Leading the development of colleagues through coaching, mentoring and peer support	▪ Sustained demonstration of successful management and leadership within the School ▪ Significant institutional impact through contribution to University committees or panels ▪ Work with charities/NGOs with national or international impact ▪ Membership of national/international panels or committees ▪ Recognition through national/international awards	**Essential Higher-Level AMLC Success Indicators** • Effective leadership of taught programmes as Module or Course Director • Positive impact through roles of responsibility within the Division/School. Examples may include, Head of Division, Associate Dean, EDI Lead, etc • Effective and positive impact from contributions, on behalf of the academic community, as a leading member of Division/School/University/Group committees, recruitment panels, review or working groups

| Demonstrate leadership in all areas of activity including EDI and the LSBU Behavioural Framework | Leadership of a broader range of activities within the School, e.g. EDI, outreach, employer placements, etc | | • Effective leadership of a team (colleagues in Division/School/PSG) to deliver new LSBU policy/initiative/quality improvement
• Sustained supervision/support, coaching and mentoring of colleagues, including conducting appraisals
• Sustained ability to influence, stimulate and inspire staff and students
• Active, creative and/or innovative leadership in response to institutional challenges and priorities

Desirable Higher-Level AMLC Success Indicators
• Effective contribution to LSBU Group projects |

LSBU EST 1892

13. Academic KPIs update

- Undergraduate y1 to y2 progression

For Discussion

Presented by Deborah Johnston

LSBU
EST 1892

	INTERNAL
Paper title:	Undergraduate y1 to y2 [Level 4 to Level 5] progression
Board/Committee:	Academic Board
Date of meeting:	28th February 2023
Author(s):	Andrew McLaughlin, Head of Strategy, Planning and Performance
Sponsor(s):	Prof. Deborah Johnston, Deputy Vice Chancellor (Education)
Purpose:	☐ For approval ☐ For discussion ☒ For information ☐ For review
Recommendation:	The Board is requested to discuss this report.

Summary

Undergraduate Progression for full-time students from year 1 (Level 4) of their programme in an academic year onto year 2 (Level 5) of their programme in the next year has **deteriorated by 8% between 2020/21 and 2021/22, from to 75% to 67%**. This metric is a University KPI and the target for 21/22 was 78%; the target for 25/26 is 85%. The deterioration is largely responsible for a £4M shortfall in 22/23 income against budget.

The main reasons for this are 1) an increase in the percentage of students repeating year 1 of their course; 2) an increase in the number of students dropping out before June of the academic year.

The schools most affected are Engineering, and Nursing and Midwifery, experiencing decreases in their progression rates from 20/21 levels of 14.5 and 18.2 percentage points respectively. Engineering progression rates have been negatively impacted by a deterioration in the progression rates of students admitted through clearing, together with a deterioration in the progression rates of students admitted through Agents, with the latter issue also impacting Business. Nursing and Midwifery have been impacted by both an increase in the proportion of its intake being admitted through clearing – clearing students generally have lower progression rates – and localised issues which an external reviewer has been appointed to examine.

10 courses alone account for 80% of the drop in the numbers of 21/22 students that progressed – which is 295 - below the numbers that would have progressed if 20/21 rates had been maintained.

Non-UK domiciled students have seen a bigger fall in progression than UK domiciled students (11 percentage points vs 7.4) This is of potential concern given the conditions imposed by the UKVI with respect to sponsored students, and because of the increased Overseas student numbers in the 22/23 intake. The increase in drop out numbers in 21/22 will negatively impact continuation rates although LSBU should remain comfortably above the 80% threshold.

1. **Introduction and University Level Results**

LSBU uses an internally defined metric to measure the progression of students from the first academic year of their programme of study [Level 4] in one year, into the second academic year of programme [Level 5] in the following year. This metric for full-time, first-degree students on courses of length more than one year is an institutional KPI.

All metrics shown in this paper relate to students commencing their studies in Semester 1. Students who withdraw within 14 days of commencing their studies in a year are excluded.

This metric has deteriorated from 74.9% in 20/21 to 67.0% in 21/22, as shown in Table 1 below. This has been driven by an increase in the proportion of students repeating the year of programme in the following academic year (an increase from 8.4% in 20/21 to 11.7% in 21/22) and in increase in the proportion of students dropping out before the end of the academic year (an increase from 4.3% in 20/21 to 8.4% in 21/22)

Table 1:

Outcome	Number of Students on Yr Prog 1				Percentage				Change in % from
	18/19	19/20	20/21	21/22	18/19	19/20	20/21	21/22	20/21 to 21/22
Progress to Yr Prog 2	2,231	2,758	2,867	2,487	73.7%	80.0%	74.9%	67.0%	-8.0%
Repeat Yr Prog 1	215	147	322	434	7.1%	4.3%	8.4%	11.7%	3.3%
Other	404	385	475	480	13.3%	11.2%	12.4%	12.9%	0.5%
Drop out before June	177	157	163	313	5.8%	4.6%	4.3%	8.4%	4.2%
Total	3,027	3,447	3,827	3,714					

Typically, only 12% of students with a progression outcome of "Repeat Yr Prog 1" in an academic year will go on to have a progression outcome of "Progress to Y2 Prog 2" the following academic year. As the Table 1 shows, between 19/20 and 20/21 there was a doubling in the percentage of students whose outcome was "Repeat Yr Prog 1": these students, with inherently higher non-progression rates, are partly behind the deterioration in the 21/22 progression rate.

Table 2 below shows where in the academic year students are dropping out. In 21/22 more students had dropped out by January than the total number of those dropping out in the whole of 20/21. November is the month where students are most likely to drop out. The

Table 2:

End Month	No of Students that drop out before June				Percentage				Change in % from 20/21 to 21/22
	18/19	19/20	20/21	21/22	18/19	19/20	20/21	21/22	
Oct	21	10	19	18	11.9%	6.4%	11.7%	5.8%	-5.9%
Nov	44	52	53	63	24.9%	33.1%	32.5%	20.1%	-12.4%
Dec	24	20	28	56	13.6%	12.7%	17.2%	17.9%	0.7%
Jan	12	15	23	31	6.8%	9.6%	14.1%	9.9%	-4.2%
Feb	13	30	9	48	7.3%	19.1%	5.5%	15.3%	9.8%
Mar	27	15	11	62	15.3%	9.6%	6.7%	19.8%	13.1%
Apr	28	8	10	18	15.8%	5.1%	6.1%	5.8%	-0.4%
May	8	7	10	17	4.5%	4.5%	6.1%	5.4%	-0.7%
Grand Total	177	157	163	313					

Table 3 below shows the detailed categorisation of those students whose progression outcome is 'other'. It can be seen that 'Fail – Studies Terminated', with or without credit, are the categories with the biggest number of students. It should also be noted that many of the other categories also involve the student exiting with an award of some kind. The category 'pass to next year' and suchlike should be interpreted as meaning that the student had satisfied the academic requirements to continue their studies but did not re-enrol. No attempt has been made to 'tidy up' the individual categories shown in this table which are taken direct from the SRS.

Table 3:

Final Status for Academic Year recorded on SRS	No of students with "other" outcome				Percentage				Change in % from 20/21 to 21/22
	18/19	19/20	20/21	21/22	18/19	19/20	20/21	21/22	
Aegrotat	1				0.2%	0.0%	0.0%	0.0%	0.0%
Certificate of Higher Education	16	36	25	27	4.0%	9.4%	5.3%	5.6%	0.4%
Certificate of Higher Education in Health and Social Care	1	4	3	2	0.2%	1.0%	0.6%	0.4%	-0.2%
Certificate of Higher Education with Distinction	10	6	18	8	2.5%	1.6%	3.8%	1.7%	-2.1%
Certificate of Higher Education with Merit	9	6	23	6	2.2%	1.6%	4.8%	1.3%	-3.6%
Chair's Action	2	2		1	0.5%	0.5%	0.0%	0.2%	0.2%
Continue Outstanding Modules	25	21	5	33	6.2%	5.5%	1.1%	6.9%	5.8%
Fail - Studies Terminated	86	70	124	158	21.3%	18.2%	26.1%	32.9%	6.8%
Fail - Studies Terminated with Credit Awarded	136	68	115	142	33.7%	17.7%	24.2%	29.6%	5.4%
No award - Transfer Credit only	1	4	6		0.2%	1.0%	1.3%	0.0%	-1.3%
One or more assessments Deferred until next sitting	1	1	7		0.2%	0.3%	1.5%	0.0%	-1.5%
Pass Miss Sandwich			1		0.0%	0.0%	0.2%	0.0%	-0.2%
Pass To Next Year	22	32	31	6	5.4%	8.3%	6.5%	1.3%	-5.3%
Pass with outstanding modules at previous level	6	23	13	4	1.5%	6.0%	2.7%	0.8%	-1.9%
Progress to Next Board		26	1	25	0.0%	6.8%	0.2%	5.2%	5.0%
Referred for August 3rd Attempt		2		4	0.0%	0.5%	0.0%	0.8%	0.8%
Repeat Failed Modules With Attendance	29	33	75	42	7.2%	8.6%	15.8%	8.8%	-7.0%
Student has Deferrals and Referrals	1	1			0.2%	0.3%	0.0%	0.0%	0.0%
Student Referred - Awaiting Resit Result	34	12		9	8.4%	3.1%	0.0%	1.9%	1.9%
THIRD CLASS HONOURS	1				0.2%	0.0%	0.0%	0.0%	0.0%
University Certificate	21	25	12		5.2%	6.5%	2.5%	0.0%	-2.5%
University Certificate of Competence		1			0.0%	0.3%	0.0%	0.0%	0.0%
#N/A	2	12	16	13	0.5%	3.1%	3.4%	2.7%	-0.7%
Grand Total	404	385	475	480					

2. **Progression by Student Demographics**

The table below shows that the progression of non-UK domiciled students has deteriorated by 11.0% and that the main reason for this is an increase in the proportion of these students dropping out

before June of the academic year. This is a potential concern given the constraints imposed on the University by the UK Visas and Immigration (UKVI) directorate of the Home Office regarding completion rates of overseas students that we sponsor under the Student Route of the Immigration Rules, to whom we issue a Confirmation of Acceptance for Studies number (CAS)

Table 4

Domicile	Outcome	N0 of Students on Yr Prog 1				Percentage				Change in % from
		18/19	19/20	20/21	21/22	18/19	19/20	20/21	21/22	20/21 to 21/22
Non-UK	Progress to Yr Prog 2	255	342	413	282	83.1%	83.0%	79.0%	68.0%	-11.0%
	Repeat	14	5	25	22	4.6%	1.2%	4.8%	5.3%	0.5%
	Other	28	48	65	62	9.1%	11.7%	12.4%	14.9%	2.5%
	Drop out before end of	10	17	20	49	3.3%	4.1%	3.8%	11.8%	8.0%
Non-UK Total		**307**	**412**	**523**	**415**					
UK	Progress to Yr Prog 2	1976	2416	2454	2205	72.6%	79.6%	74.3%	66.8%	-7.4%
	Repeat	201	142	297	412	7.4%	4.7%	9.0%	12.5%	3.5%
	Other	376	337	410	418	13.8%	11.1%	12.4%	12.7%	0.3%
	Drop out before end of	167	140	143	264	6.1%	4.6%	4.3%	8.0%	3.7%
UK Total		**2720**	**3035**	**3304**	**3299**					

The change in progression rates for other key student demographics between 20/21 and 21/22 is shown in the table 5 below. Cases where the change in the progression rate between 20/21 and 21/22 is above the LSBU average of -8% are highlighted in red.

Table 5:

Demographic	20/21				21/22				Difference			
	Progress to Yr Prog 2 [Level 5] (%)	Repeat (%)	Drop out (%)	Other (%)	Progress to Yr Prog 2 [Level 5] (%)	Repeat (%)	Drop out (%)	Other (%)	Progress to Yr Prog 2 [Level 5] (%)	Repeat (%)	Drop out (%)	Other (%)
University	74.9%	8.4%	4.3%	12.4%	67.0%	11.7%	8.4%	12.9%	-8.0%	3.3%	4.2%	0.5%
Female	77.9%	7.4%	3.9%	10.7%	70.5%	10.3%	7.0%	12.2%	-7.4%	2.9%	3.1%	1.5%
Male	70.7%	9.8%	4.7%	14.7%	62.0%	13.5%	10.5%	13.9%	-8.7%	3.7%	5.8%	-0.8%
BME	76.0%	9.2%	3.6%	11.2%	64.1%	14.3%	7.2%	14.3%	-11.9%	5.1%	3.7%	3.1%
Non-BME	73.4%	7.7%	5.5%	13.4%	72.7%	8.6%	9.3%	9.5%	-0.7%	0.9%	3.8%	-4.0%
Unknown	73.5%	6.9%	4.8%	14.9%	67.5%	6.7%	11.9%	13.9%	-6.0%	-0.2%	7.2%	-0.9%
Under 21	73.7%	9.4%	4.3%	12.5%	64.4%	13.2%	9.5%	12.9%	-9.3%	3.7%	5.2%	0.4%
21 to 30	71.9%	7.6%	5.0%	15.5%	66.8%	9.6%	8.6%	15.0%	-5.1%	2.0%	3.6%	-0.5%
Over 31	83.8%	5.2%	3.2%	7.8%	77.6%	8.5%	3.8%	10.1%	-6.2%	3.3%	0.6%	2.3%
Do parents have HE qualification - Yes	76.2%	8.2%	3.8%	11.9%	70.3%	10.1%	7.8%	11.8%	-5.9%	2.0%	4.0%	-0.1%
Do parents have HE qualification - No	73.6%	9.0%	4.5%	13.0%	65.1%	13.5%	8.3%	13.1%	-8.4%	4.6%	3.7%	0.1%
Do parents have HE qualification - Unknown	75.9%	7.4%	4.6%	12.0%	66.3%	10.2%	9.5%	14.0%	-9.6%	2.7%	4.9%	2.0%
UK	74.3%	9.0%	4.3%	12.4%	66.8%	12.5%	8.0%	12.7%	-7.4%	3.5%	3.7%	0.3%
Overseas	79.0%	4.8%	3.8%	12.4%	68.0%	5.3%	11.8%	14.9%	-11.0%	0.5%	8.0%	2.5%
Has Disabled Students' Allowance	71.1%	10.3%	6.2%	12.4%	70.5%	11.1%	7.0%	11.4%	-0.7%	0.8%	0.8%	-0.9%
Does not have Disabled Students' Allowance	74.1%	8.4%	4.5%	13.0%	67.0%	13.3%	7.4%	12.3%	-7.1%	4.8%	2.9%	-0.7%
Unknown	75.1%	8.4%	4.2%	12.4%	66.7%	11.6%	8.6%	13.1%	-8.4%	3.2%	4.5%	0.8%
IMD - Q1 or 2 (Most Deprived)	74.4%	10.0%	4.0%	11.6%	64.9%	13.2%	8.0%	13.9%	-9.5%	3.2%	4.0%	2.3%
IMD - Q3, 4 or 5 (Least Deprived)	74.2%	7.3%	4.9%	13.6%	70.2%	11.2%	8.0%	10.6%	-4.1%	3.9%	3.1%	-2.9%

3.   Implications for OfS Continuation metric (a B3 Outcome indicator)

The OfS Continuation metric has a different definition to the LSBU Progression (Internal) y1 to y2 [L4 to L5] metric:

- Students with a progression outcome of 'Repeating' will be counted positively in both the OfS Continuation metric and the LSBU Progression (internal) y1 to y2 metric.
- Students who drop out of LSBU and continue their studies at another institution (transfers) are treated as a neutral outcome in terms of continuation and removed from the denominator.
- The Continuation metric is solely concerned with new entrants, whereas the LSBU Progression (Internal) metric looks at students on year of programme 1, which will include some repeaters. The continuation metric will include all new entrants, regardless of whether they enter at Level 3 (foundation) or Level 4 or Level 5 (advanced entrants)
- Students whose studies are terminated at LSBU due to academic failure, but who receive an award, may be counted positively in the Continuation metric, where the receipt of an award, even an exit award, is counted positively.

It is not possible now to calculate what LSBU's OfS Continuation metric will be for 21/22 entrants, because we will not know how many of the students who have dropped out or exited with an award or credit will have transferred to another institution. The actual rate will not be available until early in 2024 when the OfS will calculate and publish it. In early 2023 the OfS will calculate and publish continuation rates for 20/21 entrants and now the latest entry cohort that we have confirmed OfS Continuation rates is 19/20, Year 4 in the recently published B3 Outcome and TEF datasets.

At a broad brush level however, we can be fairly sure that the poor 21/22 results do not take us under the 80% B3 threshold:

- Adding together the % Progressing and the % Repeating rate gives a combined rate of 78.7%
- On top of which, a proportion of the students with an 'Other' outcome will be counted positively if they receive an award. Table 3 shows that there has been no reduction in the proportions of students receiving an exit award of some kind: in 18/19 37% of those with a Progression outcome of 'Other' were counted positively for continuation, in 19/20 it was 44%. Taking an average over the two years and applying to 21/22, we can estimate that an additional 5.2% of the population will be counted as continuations, taking the total estimate to 83.9%
- On top of which, a proportion of the students who drop out before June, and a proportion of the students with other outcomes, will transfer to other institutions – these are treated neutrally for continuation and effectively removed from the population on which the calculation is based.

4. Progression statistics by School and Course

Table 6 below shows the year 1 [Level 4] population in each of the last four academic years, together with the numbers and percentages of those 'progressing' to year 2 [Level 5] in the next academic year. The change in the progression rate between 20/21 and 21/22 is also shown. It can be seen that the biggest deterioration is in the schools of Engineering (-14.5%) and Nursing and Midwifery (-18.2%)

Table 6:

School	18/19			19/20			20/21			21/22			Change in % from 20/21 to 21/22
	Pop	Progress	(%)	Pop	Progress	(%)	Pop	Progress	(%)	Pop	Progress	(%)	
School of Allied and Community Health	249	196	78.7%	250	199	79.6%	302	236	78.1%	315	236	74.9%	-3.2%
School of Applied Sciences	309	209	67.6%	373	273	73.2%	482	345	71.6%	428	281	65.7%	-5.9%
School of Arts and Creative Industries	380	303	79.7%	365	287	78.6%	360	275	76.4%	360	275	76.4%	-0.9%
School of Built Environment and Architecture	223	146	65.5%	253	188	74.3%	286	186	65.0%	310	189	61.0%	-4.1%
School of Business	545	419	76.9%	639	507	79.3%	706	514	72.8%	589	384	65.2%	-7.6%
School of Engineering	362	260	71.8%	409	332	81.2%	449	328	73.1%	432	253	58.6%	-14.5%
School of Law and Social Sciences	440	306	69.5%	537	430	80.1%	503	349	69.4%	462	315	68.2%	-1.2%
School of Nursing and Midwifery	519	392	75.5%	621	542	87.3%	694	596	85.9%	818	554	67.7%	-18.2%
Grand Total	**3,027**	**2,231**	**73.7%**	**3,447**	**2,758**	**80.0%**	**3,827**	**2,867**	**74.9%**	**3,714**	**2,487**	**67.0%**	**-8.0%**

Table 7 below shows that 295 students did not progress in 21/22 over and above the numbers that would have progressed has the 20/21 progression rates been maintained. Nursing and Midwifery accounts for half the shortfall. Business and Engineering, the Schools with the largest overseas cohorts, together account for 36% of the shortfall.

Table 7:

School	21/22 Students not Progression over and above 20/21 rates
School of Allied and Community Health	10
School of Applied Sciences	25
School of Arts and Creative Industries	3
School of Built Environment and Architecture	13
School of Business	45
School of Engineering	63
School of Law and Social Sciences	6
School of Nursing and Midwifery	148
	295

Table 8 below shows the top ten courses where the deterioration in progression rate between 20/21 and 21/22 has had the biggest impact – the Difference column shows the difference in the actual number of students progressing in 21/22 from that would have been achieved if 20/21 progression rates had been applied to the 21/22 population. These top ten courses alone account for 80% of the drop across the institution in the number of students progressing in 21/22 from the number that would have done so had we 20/21 progression rates been sustained in 21/22.

Table 8:

School	COURSEID	Course_Title	Difference
N&M	5435	BSc (Hons) Adult Nursing (FT)	-68
ENG	5652	BEng (Hons) Mechanical Engineering (FT)	-34
N&M	5442	BSc (Hons) Children's Nursing (FT)	-31
N&M	3644	BSc (Hons) Midwifery (FT)	-28
BEA	191	BEng (Hons) Civil Engineering (FT)	-26
N&M	5441	BSc (Hons) Mental Health Nursing (FT)	-13
ACI	5216	BA (Hons) Fashion Promotion with Marketing (FT)	-12
APS	1086	BSc (Hons) Psychology (FT)	-11
ENG	4637	BSc (Hons) Computer Science (FT)	-9
APS	1163	BSc (Hons) Forensic Science (FT)	-8

5. Progression statics for Undergraduate new entrants

The progression metric population is students on year of programme 1 (Level 4) in an academic year, but this will include students who are repeating the year. This section of the paper below focuses on students who are in both year of study 1 and in year of programme 1 [Level 4], i.e., new entrants. These have been reported separately so that we can look at the statistics just for those students recruited in each year and analyse these by different recruitment pathways such as Clearing, via an Agent or via completing a foundation level course run by CEG.

The underlying dataset behind this section – replete with course and student characteristics - has been shared directly with colleagues in Marketing and Recruitment.

Tables 9 and 10 replicate the tables above but with the population restricted to new entrants onto year of programme 1 [Level 4]

Table 9:

Outcome	Number of Students on Yr Prog 1 Yr Study 1				Percentage				Change in %
	18/19	19/20	20/21	21/22	18/19	19/20	20/21	21/22	from 20/21
Progress to Yr Prog 2	2111	2662	2745	2363	74.8%	80.7%	75.5%	68.4%	-7.2%
Repeat	204	138	299	397	7.2%	4.2%	8.2%	11.5%	3.3%
Other	359	355	434	430	12.7%	10.8%	11.9%	12.4%	0.5%
End date BF June	147	145	156	266	5.2%	4.4%	4.3%	7.7%	3.4%
Grand Total	2821	3300	3634	3456					

Table 10:

School	18/19			19/20			20/21			21/22			Change in % from 20/21 to 21/22
	Pop	Progress	(%)	Pop	Progress	(%)	Pop	Progress	(%)	Pop	Progress	(%)	
School of Allied and Community Health	240	191	79.6%	246	196	79.7%	296	233	78.7%	310	233	75.2%	-3.6%
School of Applied Sciences	280	190	67.9%	356	263	73.9%	451	328	72.7%	396	270	68.2%	-4.5%
School of Arts and Creative Industries	376	302	80.3%	358	283	79.1%	401	310	77.3%	354	272	76.8%	-0.5%
School of Built Environment and Architecture	187	124	66.3%	222	171	77.0%	257	170	66.1%	246	161	65.4%	-0.7%
School of Business	501	391	78.0%	614	489	79.6%	655	479	73.1%	527	351	66.6%	-6.5%
School of Engineering	303	220	72.6%	377	307	81.4%	397	289	72.8%	383	227	59.3%	-13.5%
School of Law and Social Sciences	424	303	71.5%	514	415	80.7%	493	347	70.4%	438	302	68.9%	-1.4%
School of Nursing and Midwifery	510	389	76.3%	613	538	87.8%	684	588	86.0%	802	546	68.1%	-17.9%
Grand Total	2821	2110	74.8%	3300	2662	80.7%	3634	2744	75.5%	3456	2362	68.3%	-7.2%

5.1. Clearing

Table 11 below shows a timeseries of the numbers and progression rates by School of students recruited via Clearing in the academic years 18/19 to 21/22. In **each year the progression rate for those recruited through clearing is over 10 percentage points worse than for those recruited through the main cycle**. The following points are noteworthy:

- The progression rate of those recruited through clearing at the university level deteriorated between 20/21 and 21/22, but the deterioration is less than that for students recruited through the main cycle.
- Engineering students recruited through Clearing in 21/22, 73 students, had a particularly low progression rate (42.5%); the next lowest rate is LSS who recruited 119 students through clearing with a progression rate of 58.8%
- The proportion of the total number of students recruited onto year of programme 1 of a full-time undergraduate degree has gone from 25% in 18/19 to 19.2% in 21/22, i.e., LSBU has reduced its reliance on clearing in this period.

Table 11:

	Clearing								Main Cycle								Progression % clearing minus main cycle				% of intake that comes through clearing			
	18/19		19/20		20/21		21/22		18/19		19/20		20/21		21/22		18/19	19/20	20/21	21/22	18/19	19/20	20/21	21/22
School	POP	Prog %	POP	Prog %	POP	Prog %	POP	Prog %	POP	Prog %	POP	Prog %	POP	Prog %	POP	Prog %								
ACH	21	61.9	40	77.5	2	100.0	21	66.7	219	81.3	206	80.1	294	78.6	289	75.8	-19.4	-2.6	21.4	-9.1	8.8	16.3	0.7	6.8
ACI	54	70.4	55	72.7	56	69.6	42	66.7	322	82.0	303	80.2	345	78.6	312	78.2	-11.6	-7.5	-8.9	-11.5	14.4	15.4	14.0	11.9
APS	92	52.2	102	58.8	109	65.1	101	59.4	188	75.5	254	79.9	342	75.1	295	71.2	-23.4	-21.1	-10.0	-11.8	32.9	28.7	24.2	25.5
BEA	57	49.1	59	74.6	81	56.8	69	59.4	130	73.8	163	77.9	176	70.5	177	67.8	-24.7	-3.3	-13.7	-8.4	30.5	26.6	31.5	28.0
BUS	165	69.7	174	74.7	164	62.2	117	59.8	336	82.1	440	81.6	491	76.8	410	68.5	-12.4	-6.9	-14.6	-8.7	32.9	28.3	25.0	22.2
ENG	113	61.9	124	82.3	101	59.4	73	42.5	190	78.9	253	81.0	296	77.4	310	63.2	-17.0	1.2	-18.0	-20.8	37.3	32.9	25.4	19.1
LSS	157	63.7	144	73.6	122	66.4	119	58.8	267	76.0	370	83.5	371	71.7	319	72.7	-12.3	-9.9	-5.3	-13.9	37.0	28.0	24.7	27.2
N&M	45	73.3	9	77.8	13	76.9	120	61.7	465	76.6	604	87.9	671	86.1	682	69.2	-3.2	-10.1	-9.2	-7.5	8.8	1.5	1.9	15.0
LSBU	704	63.2	707	73.6	648	63.4	662	58.6	2117	78.6	2593	82.6	2986	78.1	2794	70.7	-15.4	-9.1	-14.7	-12.0	25.0	21.4	17.8	19.2

A time series of the UCAS tariff points of students recruited through clearing and their progression rates is shown below in Table 12. It should be noted that this is not necessarily the same as the points from specific grades in specific subjects set out in the entry requirements as part of the offer – it is simply the total tariff points for all the tariff bearing qualifications the student holds, but none-the-less a measure of student achievement pre-entry.

Table 12:

Points Group	Clearing 18/19 POP	Prog %	19/20 POP	Prog %	20/21 POP	Prog %	21/22 POP	Prog %	Not Clearing 18/19 POP	Prog %	19/20 POP	Prog %	20/21 POP	Prog %	21/22 POP	Prog %	Progression % clearing minus main cycle 18/19	19/20	20/21	21/22
Less than 48 points	17	59	20	75	35	54	11	27	50	76	67	75	99	85	53	75	-17.2	0.4	-30.6	-48.2
48 - 63 points	76	53	65	82	62	55	37	49	67	60	107	78	65	71	83	49	-7.1	4.0	-15.9	-0.7
64 - 79 points	89	66	76	68	79	62	91	44	119	74	168	80	113	70	106	61	-7.7	-11.3	-7.9	-17.4
80 - 95 points	90	67	84	67	81	63	65	55	159	75	206	82	228	74	178	64	-8.8	-15.4	-10.7	-8.7
96 - 111 points	73	66	90	76	84	64	64	66	188	78	231	80	281	79	212	70	-11.9	-4.1	-15.1	-4.2
112 - 127 points	64	64	68	76	67	63	76	63	193	78	237	83	283	74	313	70	-13.7	-6.2	-11.5	-6.5
128 - 143 points	34	62	41	73	39	72	40	63	127	72	136	76	199	74	247	70	-10.7	-3.3	-2.1	-7.5
144 - 159 points	43	72	37	73	33	67	38	61	122	76	134	79	213	75	206	72	-4.1	-6.1	-8.5	-11.8
160 - 175 points	22	45	21	71	19	79	35	46	136	87	147	87	185	77	215	70	-41.3	-15.6	2.2	-24.5
176 - 191 points	3	100	2	100	4	100	2	50	19	95	17	82	21	81	22	82	5.3	17.6	19.0	-31.8
192 - 207 points	3	67	2	100	1	0	1	100	4	75	6	67	9	78	14	79	-8.3	33.3	-77.8	21.4
208 - 223 points			2	50	1	100	3	100	9	67	5	100	8	75	10	70	-66.7	-50.0	25.0	30.0
224 - 239 points	2	100			2	100	4	25	4	100	5	100	2	50	3	33	0.0	-100.0	50.0	-8.3
240+ points			1	100			1	0	3	100	3	100	1	100	3	100	-100.0	0.0	-100.0	-100.0
Not in the standard tariff pop	188	63	194	74	128	65	193	67	913	81	1105	85	1235	82	1126	74	-18.6	-10.8	-17.3	-6.6
Zero or unknown tariff points	0		4	50	13	54	1	100	4	75	19	89	44	64	3	67	-75.0	-39.5	-9.8	33.3
Total	704	63	707	74	648	63	662	59	2117	79	2593	83	2986	78	2794	71	-15.4	-9.1	-14.7	-12.0

The following points should be noted:

- On average, students recruited through clearing have lower tariff points than those recruited through the main cycle.
- LSBU recruits substantial numbers of students who are mature students (Over 21 on entry) or who are not otherwise in the standard tariff population. For each of the years in the time series the progression of these students is higher than the university average.
- Except for those with above 192 tariff points, which is a very small number, for any given tariff range students recruited through the main cycle have better progression rates than those recruited through clearing.

5.2. CEG

Table 13 below shows a timeseries of the numbers and progression rates by School of students recruited via Cambridge Education Group (CEG) in the academic years 18/19 to 21/22. It should be noted that the population contains only students who enrol at LSBU as new entrants onto the first academic year [Level 4] of a full-time undergraduate degree, after having completed a foundation course [Level 3] with CEG. The data below says nothing about the percentage of students who take a foundation course with CEG, pass it and then 'on board' onto a full degree programme at LSBU.

Table 13

School	CEG 18/19 POP	CEG 18/19 Prog %	CEG 19/20 POP	CEG 19/20 Prog %	CEG 20/21 POP	CEG 20/21 Prog %	CEG 21/22 POP	CEG 21/22 Prog %	Non-CEG 18/19 POP	Non-CEG 18/19 Prog %	Non-CEG 19/20 POP	Non-CEG 19/20 Prog %	Non-CEG 20/21 POP	Non-CEG 20/21 Prog %	Non-CEG 21/22 POP	Non-CEG 21/22 Prog %	Progression % CEG minus Non-CEG 18/19	19/20	20/21	21/22	% of intake that comes through CEG 18/19	19/20	20/21	21/22
ACH									240	79.6	246	79.7	296	78.7	310	75.2								
ACI	2	100.0	1	100.0	2	50.0	4	75.0	374	80.2	357	79.0	399	77.4	350	76.9	19.8	21.0	-27.4	-1.9	0.5	0.3	0.5	1.1
APS	1	100.0	2	50.0	1	100.0	3	66.7	279	67.7	354	74.0	450	72.7	393	68.2	32.3	-24.0	27.3	-1.5	0.4	0.6	0.2	0.8
BEA	17	70.6	19	94.7	14	85.7	19	84.2	170	65.9	203	75.4	243	65.0	227	63.9	4.7	19.4	20.7	20.3	9.1	8.6	5.4	7.7
BUS	25	84.0	27	88.9	37	75.7	31	54.8	476	77.7	587	79.2	618	73.0	496	67.3	6.3	9.7	2.7	-12.5	5.0	4.4	5.6	5.9
ENG	15	93.3	40	92.5	28	89.3	40	95.0	288	71.5	337	80.1	369	71.5	343	55.1	21.8	12.4	17.7	39.9	5.0	10.6	7.1	10.4
LSS	4	100.0	11	72.7	15	73.3	13	53.8	420	71.2	503	80.9	478	70.3	425	69.4	28.8	-8.2	3.0	-15.6	0.9	2.1	3.0	3.0
N&M									510	76.3	613	87.8	684	86.0	802	68.1								
LSBU	64	84.4	100	89.0	97	80.4	110	75.5	2757	74.6	3200	80.4	3537	75.4	3346	68.1	9.8	8.6	5.0	7.3	2.3	3.0	2.7	3.2

The following points are noteworthy:

- In each year the progression rate for those recruited through CEG is better than for other students. These rates are 84.4%, 89%, 80.4% and 75.5%; although the rates for CEG students did get worse from 20/21 to 21/22 they did not deteriorate as much as the rate for non-CEG students.
- The progression rates for Engineering in 21/22 were particularly strong with 95% of 40 students progressing, much higher than the 55.1 % of non-CEG students in Engineering that year. Conversely the progression rates for CEG students in Business went from 75.7% in 20/21 to 54.8 % in 21/22.

5.3. Agents

Table 14 below shows a timeseries of the numbers and progression rates by School of students recruited via an Agent in the academic years 18/19 to 21/22. This table includes only Overseas domiciled students recruited through the main cycle and excludes any students recruited through the CEG route. It should be noted that:

- The percentage of non-CEG, main cycle recruitment of overseas domiciled students that takes place through agents approximately doubled between 20/21 and 21/22; between the same two years the gap in the progression rate of overseas students recruited through an agent went from 79.2% to 63.5%.
- At the LSBU level progression rates for Overseas domiciled students recruited in the main cycle deteriorated by 15.7% between 20/21 and 21/22, driven by large a deterioration in the two schools with the highest recruitment levels in this category, Business (18 percentage point deterioration) and Engineering (27 percentage point deterioration)

Table 14:

School	Overseas Domicile: Main Cycle Recruitment through Agent								Overseas Domicile: Main Cycle Not Recruited through Agent								Progression %: Recruitment through Agent change on prior year			% of intake recruited through agents			
	18/19		19/20		20/21		21/22		18/19		19/20		20/21		21/22		19/20	20/21	21/22	18/19	19/20	20/21	21/22
	POP	Prog %	POP	Prog %	POP	Prog %	POP	Prog %	POP	Prog %	POP	Prog %	POP	Prog %	POP	Prog %							
ACH	0	0.0	0	0.0	1	100.0	0	0.0	1	0.0	1	100.0	5	80.0	0	0.0							
ACI	8	62.5	9	88.9	8	87.5	9	77.8	39	92.3	35	77.1	69	87.0	11	100.0	-15.2	-1.4	-9.7	17.0	20.5	10.4	45.0
APS	5	60.0	11	100.0	14	71.4	30	90.0	13	92.3	18	83.3	34	70.6	3	66.7	-9.0	-28.6	18.6	27.8	37.9	29.2	90.9
BEA	14	100.0	15	100.0	17	70.6	19	73.7	10	100.0	6	66.7	4	100.0	5	80.0	-33.3	-29.4	3.1	58.3	71.4	81.0	79.2
BUS	25	92.0	80	66.3	55	67.3	96	49.0	35	80.0	38	86.8	68	80.9	9	77.8	6.8	1.0	-18.3	41.7	67.8	44.7	91.4
ENG	23	87.0	30	80.0	59	91.5	93	64.5	9	77.8	9	100.0	16	81.3	2	100.0	22.2	11.5	-27.0	71.9	76.9	78.7	97.9
LSS	12	66.7	16	93.8	18	83.3	16	75.0	17	82.4	29	86.2	28	71.4	5	60.0	3.9	-10.4	-8.3	41.4	35.6	39.1	76.2
N&M	0	0.0	1	100.0	1	100.0	0	0.0	5	60.0	3	100.0	5	100.0	2	100.0							
LSBU	87	83.9	162	78.4	173	79.2	263	63.5	129	85.3	139	84.2	229	80.8	37	83.8	-1.1	0.8	-15.7	40.3	53.8	43.0	87.7

- *Note that Overseas students recruited via CEG are not included in table 14.*

6.   Next Steps

- These results were presented at the UMB meeting on 12th January: Deans were asked at that meeting to report by 26th January on the 10 courses that have been most affected.
- SPP have provided colleagues in Marketing and Recruitment with the dataset underlying these statistics to help further develop any lessons learned that may be useful for future marketing and recruitment activities.
- SPP will incorporate these progression rates into the first iteration of a balanced scorecard, being developed in collaboration with colleagues in Marketing and Recruitment and Finance, as a measure of performance to be used for Student Number Planning for 23/24 entry.
- Undergraduate y1-y2 progression data will be added to the dataset that forms the basis for the Planning Round that will commence in March 22 where Schools develop their Roadmaps for 2023/4.

Items for noting

LSBU

EST 1892

14. Update on the LSBU technician commitment

For Information

Presented by Asa Hilton-Barber

LSBU

EST 1892

	Select the level of confidentiality from the list
Paper title:	Update on implementation of TSS review recommondations / Update on LSBU Technician Commitment
Board/Committee:	Technician Commitment Steering Group
Date of meeting:	22 February 2023
Author(s):	Asa Barber
Sponsor(s):	Tara Dean
Purpose: (Please tick one box only)	☐ For approval ☐ For discussion ☒ For information ☐ For review
Recommendation:	Academic board is required to note the paper

Executive summary

This paper details the progress of work conducted by the Technician Commitment Steering Group (TCSG). The group was formed in August 2022 with an initial remit of providing a clear Action Plan that aligned with the Technician Commitment developed at a national level by the Science Council. The Provost deemed that our membership to the Technician Commitment was at risk of exclusion, which would provide reputational damage to LSBU.

The activities of the TCSG produced an Action Plan that was submitted to the Technician Commitment steering board for consideration. The response of the Technician Commitment is expected in the next few months. The Action Plan has been published on our website and reiterates our acceptance of the conditions of the national Technician Commitment principles.

The TCSG is expected to monitor and provide recommendations to key stakeholders to ensure delivery of the submitted Action Plan. The organization will be expected to evidence delivery of the Action Plan at the end of the timeline in 2025.

Introduction and background

The TCSG was tasked with taking clear actions towards submitting a paper to the Provost by the end of November 2022 and subsequently used as the LSBU Action Plan submission to the Technician Commitment steering board. LSBU was (and still is) at risk of being excluded from the Technician Commitment and, as one of the founding organizations of this commitment, is keen to avoid reputational damage.

The steering group was formed with the following remit:
1. To interpret the observations and recommendations of the recent TSS review conducted in the summer of 2022.
2. To recognise the current organizational weaknesses in our technical provision highlighted in both the TSS review and requirement to submit an LSBU Action Plan, and make recommendations that address these organizational weaknesses.
3. To employ an self assessment team (SAT), chaired by the (title at the time) Deputy Director of Technical Services, to provide evidence to the TCSG.
4. To produce a paper by end of November 2022 indicating the outcomes of this group in terms of recommendations for internal change as well as a completed draft of an Action Plan for submission to the Technician Commitment steering board.

TCSG recognised that there was a need to address the following:
1. Improve the career opportunities for technical related staff, especially due to recent difficulties in retaining staff in this area.
2. Attempt to resolve issues around school accountability versus a centralized technical services provision.
3. Identify limits or opportunities of this group in aligning with other initiatives within the organisation.
4. Attempt to provide better guidance on appropriate resourcing and planning for our technical services.

The group was clear in understanding the 4 pillars of the Technican Commitment expectations around visibility, recognition, career development and sustainability.

Membership

Membership of the TCSG was identified by the Provost and attempted to capture interests across the organization at various levels. The steering group expected members to interact with their immediate peers e.g. the Associate Dean for Research & Enterprise representative using appropriate meetings to seek views from other Associate Deans. The membership was formed initially as follows below (note Gary left but representation continues through Noreen).

Chair – Asa Barber
HR representative – Caroline Evans
Finance representative –Ralph Sanders
TSS Deputy Director – Tony Roberts
Director of Operations representative – Andrew Casey
Assoc. Dean Research & Enterprise representative – Issa Char
Assoc. Dean Education & Student Experience representative – Noreen Sinclair

LSBU

Head of Division representative – Igea Troiani
Technical Manager representative – Marie-Josiane Agossou
Institute of Health representative – Gary Francis
Provost/delagation to Karen Musk

Action Plan

Monthly meetings from the TCSG with evidence gathered by the SAT produced an Action Plan document by the end of November 2022. The document was subsequently approved by the Group Executive in December and submitted to the Technical Commitment steering board also in December. The Action Plan is attached in Appendix A below and published online. Points to note from the Action Plan as follows:

1. The Action Plan is for a 2 year period and the TCSG will be required to monitor activity to ensure that the Action Plan is delivered. The Technician Commitment will expect a report to evidence how LSBU has provided delivery against the action plan at the end of this 2 year period.
2. Timeframes, leads and monitoring routes are identified although TCSG may wish to change these as appropriate to deliver on the project.
3. Career development for technicians has fed into the wider LSBU job families project conducted by HR.
4. Resource planning for TSS is incorporating the recommendations from the Action Plan in this academic year, including TRIBAL baselining to better identify the aspirational resourcing typically expected for LSBU relative to other institutions.
5. The process for recruiting technical services managers to address the relationship and accountability issues between TSS and schools, for each of the 'technical' schools, has been implemented and is currently ongoing.

APPENDIX A

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London South Bank University Technician Commitment Action Plan (2023-2025)

APPENDIX 1: London South Bank University Technician Commitment Action Plan (2023-2025)

This Technician Commitment Action Plan (TCAP) endorses the commitment of London South Bank University (LSBU) to promoting the visibility, recognition, career development and sustainability of the technician community at the institution and beyond.

A Technician Commitment Steering Group (TCSG) was established in 2022 with a diverse membership[1] from across the organisation to provide a consistent review of the practice and implementation of a TCAP. This membership promoted linkages between the TCSG and other University committees and facilitated a deeper embedding of technical staff within University activities. A series of workshops and Technician focus groups were held to conduct a 'gap' analysis and inform the development of a detailed TCAP, shown below. This TCAP covers the next 2 years and is aligned with broader institutional aims to address: (a) technical staff career opportunities and visibility; (b) resourcing of technical provision; (c) improving links between academic Schools and the technical provision through Technical Support Services (TSS); and (d) achieving a nationally competitive position for technical facilities and expertise.

The TCAP highlights LSBU's commitment to our technical staff and reflects the breadth of discussion and activity undertaken in its development. We aim to attract, retain and develop the very best technicians and recognise their vital contribution to the delivery of LSBU's Corporate Strategy[2] and our mission as a nationally and internationally recognised professional and technical University.

[1] Academic Dean (Chair), senior HR representative, senior Finance representative, the Head of Technical Support Services (TSS), representatives from the Schools' Director of Operations, Associate Dean Research & Enterprise, Associate Dean Education & Student Experience and Head of Division, a Technical Manager representative and an Institute of Health and Social Care representative, as well as the Provost and/or nominated representative.

[2] See www.lsbu.ac.uk/__data/assets/pdf_file/0008/273869/2025-group-strategy.pdf

No	Strategic Objective	Action No	Action	Timeframe[1]	Key Milestones/ Completion Dates	Project Lead (s)	Progress Monitoring/ Reporting	Recognition	Visibility	Career Development	Sustainability
1	**Enhance the integration of Technical staff within Schools**	1.1	Ensure relevant technician representation on committees at Course, School and University levels	Short to Medium Term	**M1**: Committees on which technical staff should be represented identified and relevant terms of reference revised (6m) **M2**: Selection and training for new committee members completed (12m)	ADs, DoOs, Directors of PSGs, Head of TSS	Annual monitoring reports to School SET and TCSG on levels of engagement	X	X	X	
		1.2	Ensure Technical Services Managers have a presence on relevant School Management Groups / leadership meetings.	Short Term	**M1**: TSM on School Management Groups (or equivalent) (6m)	Deans	Annual Report to TCSG	X	X	X	
		1.3	Establish clear channels of communication between the School SET, Course Leaders, teaching teams, research centres/groups and technicians at all levels	Short to Medium Term	**M1**: Consistent and collaborative approach to current recruitment of additional TSMs (6m) **M2**: Key School-based meetings identified and/or initiated (12m)	Deans, ADs, DoOs, Head of TSS	Regular monitoring by TCSG	X	X		
2	**Develop a Career Framework for Technical Staff at LSBU** (and with reference to the LSBU Job Families Framework *Appendix 3*)	2.1	Develop a framework for technical roles and harmonise these across the university	Medium Term	**M1**: Review the roles and responsibilities of existing technical staff at all levels, ensuring that job descriptions are up to date and clear and that job titles, roles, responsibilities and renumeration are clearly mapped and consistent (12m) **M2**: Identification of core skills and competencies commensurate with each substantive role (12m) **M3**: Regular reviews of roles as part of institutional work developing career pathways (12m and ongoing)	Head of TSS/ TSS HR BP	Report to TSCG on completion of M1-2 after 12 months and annually thereafter	X		X	X
		2.2	Develop job descriptions for Technical Specialist Roles (G7+) based on best practice in sector	Medium – Long Term	**M1**: Portfolio of Technical Specialist Roles between G7 – G10 completed (18m)	Head of TSS/TSS HR BP	Twice yearly report to TCSG and UMB	X		X	X
		2.3	Develop guidance on career pathways for technical staff that includes opportunities and support for promotion	Long Term	**M1**: Publication of guidance of career pathways for technical staff (24m)	Director of OD & EDI	Bi-annual update to TCSG by HR BP	X		X	X

[1] **Timeframe** – Short Term (0 - 6 months), Medium Term (6 –12 months), Long Term (12 – 24 months)

3

					Milestones	Responsible	Monitoring/Reporting	Y1	Y2	Y3	Y4
3	**Create an environment that promotes professional registration as a core aspiration for technicians**	3.1	Develop resource that clearly signposts professional registration and membership processes and sources of support within and external to LSBU	Short – Medium Term	**M1**: Develop a register of levels of professional registration in current teams (6m) and updated/ maintained thereafter (24m) **M2**: Identify appropriate professional bodies relevant to the disciplines (6m) **M3**: Publish register of technical staff professional registration/affiliations to promote best practice and encourage mentoring (12m) **M4**: Develop and implement a system of structured support with professional registration application in TSS (12m) **M5**: Publication of internal web-based resource on professional registration (12m)	TSM Group	Annual TCSG monitoring report outlining metrics related to registrations and engagement with events programme	X	X	X	
		3.2	Develop and deliver a programme of events to support professional registration	Medium Term	**M1**: Develop and launch a programme of local and professional body-led talks, workshops, Q & A events (12-18m)	TSM Group			X	X	
		3.3	Continue HEaTED subscription	Ongoing		Head of TSS				X	
		3.4	Incorporate discussions on professional registration ambitions within annual appraisal process (including time allocation, provision of mentors and funding)	Medium term and ongoing	**M1**: Professional registration routinely considered within PDR and appraisal meetings (12m)	TSMs/Head of TSS	Head of TSS	X		X	X
4	**To increase and acknowledge technicians' contributions to education activity**	4.1	Ensure technicians engaged in teaching are appropriately developed	Short to Long Term	**M1**: Identify technician roles where teaching is a key element of the role (6m) **M2**: Include relevant teaching skills and experience in desired criteria for new and advertised roles (6m) **M3**: Explore the internal and external opportunities to expand the availability of mentors for technicians who wish to undertake the HEA programme (12m) **M4**: Development of teaching skills through recognised schemes (e.g., Achieve, HEA part B) to be included PDR and appraisal meetings (12m) **M5**: Training programme developed and integrated in technician teaching roles (24m)	ADESE, TSM Group	Annual report to TQE and TCSG	X	X	X	X

5	**To increase and acknowledge technicians' contributions to research and enterprise activity**	5.1	Technicians included as members of Research Groups/ Centres	Short Term	**M1**: Research Group/Centre memberships and terms of reference include relevant technical staff (6m)	RG Leads/ Directors of RCs	School R&E Committees/ University RCo	X	X	X	
		5.2	Assess technicians as part of the annual university research audit (AURA)	Medium Term	**M1:** Audit of technicians as part of AURA completed (12m and annually thereafter)	TSM Group/ADs R&E	Head of TSS	X	X	X	
		5.3	Disseminate LSBU guidance on inclusion of technical staff (and associated costing) in research and enterprise bid development to all academic and research staff	Short Term	**M1**: Specific communications on bid development issued across all Schools and incorporated into staff induction (6m) **M2**: Increased engagement of PIs with bid-related resourcing of Technical Staff (6m) **M3**: Inclusion of technical resources on R&E bid development established practice (12m)	ADs R&E/R&E Services	Annual report on TSS income from successful R&E bidding to TCSG (at financial year-end)	X	X	X	X
		5.4	Include guidance on including technical staff on R&E bids in staff induction	Short Term				X	X	X	X
		5.5	Develop a Publication Policy to recognise contributions of technicians to research and enterprise	Medium Term	**M1**: Publication Policy issued (12m) **M2**: Inclusion of technician contributions as standard in the acknowledgements of published works (12m+)	ADs R&E/TSMs	School-based report on published outputs metrics in annual TCSG monitoring report	X	X	X	
6	**To enhance the recognition of LSBU Technicians through internal and external awards**	6.1	Staff, colleagues and students encouraged to nominate technical staff for internal, e.g., STAR Awards, or external, e.g., IOM3 Technician of the Year Award, IST awards, Papin Prizes, THE Award, Higher Education Teaching Excellence Award awards	Short Term and ongoing	**M1**: Division- and TSS-based communications on award opportunities for technicians (6m and ongoing) **M2**: Technician nominations and success routinely published in internal staff and student communications (6m and ongoing)	ADs R&E, ADs ESE, DoOs, TSMs	Annual TCSG monitoring report relating to number of nominations/ awards	X	X	X	
		6.2	Ensure that there is a clear space for technicians in University Staff Awards	Medium term	**M1**: Identification of Staff Awards categories relevant to technical staff (3m) **M2**: Technician-relevant Staff Awards categories highlighted in Division- and TSS-based communications (linked to Action 6.1.M1) (6m)	TSM Group/ Director of OD & EDI		X	X	X	

7	**To ensure that investment in technical resources is aligned with Schools' performance and priorities**	7.1	Implement an amended Operating Model that enables academic Divisions/ Schools to make in-year investments in technical resources in response to student number demand	Medium term	**M1**: New Operating Model implemented within 2022/23 AY (12m)	Provost/LSBU Capital Plan Group	UMB and TCSG to monitor			X
		7.2	Incorporate TRIBAL benchmarking in annual financial planning and budgeting for technical resources (staff, equipment and OPEX)	Short term	**M1**: TRIBAL benchmarking embedded in the 2023/2024 planning round (6m) **M2**: TRIBAL benchmarking embedded in subsequent planning rounds (12-24m)	Provost	UMB and TCSG to monitor			X
		7.3	Establish a University-wide Capital Expenditure Program that includes a rolling asset replacement program for Capital Technical Equipment	Medium term	**M1**: Capital plans for 2022/23 financial year completed (6m) **M2**: Capital Technical Equipment replacement programme clearly visible in 2023/24 CEP	Provost/LSBU Capital Plan Group	UMB			X
		7.4	Ensure technical capacity and capabilities are appropriate to Schools' need	Short to Medium Term	**M1**: Better forums and plans to ensure sharing of information within the technician teams (6m) **M2**: Planning of technical staff levels included as integral part of academic School resource modelling process (12m) **M3**: Improvements in planning rounds to evaluate academic School resources in parallel with technical support needs (18m)	Director of Finance/Deans/ Head of TSS	Provost to monitor resourcing as part of the overall division of academic budget			X

8	**To enhance career development opportunities for the Technician workforce across the University**	**8.1**	Develop a clear process for requests to attend paid training days/courses	Short Term	**M1**: Process for requesting external training published (6m)	TSM Group	Head of TSS	X			X
		8.2	Provide staff development opportunities through internal and external secondments and exchanges	Medium to Long Term	**M1**: Identify and establish links within HE, in areas with a potential for mutual learning (6m) **M2**: Establish core operating processes with regards to technician exchanges or secondments between HEIs (12m) **M3**: Identify external funding and networking opportunities to support exchanges and secondments (6m and ongoing) **M4**: Disseminate lessons learnt and sharing of good practice (24m)	ADR&E, ADE&SE, TSM Group	Annual report to OD Group in HR and TCSG on exchanges/ secondments undertaken		X	X	X
		8.3	Introduce a formal mentoring scheme for TSS staff	Medium term	**M1**: Mapping of LSBU Technician mentoring capacity and capability (6m) **M2**: Identification of external mentoring resources and opportunities (12m) **M3**: Mentoring routinely incorporated into PDR staff development discussions (18m)	TSM Group	Head of TSS/ TSS HR Business Partner			X	X
		8.4	Assess the potential for technical Apprenticeships as part of a CPD pathway for existing staff and in areas where there are particular skills deficits (LSBU and national)	Medium to Long Term	**M1**: Identify learning opportunities linked to CPD / personal developmental discussions (12m) **M2**: Consider suitability of existing Apprenticeships to meet CPD needs (18m) **M3**: Creation of a course team for Technical Apprenticeship within the University working towards validation (timescale uncertain)	Group Director of Apprenticeships/ TSMs/Head of TSS	Apprenticeship Steering Group and TCSG			X	X
		8.5	Assess the National Technician Development Centre (NTDC) self-assessment tool in Technician appraisal	Medium Term	**M1**: Contact NTDC and obtain full information/ training on self-assessment tool (6m) **M2**: Monitoring of engagement with NTDC workshops on self-assessment (12m) **M3**: Monitoring of how well the NTDC self-assessment tools crosslink and inform the LSBU appraisal process and how often these lead to tangible OD outputs (12m)	TSMs with Technical Staff/ HR BP	Head of TSS				X
		8.6	All technical staff appraisals linked to a personalised career development plan that feeds into a range of institutional and external development opportunities	Long Term	**M1**: Appraisals for 95% of technical staff have been completed (12m) **M2**: Technician appraisals linked to tailored career development pathways for staff implemented (24m)	Head of TSS/ TSM Group/ HR BP	TCSG annual monitoring report			X	X

9	To provide opportunities for technical staff to showcase their skills within the LSBU community and beyond	9.1	Develop a programme of showcase events that includes opportunities to showcase technician contributions to teaching, research and enterprise; bespoke workshops and taster events for internal/external stakeholders; and which encourage/promote engagement with the TC, Professional bodies and external partners	Medium to Long Term	**M1**: LSBU Group Staff Conference – 05 April 2023 – Technician Showcase and Workshops **M2**: July 2023 (Annual) – Internal Tech Taster Events **M3**: September 2023 – Planned Technician Conference	Head of TSS	TCSG monitoring of activity	X	X	X	X
		9.2	Improve external presence through social media, YouTube, LSBU website and LSBU newsletters	Short to Long Term	**M1**: Web based portal displaying technicians' profiles and showcasing the teams, facilities/available resources and discipline–specific expertise established (6m) and updated thereafter (24m) **M2**: Technician focused media embedded as external facing output from LSBU (18m)	Director of Marketing/TSM Group	Annual TCSG monitoring report	X	X		

Key to Acronyms

Acronym	Description	Acronym	Description
AD	Associate Dean	R&E	Research and Enterprise
CEP	Capital Expenditure Programme	RG	Research Group
DoO	Director of Operations	SET	Senior Executive Team
E&SE	Education and Student Experience	TCAP	Technician Commitment Action Plan
EDI	Equality, Diversity and Inclusion	TCSG	Technician Commitment Steering Group
HR BP	Human Resources Business Partner	TQE	Teaching Quality Enhancement
OD	Organisational Development	TSM	Technical Services Manager
PSG	Professional Services Group	TSS	Technical Support Services
RC	Research Centre	UMB	University Management Board
RCo	Research Committee		

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15. NSS taskforce progress update

For Information

Presented by Tara Dean

	INTERNAL
Paper title:	NSS 2022 Action Plan Report
Board/Committee:	Academic Board
Date of meeting:	22 February 2023
Author(s):	Tara Dean
Sponsor(s):	Tara Dean, Provost
Purpose:	For Discussion
Recommendation:	For the Academic Board to review the report and note the actions implemented across the University and at School level

Executive summary

- Following the publication of NSS2022 results, a full analysis was undertaken by the SPP.
- The results were reviewed by all Schools and there was a detailed discussion of the report at the LSBU NSS Taskforce.
- A series of actions were identified at both institutional and School levels
- This report summarises the actions implemented during the academic year 2022/2023

NSS2022 Action Plan Report

LSBU's NSS 2022 response rate was 81.4%, with an 'Overall satisfaction' of **69.9%.** Whilst this is c.3.5% points higher than the 2021 score of 66.3%, LSBU's 'Overall satisfaction' score remains *significantly below the OfS benchmark (75.2%).*

Following the announcement of the NSS2022 outcomes, a full analysis of LSBU NSS performance was conducted by SPP (including, for the first time, an interactive trend analysis data dashboard). Additionally for the first time, the qualitative comments were subjected to thematic analysis. The results were shared with all Deans and ADESEs, who communicated them widely within their Schools. The results were also shared with UMB, Academic Board and FPR.

At School level, a variety of events were held to reflect on the data, identify actions and to ensure the identified actions feed into the 'course development plans'. These included meetings with CDs, HoDs, building NSS sessions into away days, all staff 'lunch&learn' sessions, etc.

The LSBU NSS taskforce has met regularly since September 2022 and has reviewed the actions identified at both School and institutional level, as well as making preparations for the NSS 2023 campaign, which will start on 30th January 2023.

Institutional wide actions

There was a widely held view that IT issues identified in NSS 2021 have significantly improved and continued investments will further enhance this area.

1) **Improved Enrolment Experience -** This has been identified as number 1 priority to ensure students start their academic year on a sound footing. Currently, students enrol and start their studies in a staggered manner, and up to 5 or 6 weeks into the semester. Overall, such late engagement with a course gives students a negative initial experience with the university, places extra stress on them in terms of academic study and reduces engagement and sense of belonging. These students generally withdraw; if they do not and they maintain engagement, this initial contact with the university taints their overall experience and reduces their potential for achievement.

Action taken so far –

- Review and implement of new academic calendar for 2023/24. In our current academic calendar, the teaching starts early in September, which does not allow for timely enrolment and onboarding of students. The changes to the academic calendar have been designed to support timely enrolment of all students.
- The structure of Student Operations is being reviewed. This includes a review of the staffing requirements and roles and responsibilities for enrolment.
  In addition, via the 'Transform Student Academic Administration Management' programme and the new Student Records System, a workshop will be held with key stakeholders to map out the current enrolment process and identify process improvements that can be implemented for semester 1 enrolment in advance of the new SRS being implemented. Already Student Operations and Marketing & Recruitment have been working together to improve the process for our January 2023 intake, including working closely with the SU to provide a more positive experience for new students.

2) **Improvement of IT and Learning resources –**
   a. Moodle stability – while Moodle appears to be more resilient in the cloud, its stability will be continuously monitored as this is a major issue for students.
   b. Moodle functionality – Investment has been made to enable the student admin team to assess if assignments are being returned on time. However, there are some complications where marks are been released on different dates and distinguishing between summative and formative assessments. This is currently being addressed.
   c. Moodle baseline – to make sure that all Moodle sites contain core material and that it is accessible.

Actions taken so far –

- Since Moodle's move to the cloud, it has been more stable and reliable but we are still monitoring performance and we have had some scheduled downtime to fix issues. We have confirmed that the grade history report is available in all Moodle sites and, where marks have been released to students through Moodle, that the release is available. This report is accessible to staff in various roles from within the Moodle site. In terms of the Moodle baseline, the overall structure and content of the site be manually audited.

3) **Pre-Semester audit of IT and Estate** - An in-person meeting with IT and Estates before each semester begins to go through equipment and identify/troubleshoot issues. Linked with this is the need to make sure that rooms are checked for capacity and delivery style before being assigned by timetabling.

Action taken so far – This is being arranged between IT, Estates and Schools and meetings are scheduled.

4) **Review of Extenuating Circumstances system** – There is significant confusion around the roll out of the EC process and a need for this to be linked up so that Personal/Module Tutors are aware which of their students have applied for, and have been granted, and EC. It is also key that the team that manage ECs improves their responsiveness to student enquiries.

Action taken so far – Agreement to establish a Task and Finish Group for ECs with the Student Operation team. This T&F group will be led by Tony Moss (PVC E&SE) and include 3 AD E&SEs and complete its work by March 2023.

5) **Roll-out of the Lecture Capture** – Currently, a limited number of rooms are set up for lecture capture. It is imperative that lecture capture is embedded more widely, and that the necessary infrastructure and staff training are in place.

Action taken so far – Extensive self-service support material is now available on Connect to assist colleagues using different features within Panopto. The DEL team continue to schedule and promote regular group training sessions, as well as providing 1-2-1 support where required. Longer term, we want to move away from the use of lecture capture being opt-in, to essentially making it mandatory (or at least requiring an explicit opt-out with some rationale)

The other issue is that, currently, only a very small proportion (34%) of our teaching rooms have the appropriate infrastructure for lecture capture.   Whilst staff can use their laptops and capture audio over their slides using their laptops, this is far from ideal. Having rooms that are suitably equipped will allow us to undertake 'high quality' lecture capture.

6) **Improvement of remote access to applications** – Whilst our students have access to 'Apps Anywhere', its functionality is limited and they are often not able to access these remotely. Investment is needed to improve students' accessibility to applications.

Action taken so far – This functionality has now been addressed with some internal investment. Students should now be able to access this software more consistently from both home and on-campus.

7) **Agility and clarity in responding to students** – There is a need to respond to student enquiries in a timely manner. Due to a variety of reasons, this does not happen across number of different PSGs, leading to delays in dealing with student requests for support and compromising their overall experience.

Action taken so far – A response time (3 days across all Schools and 2-5 days across PSGs) to enquiries by students has been agreed and implemented.

Individual School actions following the NSS2022 outcome

School of Applied Sciences:

- The "you said we did" campaign: We have used all the feedback collected (APS Helpdesk, Course boards, MSRs, ADESE drop-ins) to develop posters for the "you said, we did" campaign. These posters will be displayed in APS corridors at the start of S2 ahead of the NSS completion sessions.
- Extracurricular activities: These will be offered by course for all the L6 provision in APS and will vary in nature depending on the course (on site or off-site social events, movie nights, visits to relevant organisations, employer and alumni talks etc).
- School culture: Since the start of the academic year, we have focused on changing the culture in the School from one of blame to one of responsibility and ownership. This was done through clear communication of the School roadmap, our key objectives, our key challenges and being open about the possible risks associated with not meeting our KPIs. This message was shared through the APS forum, the T&L Committee, an away day and one-to-one meetings with CDs.
- Use of NSS terminology early on with all students, e.g., students will be offered opportunities to share their views; these opportunities will be labelled and called "student voice".
- In Human Sciences, the establishment of the staff-student liaison committees to increase the reach of the student voice.

School of Arts and Creative Industries:

- IT and Estates meetings/classroom checks for all ACI classes at beginning of each semester.
- Early ordering of kit (to address Learning Resources issues raised in NSS 2022) and closing of the feedback loop with students where kit issues have been raised as problematic - either in NSS, Course Boards or other fora. School working closely with TSS to ensure kit ordered and ready for use in semester 2. We are aware there are some expectational management issues around Learning Resources so are making use of Open Days etc to ensure that students know what to expect.
- HoDs and Associate Dean have provided support to course teams to improve Organisation and Management scores – this support has included Moodle audits of assessment briefs and audits of visiting speakers (to ensure a balance between the value added they bring and disruption of teaching delivery). In addition, the School has provided clarity to academic staff around issues such as the new Extenuation policy, which some had found confusing. The School is currently

setting up a new Teams site to bring together all the information that academic teams require in one place.

- 'You said, we did' campaign within School – Associate Dean visited all third year classes and took the student experience 'temperature'. This was conveyed back to course teams/course director who then closed the feedback loop on issues raised by students. For example, one group of L6 students expressed anxiety about preparation for life after graduation, so the School has organised a series of sessions with the careers service and Student Enterprise, which will include sessions on CV writing and understanding job descriptions, alumni guest speakers and a trip aligned to a media industry.
- The School has launched a 'consistency of practice' project running this semester focussed on learning resources (Moodle/Module guides etc) and assessment briefs and feedback loops. This is for all levels, but with a priority on level 6.
- AD E&SE will be visiting L5 students for a light touch check-in, with a view to identifying any issues to be resolved ahead of L6.

School of Allied and Community Health:

The focus at ACH has been on poor performing courses and the following actions are being undertaken:

- Reviewing teaching and learning practice, especially in relation to new staff; offer mentoring for new staff and engage new team members to promote consideration of pedagogical thinking within their practice.
- Increase students' sense of support and encourage two-way communication between students and their academic team to help identify issues and facilitate improvements in both delivery and assessments.
- Improve organisation and management of teaching and learning course elements (learning path, Moodle timetable). Start and finish times on CMISGo reflect actual start and finish times for each session and ensuring room allocation and teaching approach correlate with timetable.

School of Built Environment and Architecture:

The School has had disappointing NSS metrics right across the portfolio and, thus, there are some significant challenges to address. In addition to shorter term actions (as detailed below) for this current cycle, longer term changes are also in progress, which include, but are not limited to, decoupling some apprenticeship delivery from full and part time, development of staff and reviews of programme contents and delivery.

Level 6 Actions:

- We have ensured that timetabling for level 6 students in both semesters 1 and 2 is fit for purpose and appropriate rooms have been assigned.
- All level 6 students have been assigned personal tutors: this was not previously the case.
- Since the beginning of the year, we have instigated personalised feedback for formative and summative (mainly CWs) assessments.

- We are implementing Module-specific actions, which include, but are not limited to, standardised Module guides, CW rubric briefs and clear guidance on assessments, as well as VLE Moodle site checks for conformity with the School-wide approved format, so as to manage students expectations and improve their learning experience.
- We have engaged students more during the course boards by listening more and ensuring we working effectively on the most immediate issues. So far, we have experienced significantly reduced numbers of formal complaints from students.

Staff awareness / responsibility:

- For the whole semester 1, we have ensured that Module Leaders take ownership of Module delivery and that they have proactively sought feedback from students and addressed identified issues as they occur.
- Ensuring students' queries are responded to by colleagues in timely manner (usually within 3 days), as and when they arise.
- Teaching material has been reviewed by new members of staff and senior colleagues to ensure currency.
- We continue working to ensure that only high calibre staff are involved in teaching at Level 6 and are working to support colleagues to improve their teaching practices.
- MSRs have been critically scrutinised. Discussions with colleagues teaching on the respective Modules have been held and actions to address any shortfalls are being put in place. These include peer observations, which are being planned for semester 2 with the support of Learning Development Team.
- An enhanced focus on, and clarity of, our expectations for our education provision and students' learning experience promoted and communicated to all staff, including HPLs.
- We have longer term plans being communicated to teaching and support staff and students alike to engage them in the teaching and learning culture in our School.

Student voice:

- For some targeted courses (those with low NSS outcomes and unfavourable student feedback) in CBSE, the Dean, ADESE and HoD have offered informal drop-in sessions with students to discuss prevailing issues.
- We have successfully conducted Dean's and Associate Dean's walkabouts to engage (listening and responding) more with/to students. Students have already reported positive changes in terms of how staff engage with them.

Apprentices:

- We have had in-class discussions with Apprentices to establish areas for improvement. For example L6 apprentices were not happy that they had to log their Knowledge, Skills and Behaviours (KSBs) on a temporary spreadsheet and had to re-do this task again on the Aptem platform (apprenticeship platform). This has now been addressed and all L6 apprentices have accessed to Onefile which is compatible with Aptem. Student feedback on this has been very positive.
- Engaging with employers promptly and effectively to address students' queries
- We are ensuring the KSBs are being addressed during every lecture session.

LSBU Business School:

This year, the School has adopted a whole-School approach to address the areas all subjects had lower NSS scores on, in particular assessment & feedback and student voice.

Assessment
- All assessments are now in a unified briefing document that links the assessment to learning outcomes, gives details on the mark criteria (either rubric or mark grid) and clearly sets expectations, as well as explaining WHY it has been used to assess
- All Moodle sites have a separate 'Assessment Details' folder with the relevant information contained within this, rather than just in the Module guide
- Students are reminded of the assessment and criteria during each lecture.

Feedback
- What feedback is, and the different types of feedback (formative/prior to submission/after submission), are explained to all students in each lecture, as well as at Course Boards.
- Module Leaders all hold formative feedback sessions prior to submission.
- Module Leaders are instructed to adopt a consistent approach to WHERE summative feedback is on Moodle (using the comments box and linking to the rubric/mark grid).
- All module leaders are instructed to release marks within 15 working days. HODs to flag if this isn't actioned and to send email to all affected students giving a valid reason for the delay.
- All Module Leaders to hold drop-in sessions after marks have been released to answer any student queries, as well as offering 1-2-1 sessions where students need more information on their received grades. Posters regarding what feedback is being produced to go up in the School prior to NSS Launch (Assessment & Feedback).

Student Voice
- Course Boards held at week 6 to ensure we can action any issues raised.
- A document produced after each Course Board, giving details of the points raised and the answers given by the academic team/actions to be taken, and distributed to the whole cohort on behalf of the student reps.
- Regular drop-in sessions for Course Reps with the ADESE.
- Module Leaders giving details of points raised and how we are addressing them in lectures following Course Boards.
- Informal listening sessions with the Dean (Pizza with Dean).
- NSS launch events per Division, focusing on external speakers/alumni and employability.

School of Engineering:

- In order to improve the score for *Learning Opportunities* across the School, we have increased the availability of our extra-curricular activities, ensured representation across all disciplines and also from TSS, and we now use the language of "Learning Opportunities" in describing the extra-curricular opportunities.
- We have been highlighting **the Hub** (several of our NSS shoutouts have been in lecture theatres there) and linking that to "Learning Resources".
- Some student feedback focused on degree outcomes, marks, and fairness, so we have implemented course level communications, via course Moodle sites, about requirements and expectations for strong degree outcomes.

- Many students expressed frustration last year that we ran on-campus exams in January, so CDs and MLs have set expectations around semester 1 assessments early within this academic year.
- The most significant recurring NSS feedback was that there is variability in the quality of our teaching from one staff member to the next. This requires staff development over the medium to long term. In Engineering, we plan to address this via more regular Course Director meetings (already happening since semester 1 2022-23) and via peer review and lunch-and-learn sessions (starting in early 2023).

Specific actions for Computing Science and Informatics (CSI)
Since Computing Science and Informatics has lower outcomes than other areas, we have introduced:
- regular employability sessions involving current students, the course team, alumni and the university employability team. This targets "learning opportunities" and "learning community".
- standardised Moodle sites, checked via Moodle audit, targeting "the teaching on my course", "assessment and feedback", and "academic support".
- CSI-specific extra-curricular activities (these target "learning opportunities" and "learning community").
- Increased use of Course Moodle sites, with a focus on clarity around "assessment and feedback", "organisation and management", and the new NSS question on mental health and wellbeing.

School of Nursing and Midwifery:

- Implementing Student Voice Tracker, using:
  - A dedicated School email address and helpdesk with Admin staff to receive, reply and triage emails to staff and support services, with the aim to reduce non-response to emails.
  - Student Drop-in via telephone and face-to-face once or twice a week (TBC)
- Implementing the use of template replies to students and continuing to send reminder emails to staff re template replies.
- Continuing to encourage the use of Salesforce to improve communication and engagement with students.
- Ensuring that all markers are aware of the marking criteria before marking occurs.
- Encouraging Module Leaders to explain assessment tasks, marking criteria and the Rubric to students, and to upload it onto Moodle.
- Encouraging staff to seek for students' feedback on improvement and use Salesforce to engage with students.
- Continue to remind staff to allocate Personal Tutors to students, and encourage students to engage with Salesforce.
- Increase link lecturer visits to students on placement. Provide information about placement two weeks in advance.
- Implement World Café method for NSS literacy forum with 1st and 2nd year students.
- Collaborating with the PVC (Tony Moss), Decolonising Fellow and the Director of Student Services on embedding the ADESE's model for exploring students understanding of mental health into Salesforce as a way to include the Students' Voice in development of MH services https://journals.lww.com/nurseeducatoronline/Citation/2020/03000/Raising_Awareness_of_Mental_Health_in_Higher.4.aspx

- Sharing relevant and up-to-date information with all students on the Nursing and Midwifery All Course MS Teams channel that has been set up. This has already resulted in very high student engagement.
- Recruiting three staff members to support student and staff concerns:
  - A Safeguarding Lead in the School, who liaises with the Mental Health and Wellbeing and Student Services Team.
  - A Student Engagement Lead for the implementation of the Mental Health Café.
- Introducing an audit of Link Lecturer visits.
- Planning the Nursing and Midwifery Careers Fair, in collaboration with the Career Hub and RCNi UK.
- Establishing the LSBU Simulation Centre Steering Group, including staff members at Southwark and Croydon working together to:
  - Establish Simulation Centres and upgrade the Skills Labs at the Southwark and Havering campuses.
  - Stream live and recorded guided simulation instructional videos for Virtual Placements, when trainers fail to attend mandatory training sessions and to bridge the hour break time during some lectures.
- Planning informal events with students to maintain regular dialogue with them.

School of Law and Social Sciences:

This year, the School of Law and Social Sciences has been focusing on actions around our Learning Community and Assessment and Feedback, as well as implementing some specific actions relating to Library Services. These actions are being supported by a review of our approach to Student Voice, ensuring that students are playing an active role in our work in this area, and we are exploring the establishment of a Learning and Teaching Strategy Group to facilitate peer-observation and peer-support for staff within the School.

Learning Community

We have sought to re-invigorate the School's learning community, taking advantage of the ability to return many extra-curricular activities to an on-site mode.

- Advertising the work of Research Groups and research seminars more widely, linking them to students' own learning and looking to involve students in the running of groups.
- Advertising external talks and internal events, such as the recent Policing in Crisis event, to students.
- Restarting field trips on several courses, after COVID related hiatuses, and exploring new field trip opportunities.

Assessment and Feedback

In responding to our Assessment and Feedback score, we have taken a number of immediate actions in an attempt to develop "quick wins".

- Organising extra feedback opportunities for students, with a particular emphasis on feeding forwards.

- Reviewing feedback processes to ensure that staff are aware of and enacting feedback practices.
- Utilising the new Personal Tutoring module implemented across LSS to ensure students are discussing feedback as part of their personal development.
- Reviewing the approach to marking and feedback, especially in relation to the final year project, drawing on best practice from across the School.

We are also taking a deeper, more long-term, look at our assessment and feedback approach with a view to making further improvements in this area.

Library Services

We have specific actions relating to improving our score around library services. LSS generally engages well with the library and uses some services more than other Schools, but NSS scores are comparatively low in this area.

- Library services staff regularly liaising with Course Directors and Module Leaders to promote activities and embed library services better into the curriculum from Level 4.
- The Library and Skills for Learning Team have been working with relevant Module teams to address the need for additional student support where this has been identified.
- Level 6 students have had skills sessions led by colleagues from the Library Team and Course Directors will be sending out a message reminding students about library resources when semester 2 teaching starts.
- The need to communicate the difference between the 'course team' and 'Library Services', so that students are aware of what they are rating in the NSS, has also been identified.
- Course and Module teams have also been promoting the use of the LSBU Hub and new library spaces.

We therefore expect to see a notable improvement in this area this year.

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Supplementary items - for information

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16. Reports from sub-committees

For Information

Presented by Dominique Phipp

	INTERNAL
Paper title:	Sub-committee reports
Board/Committee:	Academic Board
Date of meeting:	22 February 2023
Author(s):	Dominique Phipp, Secretary to the Academic Board and Sub-Committees
Sponsor(s):	Tara Dean, Provost
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the reports.

Please find summaries of sub-committee meetings held since the last Academic Board meeting.

Please note that meeting papers and minutes are accessible to Academic Board members through Convene. Full minutes are also available on request by any internal colleagues.

Quality and Standards Committee, 8 February 2023

The Committee discussed:

- Quality and standards issues since the last meeting, including:
    - Challenges around management of the significant number and variations of DDS adjustments for exams. The Committee recommended that a review of whether the definition of a 'reasonable adjustment' is too broad and to consider how they could be more effectively managed.
    - Varying levels of staff engagement and awareness of quality processes following significant changes in the last few years to the regulatory approach to quality. It was noted that more support for course directors is needed to identify key regulatory requirements.
- Draft Annual Education report to the Board of Governors. It noted that the final draft of the report would be shared with Academic Board and then with the Board of Governors.
- A presentation on enhancement of course design and resourcing. The Committee discussed recommendations to achieve greater oversight of course resource gaps prior to the start of course delivery. A formal report with

recommendations for change to course approval and development processes would be brought to a future meeting.

- Apprenticeships update: self-assessment review, Quality Improvement Plan, and Annual Pearson Institutional Review. The Committee discussed what support staff might need to understand the expectations of the apprenticeship delivery processes and how best to evidence discussions of apprenticeship provision for Ofsted.
- Draft degree outcomes statement. The Committee noted that the statement would require approval by the Academic Board and Board of Governors prior to publication on LSBU's website.

The Committee noted:

- Chair's update on emerging external and institutional issues or upcoming work. The Chair highlighted that the final TEF return was submitted by the deadline in January 2023.
- TNE and LSBU Global update. It was noted that BDO had recently undertaken an internal audit of LSBU Global, the outcome of which was encouraging.
- Academic planning and validations update.
- Note on Committee effectiveness review 2023 (a self-survey).
- SASC meeting minute summaries.

University Research Committee, 1 February 2023

The Committee approved:

- Recommendations for tracking the number of research publication with multiple authors through AURA. It noted that interdisciplinary research projects tend to be more widely cited, notwithstanding the importance of solo-authored research.

The Committee discussed:

- An update from ADREs on delivery of R&E elements of schools roadmaps. It was felt that roadmaps are generic and unclear and support from overloaded, busy PSGs is sporadic which makes it challenging to monitor in-year budgets and initiate procurement processes. It was also noted that there are often inconsistencies in financial management information. The Committee agreed to highlight these issues in the meeting summary for Academic Board and as part of the next round of roadmap development.
- Progress against research KPIs roadmap, how REF ranking scores are calculated, and how LSBU can improve allocation of SRR according to HESA (and therefore the accuracy of HESA returns).

The Committee noted:

- PGR environment, progression, completions and oversight of appeals for PhDs update.
- An update on research funding landscape, grants, and awards. The Committee encouraged greater use of peer review. It requested a report back on the performance of the pilot peer review scheme.
- An update on open access compliance rate, which was 96-100% for 2022.
- A report on the impact of PGR students' being named on published research.
- An update from the Researcher Development Group, which highlighted that an online programme of research training has been launched for completion by colleagues at all levels.
- An update on activities from the Inclusive Researcher Group.

Student Experience Committee, 25 January 2023

The Committee approved:

- A change to its membership. The DVC would be replaced as Co-Chair by the PVC (Education and Student Experience).

The Committee discussed:

- Undergraduate y1 to y2 progression data and considered trends and possible interventions to reduce rates of non-continuation. The Committee agreed that retention should be the key focus of the Committee meetings for the foreseeable. It agreed that an additional meeting is needed for a deeper discussion of the issue of retention and how to improve governance of retention plans and related data. The additional meeting would be held on 16 March 2023.
- 20/21 progress against APP targets and racialised awarding gaps update.
- Withdrawals and interruptions data.
- Engagement monitoring. It noted that a draft attendance and engagement policy is in development and would be brought for review at the next meeting.
- Take up of lecture capture. It noted that an evaluation would be carried out into how lecture capture is being used, the impact of its usage, and how students feel about it. It was recommended that a member of UCU is included in the evaluation.
- Completion data for Safeguarding training by PSGs and Schools. It was noted that despite the module being compulsory, completion of safeguarding training is poor. A review of the module's length, content and delivery approach would be carried out with the external providers.
- Academic calendar changes. The Committee noted that the JNCC were consulted on the academic calendar changes on 24 January 2023 and their feedback would be used to improve the implementation process.

The Committee noted:

- An update from the Co-Chairs which highlighted that the final TEF return was submitted by the deadline in January 2023, teachers and academic support staff have balloted to strike on numerous dates in March 2023, and in-year withdrawals and interruptions increased in semester 1.
- Mid Semester Review results. A central review of when, why, and who is surveyed and a set of principles for surveys would be designed for 2023/24.
- Semester 2 Welcome Plans performance update.
- Student Voice report and action tracker.
- Student Union NSS update.
- Student Services, Operations and LLR update.
- Student Complaints annual report 2021/22.
- Student Complaints update for Sept-Jan 2023.
- Summary of cost-of-living interventions approved by the Group Executive.
- A recent cost-of-living survey led by the SBSU received many student responses. The SBSU invited colleagues to help analyse the data.

Quality and Standards Committee, 7 December 2022

The Committee discussed:

- Quality and standards issues since the last meeting. It noted that a number of courses had been successfully validated and others accredited.
- The Teaching Excellence Framework draft submission.
- Mid Semester Review (S1, 2022/23) results. It agreed to challenge the ADG and school colleagues to define LSBU's response to address students' dissatisfaction, and to propose to the STEX committee that a central review of when, why, and who is surveyed and a set of principles for surveys is designed for 2023/24.

The Committee noted:

- Apprenticeships update. It noted that LSBU is due for an Ofsted inspection in March 2023.
- Newly appointed external examiners.
- SASC meeting minute summaries.

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Next meeting date: 2:00pm on
Wednesday, 7 June 2023