

## Meeting of the Student Experience Committee

2.00 - 4.00 pm on Wednesday, 30 January 2019  
in 1B16 - Technopark, SE1 6LN

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		PB
2.	Declaration of interests		PB
3.	Minutes of the previous meeting	3 - 6	PB
4.	Matters arising		PB
<b>Items to discuss</b>			
5.	SU Officers' update	Verbal Report	NK
6.	Estates matters	Verbal Report	CR
7.	Student Led project updates	Verbal Report	PB
8.	Issues from students (as needed)	Verbal Report	NK
9.	Student Support and Employment annual report	7 - 38	KC
10.	Drugs in Halls research	39 - 50	SB, RH
<b>Items to note</b>			
11.	Student Equality, Diversity & Inclusion report	51 - 58	
13.	Any other business		

**Date of next meeting**  
**2.00 pm on Wednesday, 15 May 2019**

**Members:** Pat Bailey (Chair), Steven Brabenec, Kat Colangelo, Kirsteen Coupar, Gary Francis, Dawn Ingleson, Nelly Kibirige, David Mead, Samantha Robson, Carol Rose and Shân Wareing

**Apologies:** Sajjad Hossain

**In attendance:** Steve Baker and Anita Ikpa

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**Minutes of the meeting of the Student Experience Committee  
held at 2.00 pm on Wednesday, 10 October 2018  
1B16 - Technopark, SE1 6LN**

**Present**

Pat Bailey (Chair)  
Steven Brabenec  
Kat Colangelo  
Kirsteen Coupar  
Gary Francis  
Nelly Kibirige  
David Mead  
Samantha Robson

**Apologies**

Dawn Ingleson  
Carol Rose  
Shân Wareing

**In attendance**

Rosie Holden  
Joe Kelly

**1. Welcome and apologies**

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

**2. Declaration of interests**

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

**3. Minutes of the previous meeting**

The committee approved the minutes of the previous meeting.

**4. Matters arising**

The committee noted Matters Arising.

No.4 – bar opening hours: the committee noted this action had been completed. The new opening hours and improved catering are proving very popular with students and creating a stronger campus identity.

No.5 – microwave locations: these are currently being agreed.

No.11 – the committee noted that it was meeting on World Mental Day. Action will be developed in relation to Student Mental Health Day in spring 2019.

## 5. **Estate matters**

The committee received an update on estates matters.

The committee noted that:

- Estates is intending to re-launch the Business Partner scheme as an improved feedback mechanism.
- more students were visiting the Students' Union as a result of improvements in catering reflecting a positive 'step change' in the use of the facilities.
- the London Road architects were receiving input re disability access.
- there were teething problems with the incorporation of LRC into Perry Library, the key issue being access to computers: the situation is being monitored.

LSBU apologised for the inconvenience associated with the ongoing estates development works and assured students that everything possible is being done to minimise disruption.

## 6. **Student Lifestyle Survey**

The committee received a presentation on the Student Lifestyle Survey which covered the following areas:

- Extra-curricular activities and employability
- Student satisfaction
- Accommodation, food and transport
- Student wellbeing

The committee noted the key messages:

- more than two-thirds of LSBU students are significantly (+5.8%) more 'positive' or 'very positive' about their employment prospects, compared to the national picture;
- more than 1 in 4 LSBU students are more likely to work 21-40hrs a week compared to a national picture of just 12%, with more than 1 in 2 working between 11-20hrs/wk, compared to a national picture of 42%.
- LSBU students are also three time more likely to volunteer for 12hrs or more a week

The committee discussed the following:

- enrolment and re-enrolment is very good. Progression is more challenging and may reflect students trying to fit too much into their week;
- students who are engaged with LSBSU are more likely to progress.

The committee requested further analysis of the BME attainment gap to see if there was a correlation with working habits of different ethnic

## 7. **Be Safe at LSBU**

The committee discussed the Be Safe at LSBU report.

The committee noted a Safe and Secure Week is to be held at the beginning of future academic years, and that expertise in Sexual Violence Liaison Support will be created and located within the Mental Health and Wellbeing Team.

The committee approved the model of sexual violence response and awareness raising, and the proposed commitment statement (page 2, Be Safe @ LSBU Executive Summary).

The committee noted the Be Safe @ LSBU leaflets and guidance for staff and students to be distributed at Safe and Secure Week. The committee requested that the staff guidance be produced for student leaders and provided along with relevant training.

The committee noted that Be Safe @ LSBU complements the LSBSU work on hostile environment.

The committee noted that 'Good Night Out' would be presented to the next meeting.

## 8. **Timetabling focus group**

The students on the committee provided the following responses to questions on timetabling.

What does the timetable look like when it is working well:

- avoidance of peak times
- lecturer flexibility re start of lectures
- blocks of timetable facilitate students who work and have childcare responsibilities
- Wednesday afternoons being free for fixtures
- 10.00am start to enable drop offs / childcare, and avoid rush hour
- changes communicated accurately and in good time
- consistent practice by lecturers
- consistent, reliable, bespoke access to online timetables

What does the timetable look like when it is not working well:

- when it is wrong and / or inaccessible

- changes not accommodating students with disabilities

9. **Welcome Week - Students' Union feedback**

The committee received a presentation from LSBSU with feedback from Welcome Week.

The presentation highlighted the following issues:

- 

The committee noted it would be helpful to know the number of students associated with the various issues raised in order to establish the scale of particular problems.

The committee noted that the vast majority of issues encountered by students related to timetable. It was suggested that a Timetable Help Desk might be a helpful innovation.

The report noted that there appeared to be inconsistent opening hours for School Admin Offices: this information would be forwarded to Student Support and Employment.

The committee thanked the LSBSU teams for the very useful feedback, and for the excellent partnership and support provided during Welcome Week which helped make sure that no student was left unattended.

**Date of next meeting**  
**2.00 pm, on Wednesday, 30 January 2019**

**Confirmed as a true record**

..... (Chair)

# Agenda Item 9

	CONFIDENTIAL
Paper title:	Student Services Annual Report
Board/Committee:	Student Experience Committee
Date of meeting:	30 January 2019
Sponsor(s):	Kirsteen Coupar, Director of Student Services
Purpose:	Information/Discussion

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## **Student Services – Annual Report 2017-2018**

We support students to stay and succeed in their studies at LSBU. We provide students with skills and opportunities to enable them to pursue their career goals.

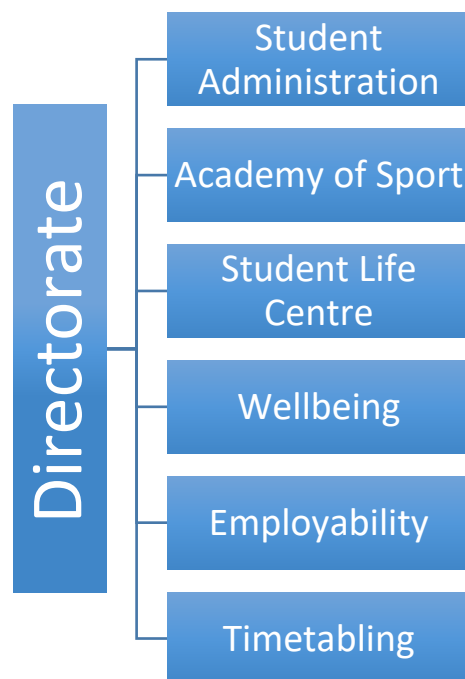
*Our key contributions are to access, retention, progression, degree attainment and employability outcomes.*

*We manage student and organisational risk, meet key legal duties and enhance the reputation of LSBU through our work with students, families, partners, local and statutory bodies and employers.*

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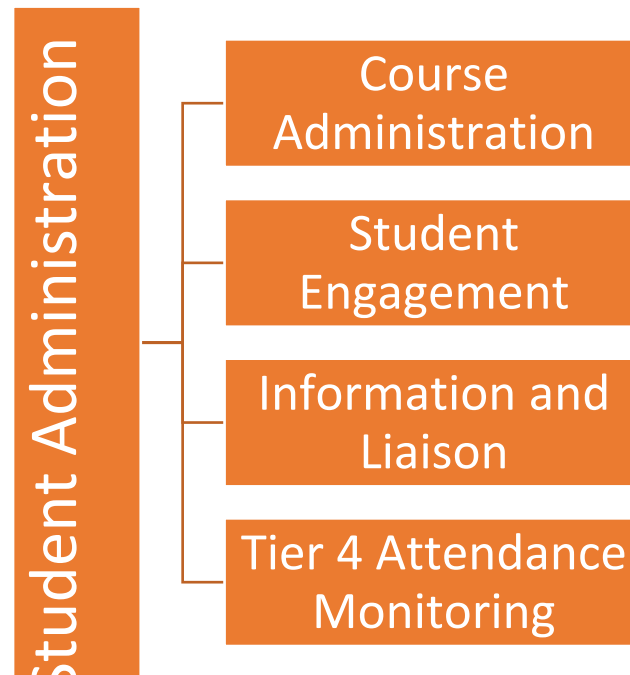
## LSBU Student Services Structure



Additional Functions		
Student Disciplinary	Reenrolment	Student Safeguarding

Academy of Sport and the Timetabling team joined Student Services in the Autumn of 2018.

## Student Administration



**The Student Administration Offices** are responsible for course and student administration.. They work with both academic staff and colleagues across the University to support the student experience. Each office has a student facing helpdesk where students can speak with their administrator for help or a referral to the relevant service.

**The Student Engagement Team** is responsible for student engagement and attendance monitoring, for both home and overseas students. The team are also responsible for the administration of the extenuating circumstances process and the examination arrangements for those students registered with Disabilities and Dyslexia Support.

**The Information and Liaison Team** are responsible for administering the Fitness to Practice procedure and co-ordinating Schools and SFE responses to the OIA and FOI requests.

**The Tier 4 Attendance Monitoring** team are responsible for monitoring the attendance of those students that hold a Tier 4 visa.

### Service Information and KPIs

# Courses administered	582
Additional CPD administration for HSC	250 modules
Course and examination boards	600 boards
Marks data entries	250,000 (99% released on time)
# Helpdesks operated	5

*The total number of courses that we provide administration to has risen from 540 in 2016/17 to 582 in 2017/18.*

## Student Administration Offices

Administration Office	Student/Administrator Ratio	School	No. of Courses	No. of Students
Tower	547	Applied Science	43	1010
		Engineering	85	1429
		Built Environment and Architecture	85	2489
Borough Road	404	Law and Social Sciences	102	1642
		Arts and Creative Industries	31	1184
London Road	406	Business	129	2279
K2 and Havering		Health and Social Care	107	3871

The total number of students that we provide administration to has dipped from 14,429 in 2016/17 to 13,904 in 2017/18.

*Note: Additionally, the team in K2 had 2363 CPD enrolments to administer*

## Students Enquiries at our 5 Student Admin Helpdesks

### Reason for Visit

Coursework Submission	24357
Travel Expenses	3391
Coursework Collection	2208
See a Course Administrator	3123
Results / Transcripts	2471
DBS Check	1986
Badges	1441
Timetable Query	1478
Letter Requests	888
Academic Staff Info.	797
Attendance Monitoring	858
Extenuating Circumstances	973
Enrolment / Re-enrolment	889
Module Attachments	441
Student Finance/Fees	271
Moodle / IT	187
Referral from Student Centre	123
Bursary	182
Uniforms	208
Other (not specified)	3188
	<b>49460</b>

The total number of visits to our helpdesks is down 4% year on year (to 2016/17). It is a major concern that the number of students visiting a helpdesk to hand in coursework (rather than submit via Moodle) remains stubbornly high, with just a 2% decrease year on year (to 2016/17).

## Student Engagement

The number of e-mails/letters sent to student regarding their engagement/attendance, broken down by school:

HSC	4014
BUS	4667
IACI	2810
NENG	2576
SASC	1275
RBEA	3573
WLSS	4581
Total	<b>23496</b>

The total of e-mails/letters sent is down 6% year on year (compared to 2016/17)

The number of additional needs exam arrangements put in place:

Semester I	1329
Semester I (resit)	503
Semester II	1625
Semester II (resit)	373
July HSC (resit)	100
Total support arrangements provided	<b>3930</b>

**This total is down 11% year on year (compared to 2016/17)**

We also sent **10,894** e-mails to the relevant students to clarify and put the exam arrangements in place.

The number of extenuating circumstances claims administered:

HSC (SWK and ESX combined)	2041
BUS	1065
ACI	237
ENG	1103
ASC	766
BEA	987
LSS	1346
Total ECs handled	<b>7545</b>

This total is down by 3% year on year, compared to 2016/17.

## Information & Liaison Team

HSC Fitness to Practise cases administered	27 (42% rise year on year*)
OIA cases serviced	16 (11% decrease)
Information requests (all Schools)	125 (35% decrease)
Reference requests	3364 (18% decrease)

*The 42% rise in FTP cases is a particular concern due to the extensive workload that each case creates.*

Tier 4 Attendance Monitoring Team

E-mails and letters sent to non-attending students

e-mail 1s sent	1365
e-mail 2s sent	225
DTW letters sent	24
Total	<b>1614</b>

**The total is an increase of 14% year on year.**

Students dealt with at weekly Case Reviews

Semester I	113
Semester II	199
Total	<b>312</b>

**This is a concerning increase of 126% year on year.**

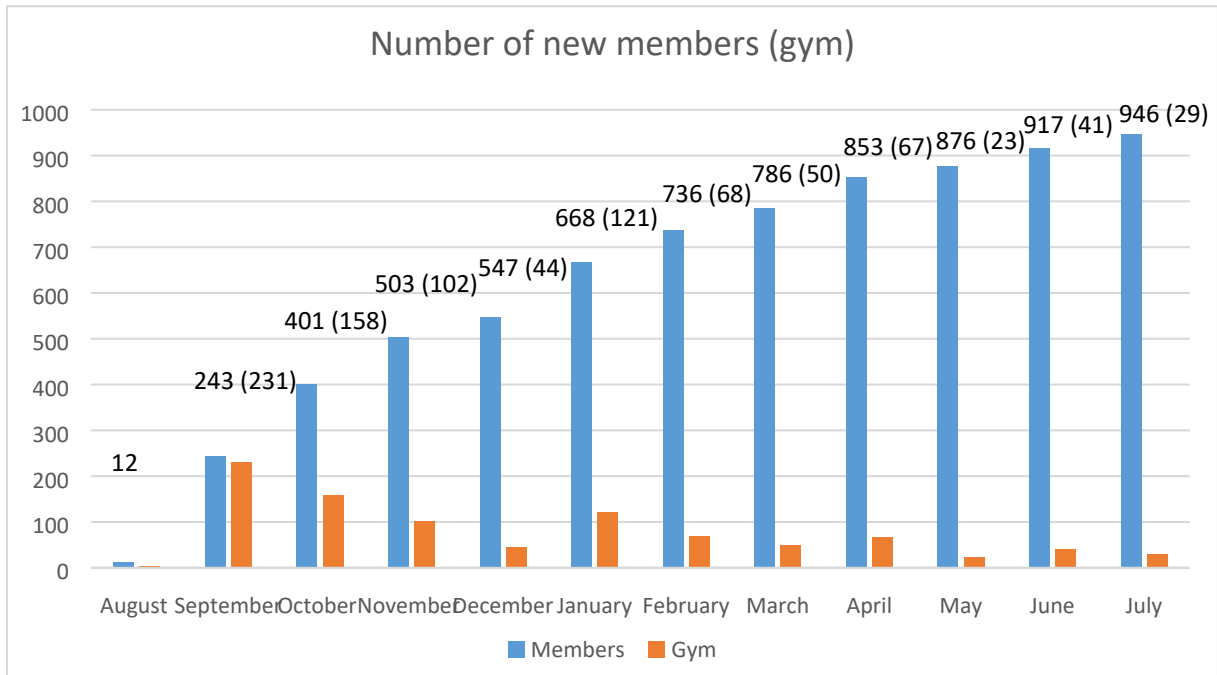
Students who were withdrawn

Semester I	8
Semester II	12
Total	20

This is a stable figure with 19 students withdrawn in 2016/17 compared to 20 in 2017/18

**Academy of Sport**

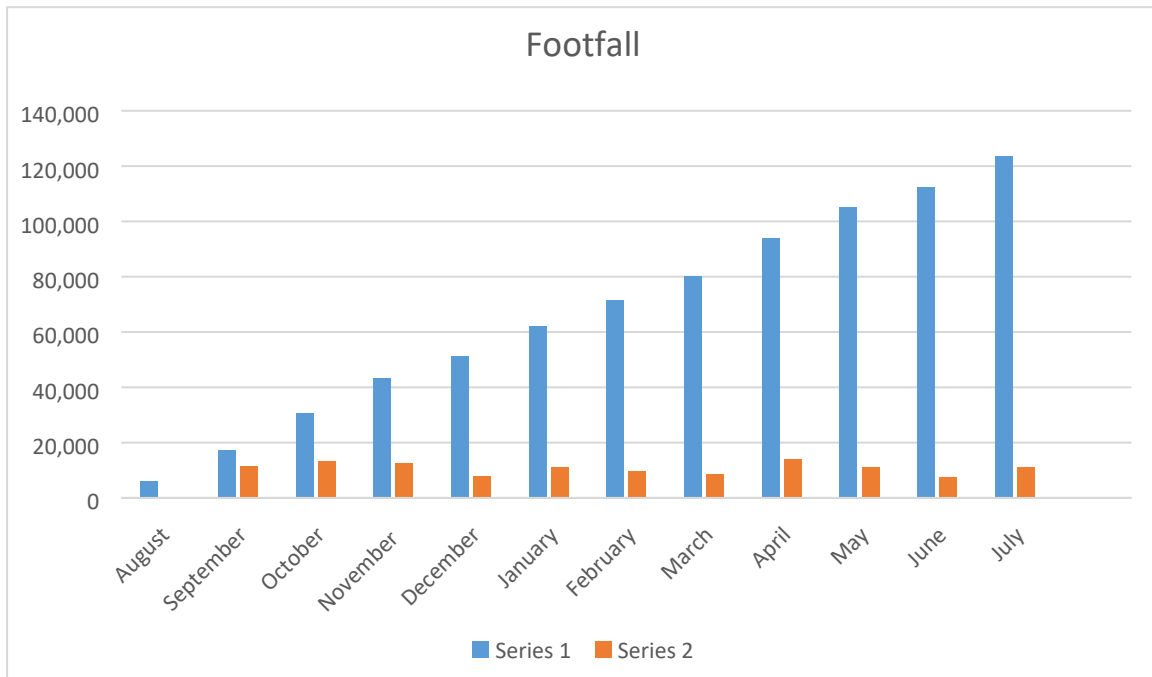
The figures below are in relation to performance against pre- determined KPIs.



**Target for academic year: 600**

<b>Number of customer comments and service requests: complaints</b>	
August	31:6
September	18:2
October	37:7
November	30:2
Dec	15:8
Jan	8:0
Feb	10:0
March	34:11
April	34:4
May	21:5
June	16:9
July	11:10
Total	265:64
<b>Target for academic year</b>	<b>360</b>





**Target for academic year- 120,000**

**BUCS points**

Target 170. Achieved 138.

**BUCS rankings**

Target 95<sup>th</sup>. Achieved 100<sup>th</sup>.

## Employment & Placements

### LSBU Employment:

LSBU Employment has predominately been working with reduced staffing (3 staff), facing challenges recruiting a dedicated externally focused Recruitment Consultant. Even with the limited resources the team have achieved the following:

- Filled **2606** Exam invigilator shifts
- Supplied **90** Clearing Administrators
- Supplied **88** Enrolment Advisors
- Permanent grade 8 role filled (IT Project Manager, Saving the university **8k**)

Total number of vacancies successfully filled: **2815**

Taking on the invigilator recruitment, a key task, has been a major success saving the University money, reducing risk, improving the process and giving exposure to the successful team and further service development.

One of the University management team who had been involved in the management of the Invigilator & Exam processes in previous years commented:

*'I think the most noticeable changes this time round from my perspective is (a) your excellent organisation and management of the support invigilators and (b) the dramatic fall in queries from the exam rooms due to the module leaders being present. It is early days but having the academics permanently in the room also seems to have had a beneficial effect on student behaviour.'*

### **Key Financial Figures:**

Total sales **£414,046**

VAT Savings: **£105,760**

We will see a positive financial contribution to LSBU, as a number of permanent hires still need to be added to the monthly figures and there are a number large scale events to be run over the coming months.

### Jobshop & Placements:

The table below showing the Jobshop student usage numbers under the categories shown.

<b>Enquiry type:</b>	<b>Totals</b>
Workshop	25
Employability	25
Service Enquiries	80
P/T Work	140
Graduate Work	54
CV & Applications	226
Placement/Internships	96
<b>Totals</b>	<b>646</b>

New Platform Jobteaser - <https://lsbu.jobteaser.com/> implemented

## Employability KPI's

	15/16	16/17
DLHE – Percentage of Graduates in work or further study	94.4%	96.9%
DDLHE – Percentage in graduate level work or further study	85.0%	90.9%
Total number of face to face interactions in the JobShop	2121	2833
Total number of roles advertised through Jobs Board	4832	tbc
Total workshops delivered	62	51
Careers Fair attendance	648 students	Hospitality /Bakery Fair - 154 BEA/ENG - 158 Business - 285 Adult Nursing - 234  831 Students
Total number of placements through InPlace	8010	1700
Total number of placements administered through the Employability Service	280	180 placements

Total Graduate Internships internally and through SME's	69
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### Events:

- **16 LSBU** students attending an invitation only Foreign & Commonwealth Office graduate insight event
- **“CEO for a Day”**, an initiative focusing on future leadership talent. Giving students a real taste of what it takes to run a major organisation. Visa, Admiral Group, and The Royal Mint are among the companies taking part
- **iDEA Silver Award** - The Duke of York Inspiring Digital Enterprise Award (iDEA) promoted to inspire students to develop digital, enterprise and employability skills
- New partnership developed with **Endeavor/IMG/WME** (<http://wmeentertainment.com>); one of the world's leading entertainment and media companies, and global leader in sports, events, media and fashion. They will offer **15** unique and exciting **paid summer internships** to our students, these will be 8 weeks in length & salaried at £17,000 P.A (pro rata)



## Student Life Centre

The Student Life Centre (SLC) is the operational hub for Student Services.

The Student Life Centre offers both face to face and telephone enquiry management.

More complex student issues are referred onto Senior Student Advisors who offer advice on finance/debt management, student funding, housing and other non-academic queries.

Several bursaries are managed via the Senior Student Advisers.

### Key Activity/Outcomes

Total student queries managed 17/18 = 55,181.

We have seen a 26% drop in face to face interactions and a 45% drop in telephone interactions yet a 28% increase in email interactions. We also introduced an online letter facility for students this year meaning that students can self-serve their own Student Status Letters & Council Tax Exemption Letters. This has resulted in less traffic to the helpdesk.

Queue		Calls		Emails		Letters	
17/18	16/17	17/18	16/17	17/18	16/17	17/18	16/17
19047	25884	7848	14207	22855	17919	5431	n/a

# Individual students who used the service is 7,883.

5568 students used the service more than once.

504 students used the service more than 10 times.

### Types of Enquiries

Disability & Dyslexia support	4081
Student Status Letter	2642
Student Funding Advice	2428
Mental Health & Wellbeing	2407
ID Card	2349
Fees and Bursaries	1285
Council Tax	1215
CV and Applications	1099
Withdrawal & Interruption Advice	894
SPLD Screening Assessment	757
Student Advice	722
Course Support Office	671
Oyster Card	572
Tuition Fees	540
Part Time Work	444
Placement & Internships	386
Student Support	369
Graduate Work	346
Money Advice	329
Enrolment	322

### Breakdown by school

Health & Social Care	6363
Business	5723
Engineering	4816
Law & Social Science	3953
Built Environment & Architecture	3812
Applied Science	2684
Arts & Creative Industries	2136

### Senior Student Advice appointments

<b>Appointment Type</b>	
Funding Advice	686
Withdrawal & Interruption Advice	305
On the Day	165

### Funds/Bursaries Awarded

<b>Fund</b>	<b>Number of students</b>	<b>Amount awarded</b>
Care Leaver Bursary	57	£54,973
Emergency Fund	224	£64,472
Laurence Burrows Trust	10	£10,000
British & Foreign Schools Society Grants	34	£3,500

## Student Disciplinary

### Breakdown by School:

School	Number of Cases 2017-2018
ACI	4
APS	1
BEA	17
BUS	14
ENG	13
HSC	4
LSS	4
Other e.g. On Campus	1
<b>Total</b>	<b>58</b>

### Types of Offence

Sexual assault	5
Drugs (possession or use)	15
Physical assault/ fighting	24
Verbal assault/ aggressive behaviour	21
Alcohol abuse	2
Stalking/ harassment	8
Racism/ homophobia	7
Theft/ criminal damage	6
IT (hacking, etc.)	2
Misuse of LSBU ID card	3
Possession/ threat to use a weapon	6
General rule breaking	5
Falsified information	6

### Disciplinary Case Outcomes:

Exclusion	2
Written Warning	20
Fine	
Attendance at drugs workshop	3
Informal Verbal Warning & Conditions	2
Informal Resolution/ apology/ no further action	13
Suspension	1

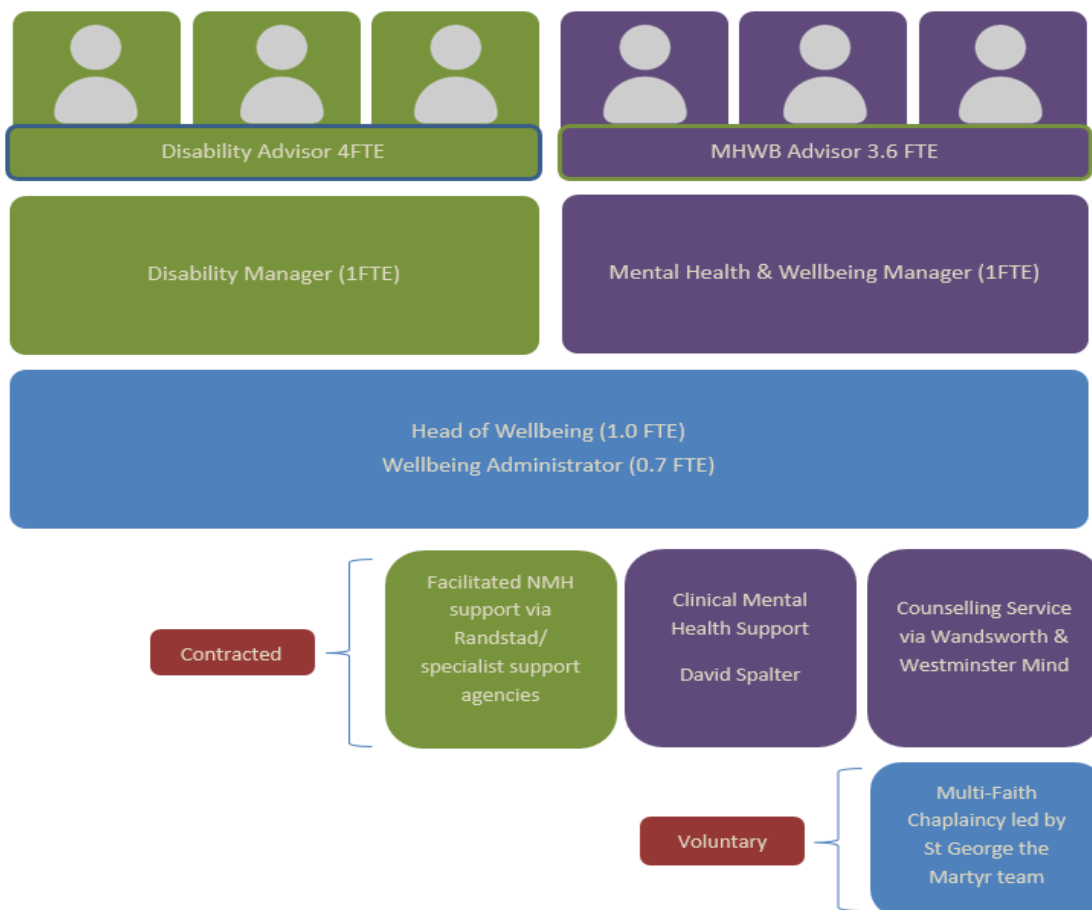
## Student Wellbeing – 2017/18 at a glance

DISABILITY AND DYSLEXIA SUPPORT | MENTAL HEALTH AND WELLBEING | MULTI-FAITH CHAPLAINCY | SAFETY AND SAFEGUARDING

We provide a range of services, procedures and support aimed at allowing students to get the most from their university experience, prioritising student wellbeing. Our teams consist of experienced specialist advisers and practitioners providing a professional support and advisory service to students and staff. We are led by the input and experience of our students and by collaboration and cooperation with colleagues: we are committed to evidence based service development and place the student’s experience, safety, and successful study at the heart of all our work.

It is clear from this overview the continued increase in demand for mental health support for students alongside a growth in demand for training and support for staff.

We are a small team serving an increasing number of students; we face growing demand and complexity, internal and external scrutiny, and expectations of new expertise at an incredibly fast pace.





### **Disability and Dyslexia Support**

- In 17/18 2,472 students, 14.4% of the student population disclosed a disability, representing £22.25 million in annual income<sup>1</sup>
- 1,951 students with DDS support arrangements – down 4.6% on 16/17
- 3,016 appointments offered during 17/18
- 786 members of staff reached with training and workshops during the 17/18 academic year

### **Mental Health and Wellbeing**

- 1,744 one to one student appointments booked (up 44% on previous year)
- 666 students seen by MHWB – supporting contributing to £5.9million of fee income<sup>2</sup>
- Comparing the last three academic years, appointment demand has increased by a total of 64.37% since 2015/16.
- 410 students signed up to SilverCloud online emotional support (an 80% increase on 16/17)
- 292 students referred to counselling via Mind – up 49% on 15/16

### **Fitness to Study**

- 17 Fitness to Study cases in 17/18
- 94% related to mental health concerns and 29.5% related to concerns around psychosis
- 73.3% of cases were resolved with support and the student continued in their studies

### **Safety Concern Response**

- 116 cases of student concern brought to Safety Concern Response (SCR) during 17/18
- Total increase 274% between 2015/16 and 2017/18.
- Nearly 1 in 3 cases related to self-harm or suicide thoughts/behaviour.
- 85% of students with self-harm/suicide concern completed their year or course during 2017/18

### **Sexual Violence Disclosures**

- 49% increase in disclosures of sexual violence to the MHWB team during 2017/18

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<sup>1</sup> Assuming an average annual tuition fee of £9000 per student

<sup>2</sup> Assuming an average annual tuition fee of £9,000 per student

## Service performance data

### Disability & Dyslexia Support (DDS) Service Data 2017/18

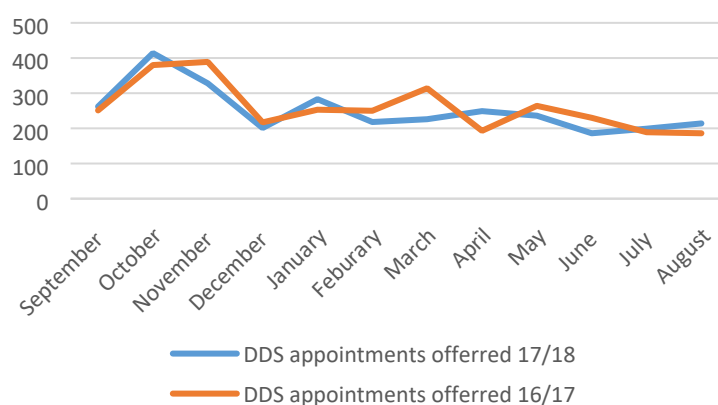
- 2,472 students disclosed a disability on QL (by registering with DDS or at application) 3.92% down on 16/17
- In 17/18 2,472 students, 14.4% of the student population disclosed a disability, representing £22.25 million in annual income
- 1,951 students with DDS support arrangements- down 4.6% on 16/17
- 79.5% of students disclosing a disability had support in place with DDS (discounting students who contacted DDS but did not require support)- down 0.5% on 16/17
- 3,016 appointments offered during 17/18
- 5,181 enquiries at the Student Life Centre about DDS support during 16/17 new support arrangements agreed 253 support arrangements updated (total up 0.65% on 16/17)
- 821 new support arrangements agreed, 253 support arrangements updated (total up 0.65% on 16/17)
- 6,598 hours of non-medical help support facilitated via Ranstad in 17/18- down 14% on 16/17 (positive move to inclusive practice / non-human dependent support/ other agencies)
- 257 17/18 applicants with direct DDS contact regarding support ahead of enrolment
- 786 members of staff reached with training and workshops during the 17/18 academic year

#### DDS Appointment data

Appointments take the form of 1 hour sessions, 20 minute 'quick queries' and 30 minute screening feedback sessions.

3,016 appointments available between September 2017 and August 2018. 2,331 appointments were booked, 4% down on 16/17.

DDS appointment demand comparison 17/18 and 16/17



Student numbers with DDS saw a slight decrease in 2017/18 compared with the previous year, but have still seen a significant 5 year rise (in line with the national picture of 38% increase in students declaring disabilities since 2013/14).<sup>3</sup> However, the service has seen an increase in demand for staff facing training, with nearly 800 staff reached during the 17/18 year. This is in line with the service's organisational effectiveness planning.

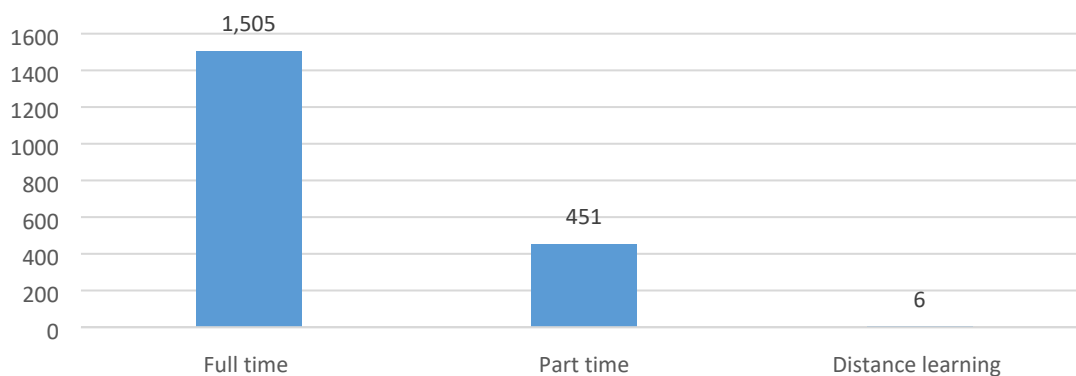
Students supported by DDS in 17/18

Blind or visual impairment	14
Longstanding illness/unseen disability	106

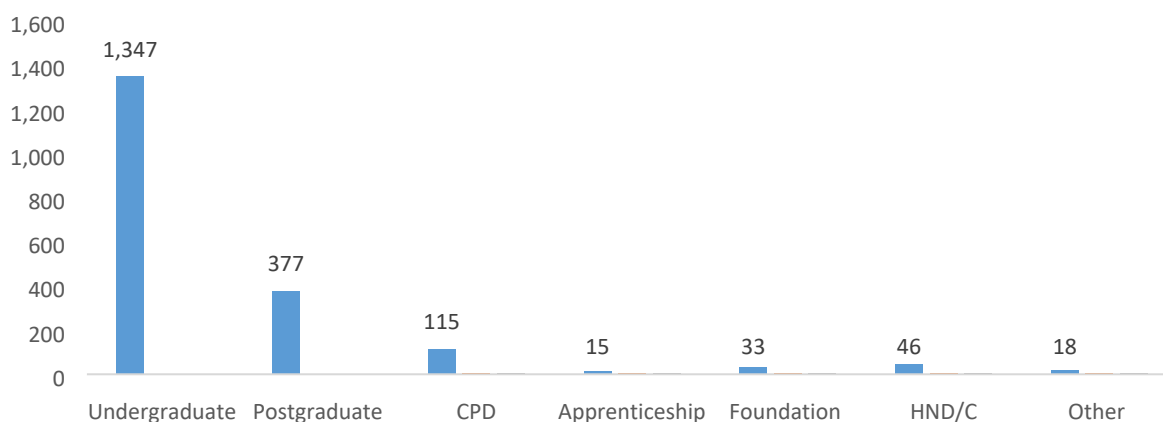
<sup>3</sup> <https://www.gov.uk/government/news/call-for-universities-to-improve-support-for-disabled-students>

D/deaf or hard of hearing	20
Physical disability/mobility difficulty/wheelchair user	35
Social/communication difficulty e.g. Autism Spectrum Disorder	42
Mental health condition	236
Two or more disabilities	195
Specific learning difficulty e.g. dyslexia	1,22
	6
Other disability	77
<b>Total</b>	<b>1,95</b>
	<b>1</b>

Students with DDS support by study mode 17/18



Students with DDS support by level of study 17/18



#### Dyslexia screenings 17/18

- 476 screening feedback appointments offered between September 2017 and August 2018, 21.5% down 16/17
- 450 LADS screenings (LADS is an online screening programme used in conjunction with a one to one meeting with an adviser)
- 94% of referred screenings resulted in an SpLD diagnosis

#### Educational Psychologist Assessments / screenings

- 385 total completed assessments in the 17/18 academic year (total assessments in 16/17 was 412, down 7%)
- 18 non-attendances/cancellations

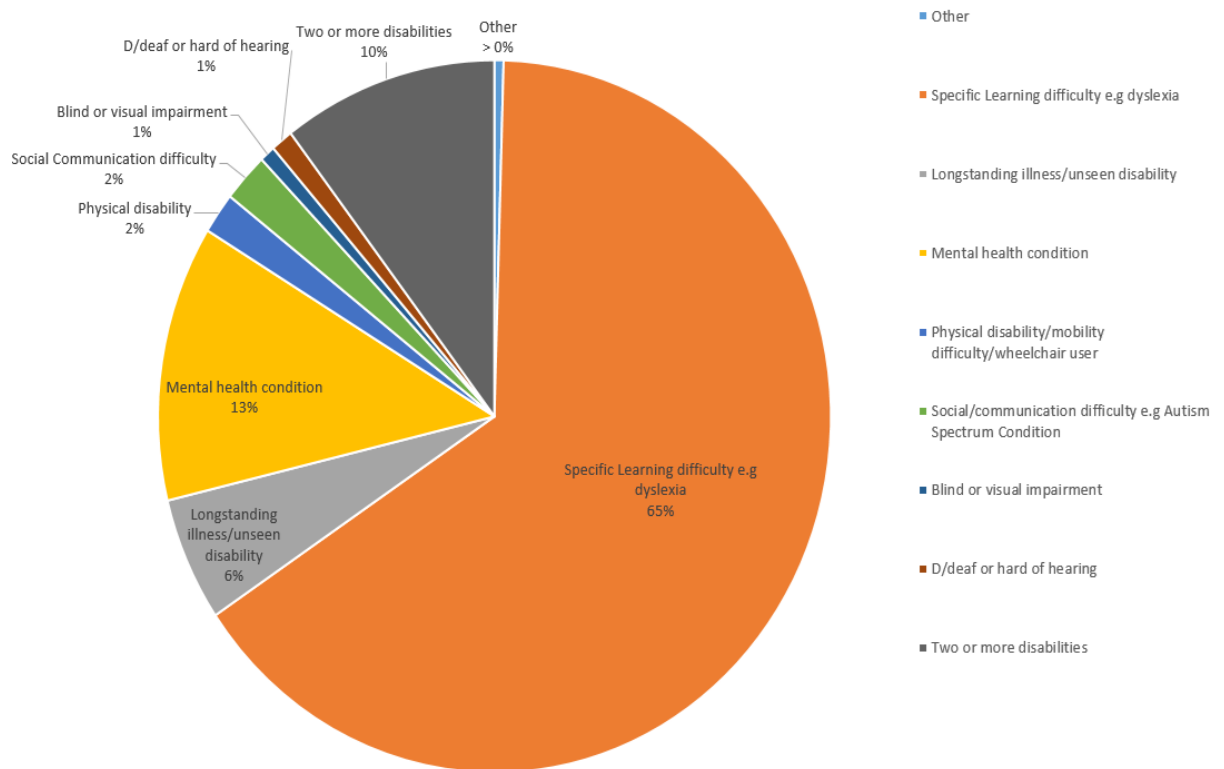
## Assessment outcomes 17/18

Dyslexia	256
Dyslexia and dyspraxia	71
Dyspraxia	11
Dyslexia and dyscalculia	1
Dyslexia and visual stress	10
ADHD	3
ADHD, Dyslexia, Dyspraxia	1

ADHD, Visual stress	2
Dyslexia and ADHD	6
Dyslexia and dysgraphia	0
Dyspraxia and visual stress	1
Visual stress	3
Dyscalculia	3
No SpLD	15

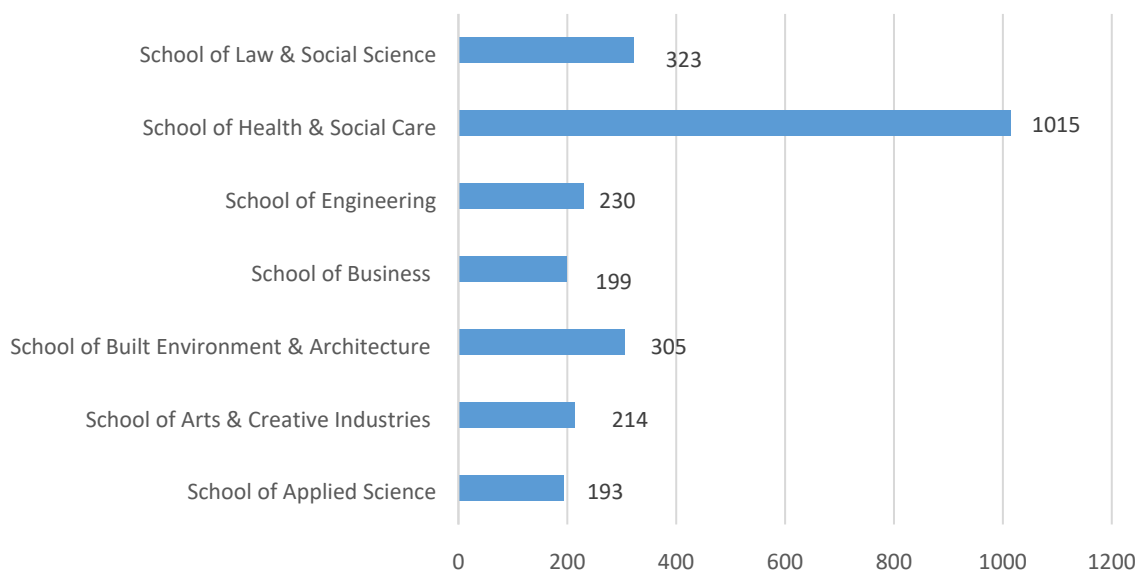
## Charts and statistics – by disability type

Students with DDS support by disability type 17/18



## Data by school

### Students supported by School 17/18



## Mental Health and Wellbeing Service data

Data from Maximizer, SID, Mind, SilverCloud – gathered 2018

### In brief:

- 1,744 appointments offered in 2017/18
- 1,216 one to one student appointments booked (up 13% on previous year)
- 666 students seen by MHWB – supporting contribution to £5.9 million of fee income
- 428 students saw us as a one-off appointment (64%)
- 26% of students who came to see us lived in university accommodation (26%)
- 293 students had support in place through DDS (44%)
- 292 students referred to counselling via Mind- up 49% on 15/16
- 410 students signed up to SilverCloud online emotional support (an 80% increase on 16/17)
- 79.5% of the students who came to see us were undergraduates

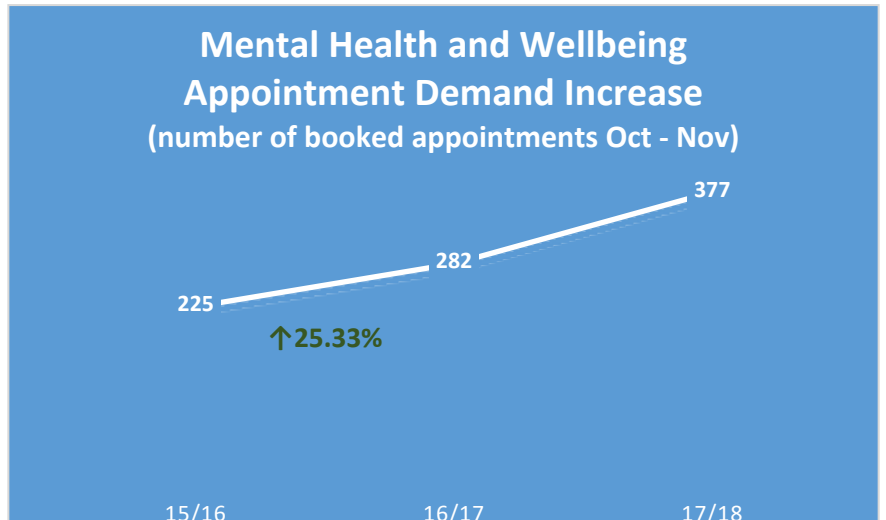
### Summary of service demand

Following the year on year trend, and matching the sector, demand for support and appointments from the Mental Health and Wellbeing team continues to increase.

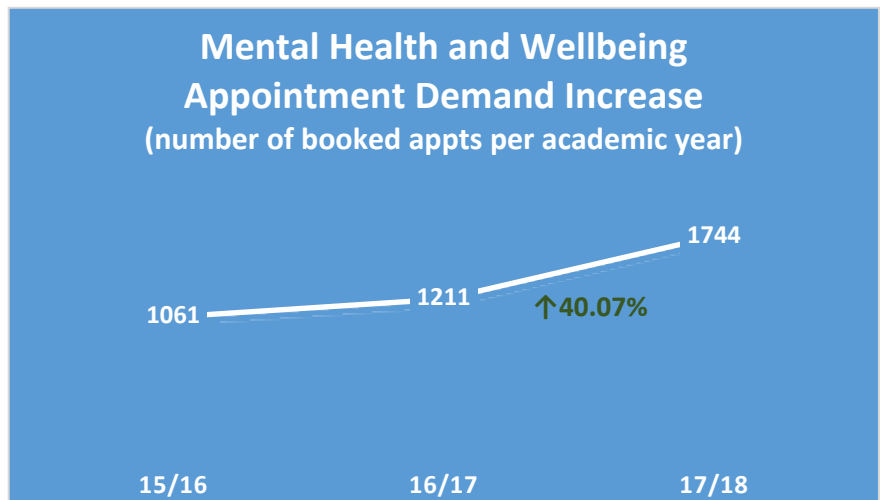
The increase in demand during the 17/18 academic year is the steepest reported to date.

### Appointment demand

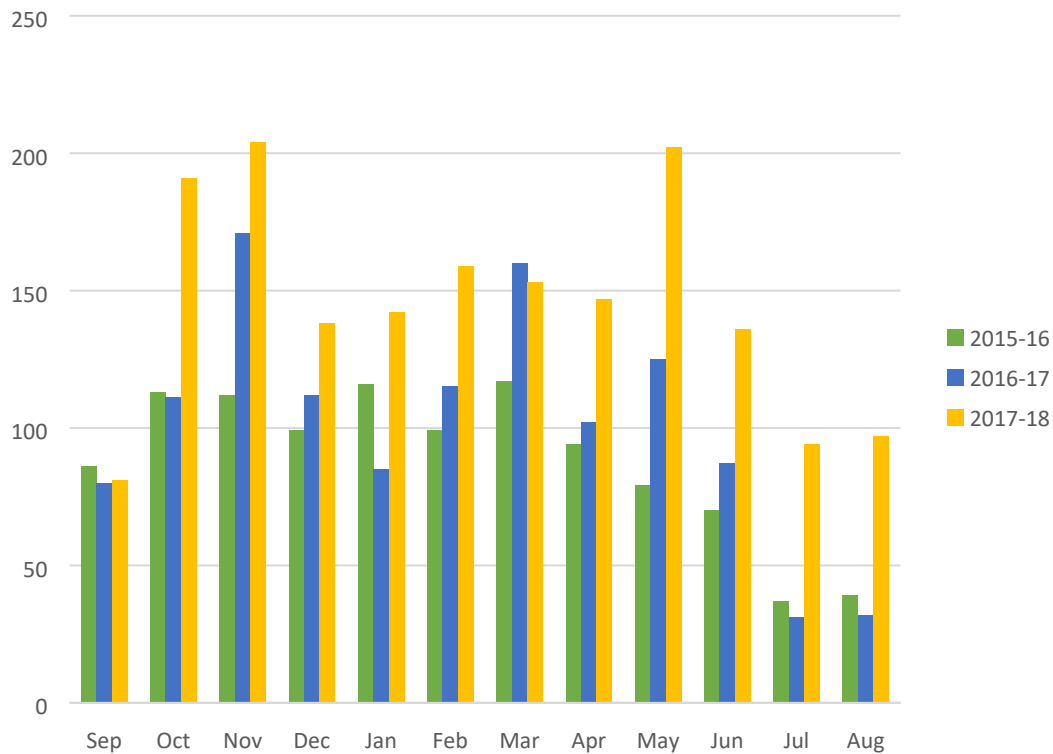
Comparing the last three academic years, appointment demand has increased by a total of 64.37% since 2015/16.



Focussing specifically on October and November, typically one of the service's busiest times, appointment demand has increased by a total of 67.5% since 2015/16.

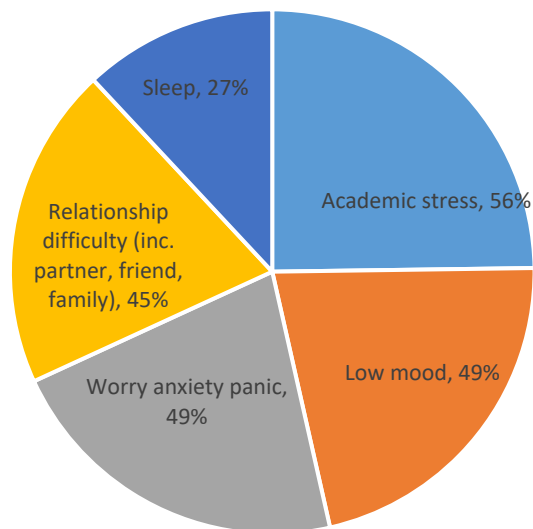


## Mental Health and Wellbeing Appointment Demand comparison (number of booked appointments)



### Presenting concerns

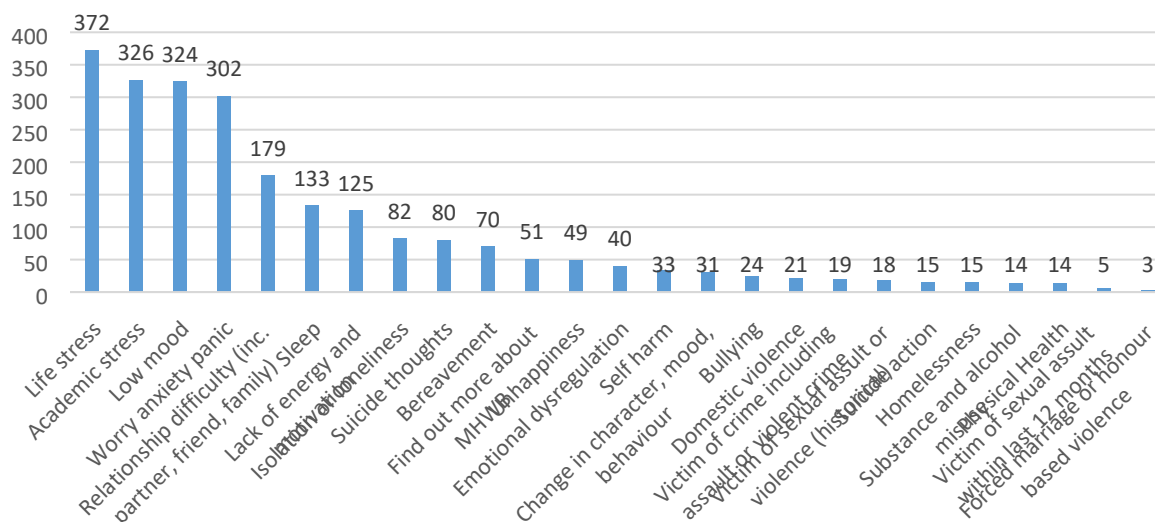
% of students presenting with concern - top 5



The Mental Health and Wellbeing team delivered one to one support to 666 students during the 17/18 academic year. Of these students, 142 presented with self-harm/suicide thoughts or behaviour. Of these students, 60% had a diagnosed mental health condition.

**1 in 5** students seen by the Mental Health and Wellbeing team during 17/18 had presenting concerns of **self-harm or suicide** thoughts/behaviour

Presenting concerns in 2017/18  
(students may have more than one presenting concern)



Who came to see us by school?

2017/18

	HSC	LSS	ENG	BEA	ACI	BUS	ASC
Number	242	82	60	37	110	56	79
Percentage	36	12	9	6	17	8	12

**SilverCloud (online mental health support)**

410 students signed up to SilverCloud support during the 17/18 year, a significant number and a clear demonstration that online, self-service support is something valued by LSBU students.

<b>Signed up by advisor during appointment (sent personalised invitation link for programme)</b>	89
<b>Signed up using open link (may have found out about SilverCloud through direct contact with the team, a staff referral, or via student comms, posters, presentations etc)</b>	321
<b>Total students signed up</b>	410

	Signed up through open link	Signed up by advisor	Total sign ups 2017-18
<b>Space from stress</b>	79	36	115
<b>Space from anxiety</b>	108	34	142
<b>Space from depression</b>	111	15	126
<b>Space for positive body image</b>	23	4	27
<b>Total students signed up</b>	321	89	410



### Counselling Service: Brent, Wandsworth and Westminster Mind

During the 17-18 academic year 292 students were referred. The total number of Clinical Hours delivered since September 2017 – August 2018 are **1,194 hours**.

- 149 hours were delivered in Quarter 1 (September – November)
- 331 hours were delivered in Quarter 2 (December – February)
- 403 hours were delivered in Quarter 3 (March – May)
- 247 hours were delivered in Quarter 4 (June – August)

The providers of our clinical mental health support, Mind, acknowledged that the “overall presenting issues, complexity and multiple needs of the referral profile has been more acute and severe than was also initially anticipated. We have seen Students with complex grief, bereavement, relationship issues, and mental health diagnoses of severe and enduring conditions such as Personality Disorder, Bi-Polar Disorder and Schizophrenia”.

Positively, the recovery rate for students referred to counselling across all quarters of 17/18 was 47%. This is just under an ambitious target of 50% and represents good outcomes. It means that just under half of the students who completed treatment with Mind reported having significantly reduced levels of anxiety and depression compared to when they first started treatment. This statistic is even more impressive in light of the time-limited nature of the clinical work provided.

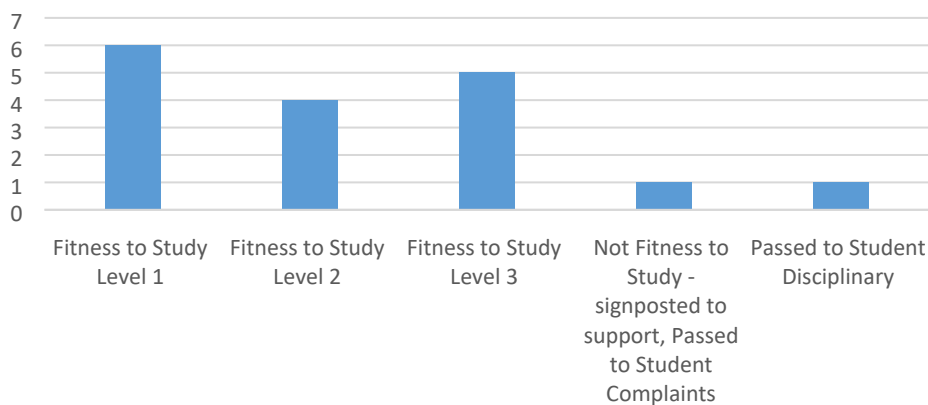
## Fitness to Study

A new Fitness to Study procedure was in place for 2017/18, bringing ownership and coordination into Student Wellbeing, with cases managed in partnership with students and schools.

In the 2017/18 academic year there were 17 Fitness to Study cases of which 16 (94%) were related to mental health concerns.

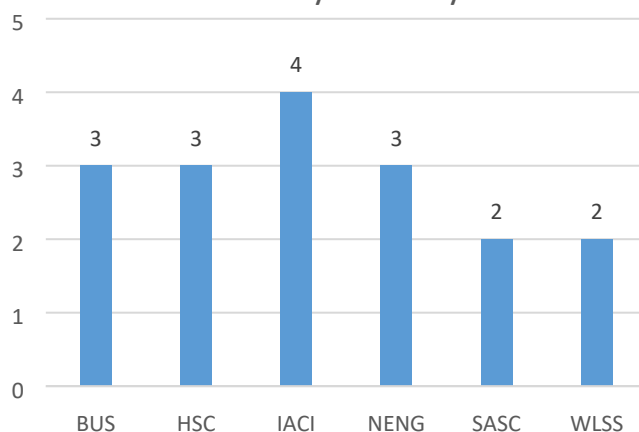
- 29.5% of cases were related to concerns around psychosis
- 18% related to behaviour impacted other students and staff
- 12% related to suicide behaviour
- one student was immediately suspended as a result of concern
- 73.3% of cases were resolved with support and the student continued in their studies

### Fitness to Study outcome of referral



- 100% of six Level 1 cases were resolved with support
- 50% of four Level 2 cases were resolved with support (in the other 50% of Level 2 cases, the students chose to interrupt or withdraw their studies)
- 60% of five Level 3 cases were resolved with support and review
- 40% of five Level 3 cases had the outcome of interruption, decided by the Panel – in both cases the student was experiencing psychotic symptoms that prevented safe and successful study

### Fitness to Study cases by School



## Safety Concern Response Meetings

The Safety Concern Response Meeting is chaired by Head of Wellbeing and comprises Wellbeing, Halls, Security, Health and Safety. The purpose is to discuss significant student safety concerns and identify risk along with mitigating action.

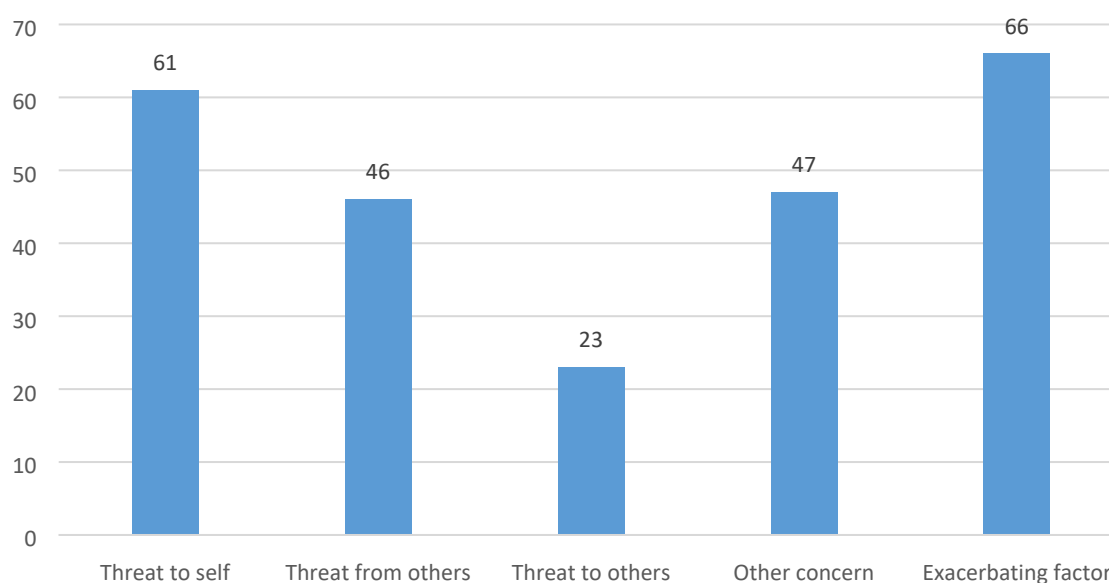
There were 116 cases of student concern brought to Safety Concern Response (SCR) during 17/18.

Year	2015-2016	2016-2017	2017-2018
Number of cases	31	74	116
% increase	-	138.8%	55.4%

Total increase 274% between 2015/16 and 2017/18.

- 32 students presented with self-harm/suicide thoughts or behaviour – specifically 15 students presented with suicide behaviour (trying to end their life).
- 10 students presented with concerns around psychosis.
- 24 students presented with concerns around alcohol/drug use.

SCR students by concern category



Nearly **1 in 3** Safety Concern Response student cases during 17/18 related to **self-harm or suicide** thoughts/behaviour.

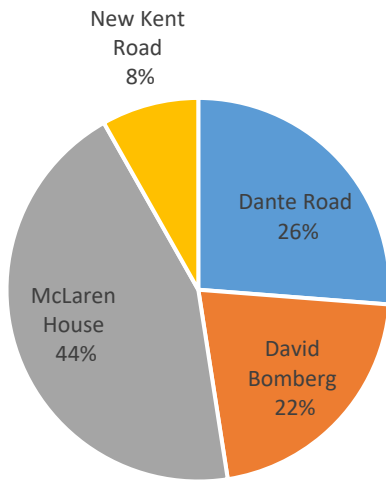
For students presenting with self-harm or suicide thoughts/behaviour, the outcomes of intervention, referral and support coordinated by Safety Concern Response are overwhelmingly positive.

**85%** of students under Safety Concern Response with self-harm/suicide concern **completed their year or course** during 2017/18.

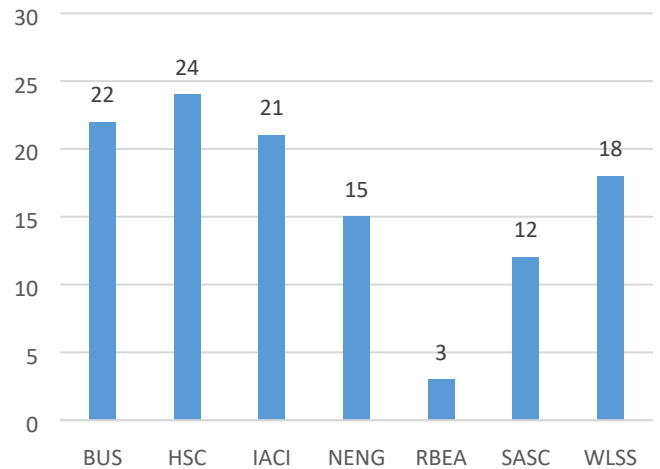
Just over half (53%) of students discussed at SCR were in halls.

Of those in halls, the majority of cases were in McLaren House (the largest halls of residence):

SCR by halls



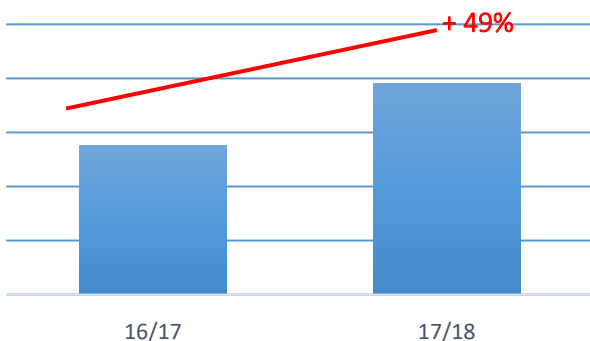
Safety Concern Response cases by School



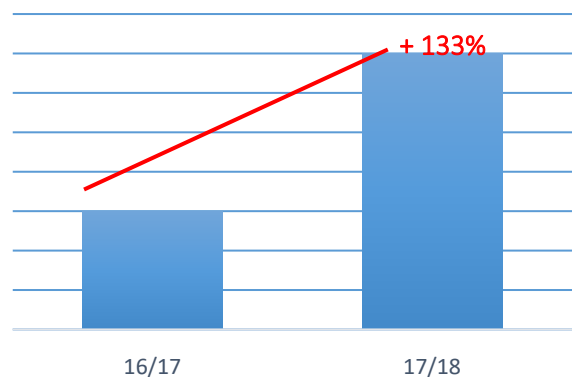
### Sexual violence disclosures and support

A particular area of increase is in the number of disclosures of, and requests for support in dealing with, sexual violence. Sexual violence is any unwanted sexual act or activity including harassment, assault, rape, child sexual abuse, domestic violence. The increase in disclosures of sexual violence at LSBU is in line with a national increase. The increasing demand for support and response in this area, alongside the general increase in demand across the MHWB service and the rise in complexity, will continue to place pressure on a very small team without consideration to future resource growth.

% increase of students accessing MHWB support where sexual violence was a presenting concern



% increase of reports of sexual misconduct to Student Disciplinary



Successful completion of £43k HEFCE Catalyst Project – student safeguarding  
Sector leading Sexual Violence risk/case management response  
Successful bid for second HEFCE Catalyst Project - £48k  
Development of specialist deaf guidance for sector  
Student Wellbeing Podcast: Thrive!  
Procurement of new providers of specialist disability support  
Inclusive Practice  
Upgrade to Customer Records Management system  
Wellbeing workshops and events and staff training  
Embedded wellbeing and resilience sessions with courses  
DDS and MHWB student engagement

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# Agenda Item 10

	INTERNAL
Paper title:	Drugs in Halls research
Board/Committee:	Student Experience Committee
Date of meeting:	30 January 2019
Sponsor(s):	Steve Baker, Chief Executive Officer, LSBU Students' Union
Purpose:	For discussion

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## Drugs in Halls Research.

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### Introduction:

The aim of this research was to get an understanding of the national landscape of Cannabis use in Halls of Residence and the sanctions used in disciplinaries. This research was prompted by safeguarding concerns raised by myself in the last academic year (2017/2018) following sitting on Halls disciplinary panels. The majority of the cases that did, and still do arise, weekly are drug related, most commonly the Class B drug Cannabis and its use recreationally in Halls.

Within the current disciplinary structure, any student found in possession of Cannabis or admits to Cannabis use on the property, falls within clause 12.4. The clause states that *'Possession or use of illegal substances, or the trade, supply or distribution of illegal substances, will lead to termination of the Accommodation agreement and withdrawal of all rights of access to the halls of residence'*<sup>1</sup>. The termination of the Accommodation Agreement, also known as issuing a Notice to Quit (NTQ) has been the most common sanction given to students over the last 2 academic years (with 5 cases being the exception) despite having the policy to enforce a range sanctions within the disciplinary structure.

In research published in June 2018, National Union of Students (NUS) made the recommendation that, *'Students should not be disciplined for drug related behaviour that does not constitute a criminal offence, such as merely using substances, possessing a drug that may come under the Psychoactive Substances Act 2016 or possessing drug paraphernalia. Disciplinary outcomes for student drug offences should be reasonable and proportionate, with enough flexibility to determine outcomes based on individual circumstances.'*<sup>2</sup>

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### Methodology:

On May 15th 2018 a Freedom of Information request was sent out to all Universities in Britain to determine the number of instances of students being disciplined for cannabis use in Halls. The aim of this request was to create a benchmark for instances of cannabis use and the subsequent support or sanctions available to students. The institutions were asked the following questions in the request:

1. How many disciplinaries have you had around Class B Cannabis use? Please include the last 3 academic years including this one.
2. How many of these disciplinaries have resulted in exclusion from Halls?
3. How many students/bed-spaces do you have available in your Halls?
4. What is the normal/average response to personal Cannabis use in Halls?
5. Please could you include a copy of your institutional Drugs Policy?

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<sup>1</sup> [https://www.lsbu.ac.uk/\\_\\_data/assets/pdf\\_file/0010/124777/halls-of-residence-disciplinary-procedure.pdf](https://www.lsbu.ac.uk/__data/assets/pdf_file/0010/124777/halls-of-residence-disciplinary-procedure.pdf)

<sup>2</sup> National Union of Students. 2018. *Taking the Hit, Student drug use and how institutions respond.* (Page 40)

[ONLINE] Available at: [https://nusdigital.s3-eu-west-](https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/42041/Taking_the_Hit_-_Student_drug_use_and_how_institutions_respond.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1548674074&Signature=Lo5QKmrhJ3scsyJ6V3uUtvYY7LY%3D)

[1.amazonaws.com/document/documents/42041/Taking\\_the\\_Hit -](https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/42041/Taking_the_Hit_-_Student_drug_use_and_how_institutions_respond.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1548674074&Signature=Lo5QKmrhJ3scsyJ6V3uUtvYY7LY%3D)

[Student drug use and how institutions respond.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1548674074&Signature=Lo5QKmrhJ3scsyJ6V3uUtvYY7LY%3D](https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/42041/Taking_the_Hit_-_Student_drug_use_and_how_institutions_respond.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1548674074&Signature=Lo5QKmrhJ3scsyJ6V3uUtvYY7LY%3D). [Accessed 28 January 2019].

Some institutions were not able to offer a complete data set for the last academic year (2017/2018), therefore the data for the last academic year (2017/2018) covers the period until May 15th 2018, when the request was given. In instances where the institution did not have the information available this is marked within the charts.

In many cases Universities gave answers of <5 instances of students being disciplined or given “Notice to Quits”(NTQs). Due to the specificity of the information it is exempt from disclosure because the response would be 5 or fewer and could lead to identification of those involved. This is to ensure that the information could not be used in the public domain with other information to lead to the identification of an individual(s) to which the data relates. This information is exempt under section 40 of the Freedom of Information Act 2000<sup>3</sup>. In order to chart these figures in the data analysis the number has been changed to 4 (as the worst possible scenario) and highlighted appropriately in charts and tables (with a asterix\* in charts and the colour red in tables.)

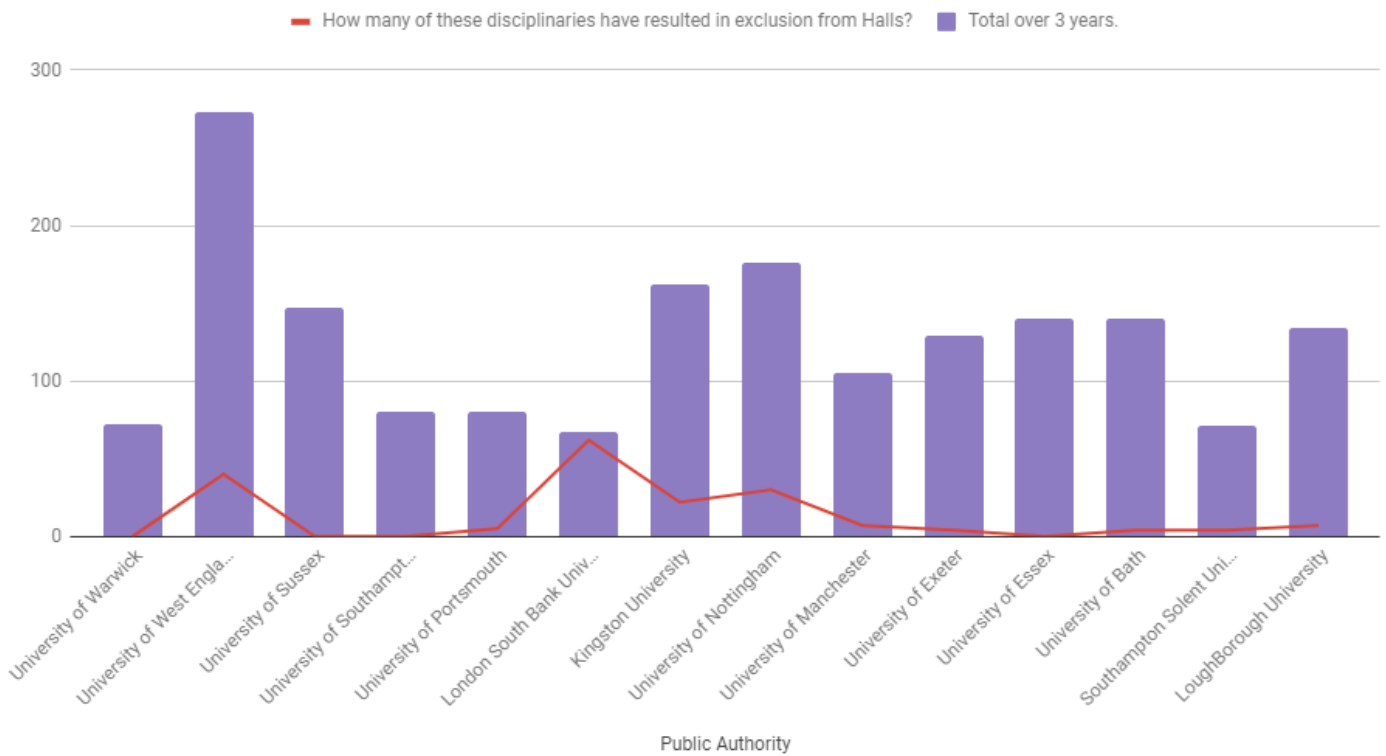
17 of the 134 institutions surveyed did not own any accommodation and therefore did not hold any management information or policy, there was one exception, Aston University, who provided figures for the academic year 2015/2016 but stated that following that academic year the ownership and management of their Halls of Residences transferred to an external authority.

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<sup>3</sup> <https://www.legislation.gov.uk/ukpga/2000/36/section/40>

Total over 3 years. and How many of these disciplinarys have resulted in exclusion from Halls?



As you can see in Chart 1 (above) and Data set 1 (page 9), London South Bank University has the highest rates nationally of issuing Notice to Quits (NTQs) as sanctions to students with Cannabis-related disciplinarys. LSBU issued 62 NTQs over the last 2 academic years, demonstrating an increase in disciplinarys relating to student Cannabis use in Halls (from 21 in 2016/2017 to 46 in 2017/2018) as opposed to a general decrease as shown in the case of Loughborough University (from 51 in 2016/2017 to 39 in 2017/2018) and University of Exeter (from 66 in 2016/2017 to 17 in 2017/2018).

Data set 3.

Public Authority	Total over 3 years.	Number of Notice to Quits issued	Expulsion from Halls Ratio (%)
Heythrop College*	4	4	100.0
University of Westminster	1	1	100.0
<b>London South Bank University</b>	<b>67</b>	<b>62</b>	<b>92.5</b>
University of East London	17	10	58.8
Kings College London*	12	4	33.3

The same can also be said within London, looking at Data set 3 (above) and Chart 2 (page 9). Looking specifically at London Universities LSBU has the third highest ratio for issuing Notice to Quits over 3 years (92.5%) as a sanction outcome for the number of disciplinarys held. While this is not the highest ratio percentage when considering the total number of disciplinarys that results in NTQs, this is a far higher figure than other London Higher Educational Institutions.

LSBU issues the most NTQs nationally. A reason for this is that an NTQ is the only sanction available as an outcome of a Cannabis related student disciplinary, regardless of any mitigating circumstances in the student's case. This inflexible punishment leaves students to find alternative arrangements for accomodation within 4 weeks of notice along with the option for the student to see the Wellbeing Team if they wish. This leaves the student with little to no follow up or education on the effects of using drugs. A drug education course would be a useful resource in these situations as evidenced below. Not only does this pose a major safeguarding risk for arguably some of our more vulnerable students (students using drugs to self-medicate for example), this can often have a very serious effect on their studies and mental health which they may already be suffering. Ensuring our students are supported if they disclose drug-use is essential and drug awareness/education courses have been used by 22 of the institutions surveyed.

### Types of sanctions:

A drug education course is often used when drug use is confirmed by a student. In talking to other VP:Welfare officers across the country there are several drug awareness and education courses that have supported their student populations, these include but are not limited to; University of Surrey and Brunel University. While the Universities could not provide specific details of the courses, a signpost to Marshall E-learning<sup>4</sup> consultancy was given which offers an example of the type of bespoke awareness courses or training Universities use. The resources on the website provided worked with Brunel University to develop the course which offers a wide range of information to students around drug-use and their wellbeing.

The University of Surrey disciplinary procedure states that '*Disciplinary action and fine letters should, where appropriate, signpost to support services, including mentors. In the case of confirmed cannabis use, this would include signposting to CUBIC (Cannabis Users Brief Intervention Course) run by Centre of Wellbeing*<sup>5</sup>'. When contacting the Centre of Wellbeing at Surrey I was told that this is a brief intervention course run by the trained advisors to ensure students are supported and given the correct information around drugs and drug use.

Table 1

Type of Sanction	Number of Universities that use these sanctions.	Sanctions that Southbank issue.
Monetary fine.	35	
Written warning (including final written warnings)	51	
A drug education course (or a fire safety course if fire safety is breached)	22	
Notice to Quit	30	<b>X</b>
Police intervention/notification.	9	
Behavioural contract drawn up.	3	

Of the 74 Universities that elaborated on the types of sanctions given to students found using drugs in Halls, there are a number of potential outcomes that have been identified as being effective. Giving students warnings upon a first offence was the most popular sanction used at 51 of the 74. The Universities that use this sanction often use it in conjunction with a monetary fine or a 2-strike system leading to an eventual NTQ.

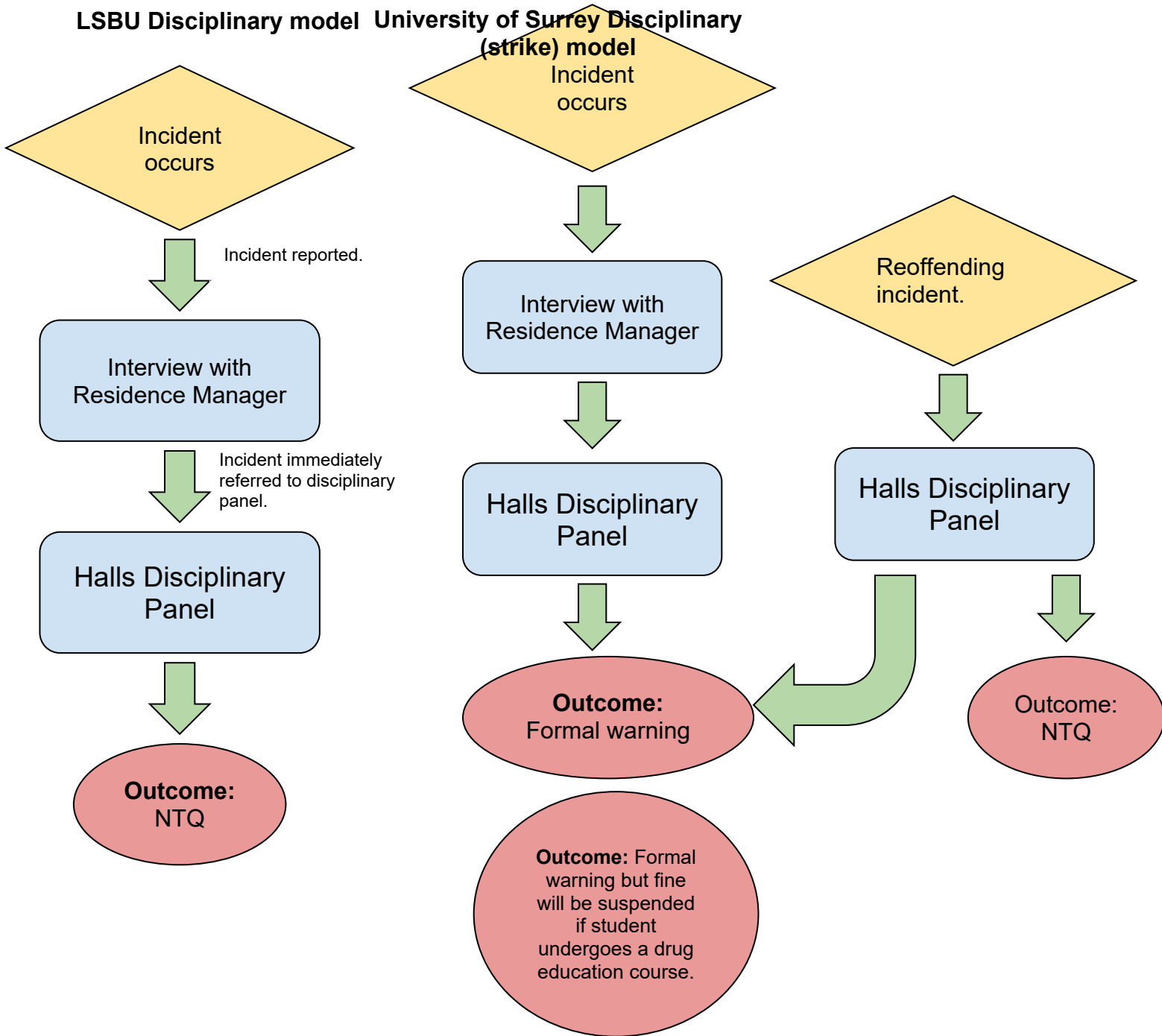
<sup>4</sup> <https://marshallelearning.com/e-learning-courses/alcohol-and-drug-awareness/>

<sup>5</sup> <https://www.surrey.ac.uk/currentstudents/Files/Disciplinay%20Action%20Guide%202017%20-%202018%20-%20final.pdf>

A drug education course (sometimes coupled with a fire safety course depending on the case) was also a popular sanction and was often used in lieu of a fine; for example a student would be given a fine of £100 but would only have to pay a fraction of that or have it waived if they completed the course. Through talking to other VP:Welfare officers across the country the use of education and fines as sanctions, has aided in the elimination of reoffending.

The other alternatives include drawing up a behavioural contract with the student which if breached would trigger an immediate Notice to Quit and possible Police intervention/notification. However it should be noted that the involvement of the Police is often limited to the disposal of substances (in the instance of personal use) found on Halls property rather than filing criminal charges.

### Example of Disciplinary model:



The different types of sanctions used nationally are already written into our Halls of Residence disciplinary procedures in clause 12.2,<sup>6</sup> therefore there is no need to rewrite current policy but re-examine the overwriting clause 12.4 which issues an immediate termination of the accommodation agreement when illegal substances are found. Please see clause 12.2 below.

***'Penalties under this procedure are as follows:***

- a) an oral warning; and/or;*
- b) an action plan and conditions for improvement of your conduct (to be reviewed within 2 months of being issued); and/or*
- c) a formal written warning; and/or*
- d) community service; and/or*
- e) a fine (up to £200) payable on <http://trade.lsbu.ac.uk>; and/or*
- f) payment of clearing up/repair costs; and/or*
- g) relevant training; and/or Halls of Residence Disciplinary Procedure for Student Residents 2018–2019 12*
- h) revocation of the permission for the Resident to have guests in their room; and/or*
- i) relocation to alternative accommodation; and/or*
- j) reference to the Deputy Vice-Chancellor Education if, in the opinion of the Disciplinary Committee, the misconduct additionally constitutes a serious breach of discipline under the Student Disciplinary Procedure; and/or*
- k) reference to the Dean of the School of Health and Social Care if, in the opinion of the Disciplinary Committee, the misconduct may raise questions about your fitness to practise; and/or*
- l) termination of the Accommodation Agreement and withdrawal of all rights of access to the halls of residence. You will usually be given notice to leave your accommodation in accordance with the terms of the Accommodation Agreement<sup>7</sup>.*

**The legal implications:**

According to the gov.uk<sup>8</sup> website 'Police can issue a warning or an on-the-spot fine of £90 if you're found with cannabis.' Cannabis is different to other Class B drugs as it falls under the discretionary warning scheme<sup>9</sup> which means that a police officer can choose to issue you with a street warning only (which doesn't form a criminal record, though it will be recorded). It would therefore be unusual for a University to offer such a severe punishment which is not so severely punished in the legal system. It should also be noted that the sanctions that do not include an immediate Notice to Quit are for cases where the amount of cannabis found constitutes 'Personal use' and not in the cases where intent to supply is evident, (Police involvement would be necessary).

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<sup>6</sup> [https://www.lsbu.ac.uk/\\_\\_data/assets/pdf\\_file/0010/124777/halls-of-residence-disciplinary-procedure.pdf](https://www.lsbu.ac.uk/__data/assets/pdf_file/0010/124777/halls-of-residence-disciplinary-procedure.pdf)

<sup>7</sup> [https://www.lsbu.ac.uk/\\_\\_data/assets/pdf\\_file/0010/124777/halls-of-residence-disciplinary-procedure.pdf](https://www.lsbu.ac.uk/__data/assets/pdf_file/0010/124777/halls-of-residence-disciplinary-procedure.pdf)

<sup>8</sup> (<https://www.gov.uk/penalties-drug-possession>)

<sup>9</sup> (<https://www.talktofrank.com/drug/cannabis?a=Cannabis#the-law>)

## Recommendations and Summary:

London South Bank University issues the most NTQs nationally for Cannabis use in Halls by a significant amount. Despite most Universities having a 'zero tolerance policy' towards drug use, LSBU enforces the policies with the clause of 12.4 in the Student Halls disciplinary procedure. The Students' Union agrees with the NUS research that states that, *'Policy responses that focus solely on disciplining students fail to recognise the complex reasons that lead people to use drugs and therefore there is a risk that they may only serve to further marginalise certain groups of students, such as poorer students and those from a liberation background.'*<sup>10</sup>

There is a large number of institutions that assess each instance of cannabis abuse on a *case by case* basis indicating that a blanket zero tolerance policy that offers the same outcome (Notice to Quit) to every indication of cannabis use is not helpful and a type of support or drug education necessary. A sanction would not be given based on a zero-tolerance policy but on a case by case basis. Following experience on many Halls disciplinary panels, each case is covered by a blanket 'zero tolerance' policy which issues NTQs and mentions to students that they can self refer to the Wellbeing Team. However, there is no education from the University around drug use, nor an opportunity for the students circumstances to be taken into account when deciding an outcome.

Therefore the recommendations of this report are as follows:

- To re-examine clause 12.4 in the Halls Disciplinary procedure to allow for the sanctions in clause 12.2 to be applied to cases where Cannabis is found in Halls.
- To work with the Students' Union to develop an appropriate sanction system including a strike system as shown in the example from University of Surrey.
- To develop an action plan to ensure students who are issued NTQs in Halls of residences are adequately supported and check up on, through an implementation of drug education or awareness training.

Considering this and the recommendations, as VP:Welfare I would like to suggest looking at the Halls Disciplinary clause 12.4 and consider a collaboration with the Student Union to develop a revised sanction system for students caught using Cannabis in Halls.

*Thank you very much for reading this report.*

*Please feel free to ask any questions or discussion points around anything in my report. I look forward to hearing from you.*

Samantha Robson,  
VP Welfare and Equalities  
samantha.robson@lsbsu.org

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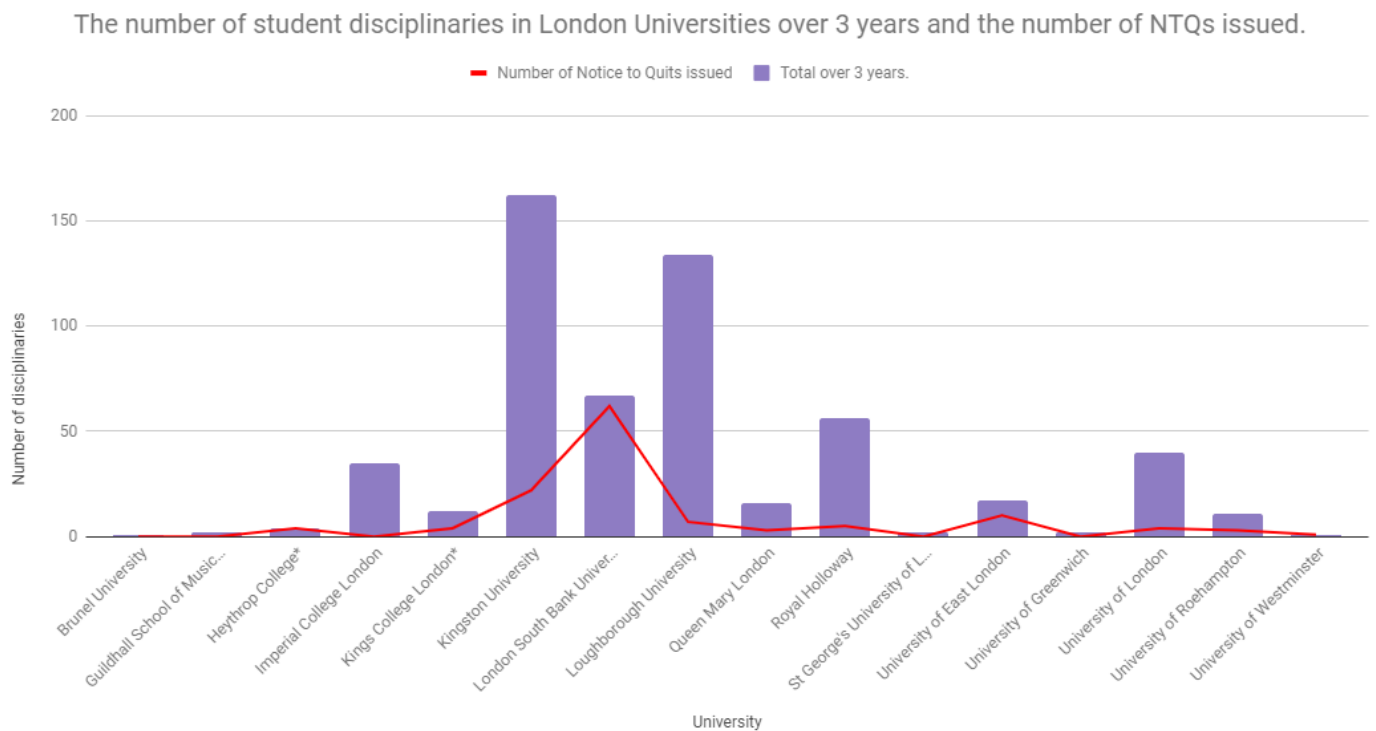
<sup>10</sup> National Union of Students. 2018. *Taking the Hit, Student drug use and how institutions respond.* (Page 40) [ONLINE] Available at: [https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/42041/Taking\\_the\\_Hit\\_-\\_Student\\_drug\\_use\\_and\\_how\\_institutions\\_respond.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1548674074&Signature=Lo5QKmhrJ3scsyJ6V3uUtvYY7LY%3D](https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/42041/Taking_the_Hit_-_Student_drug_use_and_how_institutions_respond.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1548674074&Signature=Lo5QKmhrJ3scsyJ6V3uUtvYY7LY%3D). [Accessed 28 January 2019].

**Appendix.**

Chart 1: Top 13 Universities with the most number of student disciplinarys over 3 years and the number of NTQs issued.



Chart 2: Number of Student Disciplinarys in London Universities over 3 years and the number of NTQs issued.





Data set 1: Top 16 Universities nationally with disciplinaries over 3 years for cannabis use.

Public Authority	Q1a (2015/2016)	Q1b (2016/2017)	Q1c (2017/2018 to date)	Total over 3 years.	NTQs issued
University of West England, Bristol	131	142	Info not held	273	40
University of Nottingham	68	52	56	176	30
Kingston University	n/a Info not held	162	n/a Info not held	162	22
University of Sussex	85	29	33	147	0
University of Bath	60	41	39	140	4
University of Essex	43	49	48	140	0
LoughBorough University	44	51	39	134	7
University of Exeter	46	66	17	129	4
University of Manchester	0	0	105	105	7
University of Portsmouth	34	22	24	80	5
University of Southampton	0	0	80	80	0
University of Warwick	26	30	16	72	0
Southampton Solent University	39	32	Info not held.	71	4
<b>London South Bank University</b>	<b>n/a info not held</b>	<b>21</b>	<b>46</b>	<b>67</b>	<b>62</b>
Bournemouth University	0	0	66	66	5
University of Reading	0	36	28	64	0

Data Set 2: Top 11 Universities nationally issuing Notice to Quits.

Public Authority	Q1a (2015/2016)	Q1b (2016/2017)	Q1c (2017/2018 to date)	NTQs issued
<b>London South Bank University</b>	<b>n/a info not held</b>	<b>21</b>	<b>46</b>	<b>62</b>
University of West England, Bristol	131	142	n/a info not held	40
University of Nottingham	68	52	56	30
Kingston University	n/a info not held	162	n/a info not held	22
Liverpool Hope University	15	11	7	13
University of East London	4	6	7	10
University of Surrey	0	30	0	10
LoughBorough University	44	51	39	7
Bucks New University	8	9	9	6
Royal Holloway	12	7	37	5
University of Portsmouth	34	22	24	5

Data set 3: Expulsion from Halls ratio for London Universities over 3 years.

Public Authority	Total over 3 years.	Number of Notice to Quits issued	Expulsion from Halls Ratio
Heythrop College*	4	4	100.0
University of Westminster	1	1	100.0
<b>London South Bank University</b>	<b>67</b>	<b>62</b>	<b>92.5</b>
University of East London	17	10	58.8
Kings College London*	12	4	33.3
University of Roehampton	11	3	27.3
Queen Mary London	16	3	18.8
Kingston University	162	22	13.6
University of London	40	4	10.0
Royal Holloway	56	5	8.9
Loughborough University	134	7	5.2
Brunel University	1	0	0.0
Guildhall School of Music and Drama	2	0	0.0
Imperial College London	35	0	0.0
St George's University of London	2	0	0.0
University of Greenwich	2	0	0.0

# Agenda Item 11

	INTERNAL
Paper title:	Draft Equality, Diversity and Inclusion Annual report
Board/Committee:	Student Experience Committee
Date of meeting:	30 January 2019
Sponsor(s):	Eboni Addoh, Project Manager for Equality, Diversity and Inclusion
Purpose:	To note

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## Students

**Student Satisfaction:** The National Student Satisfaction Survey gives students the opportunity to annually tell higher education institutions (HEIs) their experiences of higher education. This anonymous survey, completed this year by 77% of students, asks them what they like about their course(s) – and what could be improved.

**LSBU:** At LSBU BME students have a better experience than their white counterparts, especially in the areas of assessment and feedback, and academic support. This currently contradicts the national picture in which we see that white students have higher satisfaction. At LSBU however, white students have lower levels of satisfaction. By contrast to higher satisfaction rate, at LSBU we find that BME students have lower rates of attainment in comparison to their white counterparts.

### **Student experience**

Details our 2017-2018 National Student Survey (NSS) satisfaction scores by non-white (terminology used by NSS) compared with white students. In every question non-white students were more satisfied than their white counterparts were and the difference between the cohorts is significant (above 5% points) in some areas. This is most apparent in the questions relating to organisation and management, the extent of challenge on the course, feeling part of a community, a belief that feedback is acted upon and whether the Student Union represents their academic interests. We were surprised at these results, which are counterintuitive given the achievement metrics, and also the opposite of the national picture. We will continue to monitor and review in order to understand the factors at play. This data is not available as split between UK and non-UK.

NSS QUESTION	LSBU (10004078)	Non- white	White	BME/White Difference
<b>The teaching on my course</b>	<b>82.6</b>	<b>85.5</b>	<b>78.8</b>	<b>6.7</b>
1. Staff are good at explaining things.	86.8	88.8	83.7	5.1
2. Staff have made the subject interesting.	78.8	81.0	75.8	5.2
3. The course is intellectually stimulating.	82.6	85.8	79.3	6.5
4. My course has challenged me to achieve my best work.	82.1	86.7	76.4	10.3
<b>Learning opportunities</b>	<b>83.1</b>	<b>85.8</b>	<b>79.6</b>	<b>6.2</b>
5. My course has provided me with opportunities to explore ideas or concepts in depth.	83.2	85.4	80.1	5.3
6. My course has provided me with opportunities to bring information and ideas together from different topics.	82.4	86.0	77.5	8.5
7. My course has provided me with opportunities to apply what I have learnt.	83.9	86.1	81.4	4.8
<b>Assessment and feedback</b>	<b>71.1</b>	<b>73.4</b>	<b>68.3</b>	<b>5.1</b>
8. The criteria used in marking have been clear in advance.	73.6	76.1	70.7	5.5
9. Marking and assessment has been fair.	68.5	68.9	68.4	0.5
10. Feedback on my work has been timely.	70.1	73.3	66.1	7.2
11. I have received helpful comments on my work.	72.3	75.4	68.1	7.2
<b>Academic support</b>	<b>79.1</b>	<b>81.2</b>	<b>76.2</b>	<b>5.0</b>
12. I have been able to contact staff when I needed to.	82.9	84.1	81.3	2.8
13. I have received sufficient advice and guidance in relation to my course.	79.1	82.2	74.9	7.3
14. Good advice was available when I needed to make study choices on my course.	75.7	77.3	73.0	4.3
<b>Organisation and management</b>	<b>70.2</b>	<b>75.3</b>	<b>63.9</b>	<b>11.4</b>
15. The course is well organised and running smoothly.	63.0	69.4	54.4	15.0
16. The timetable works efficiently for me.	75.7	79.5	71.3	8.2
17. Any changes in the course or teaching have been communicated effectively.	72.3	77.2	66.1	11.1
<b>Learning resources</b>	<b>87.0</b>	<b>89.0</b>	<b>84.6</b>	<b>4.4</b>
18. The IT resources and facilities provided have supported my learning well.	85.5	88.1	82.1	6.0
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.	89.9	91.6	87.9	3.7
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	85.6	87.2	84.4	2.8
<b>Learning community</b>	<b>78.2</b>	<b>81.8</b>	<b>73.8</b>	<b>8.0</b>
21. I feel part of a community of staff and students.	69.8	75.7	62.4	13.3
22. I have had the right opportunities to work with other students as part of my course.	86.7	88.1	85.2	2.8
<b>Student Voice</b>	<b>70.6</b>	<b>74.9</b>	<b>65.0</b>	<b>9.9</b>
23. I have had the right opportunities to provide feedback on my course.	82.9	84.6	80.8	3.8
24. Staff value students' views and opinions about the course.	74.7	78.1	70.3	7.8
25. It is clear how students' feedback on the course has been acted on.	63.2	67.7	57.2	10.5
26. The students' union (association or guild) effectively represents students' academic interests.	61.4	69.5	50.9	18.6
<b>Overall satisfaction</b>	<b>81.2</b>	<b>84.8</b>	<b>77.0</b>	<b>7.9</b>

**Attainment:** The attainment gap – the difference between BME and White students attaining a first or 2:1 class degree – has been a major challenge for the HE sector over the past 10 – 15 years. At LSBU, the current gap in 2017/18 is **13%** compared to **19.3%** in 2016/17 and across UK HE is **16.1%**. One of our main challenges moving forward is how we – and the sector as a whole – tackle this issue. Unwilling to wait on the sector to lead the way, here at LSBU we are tackling this issue head on through the implementation of initiatives and groups. The LSBU Quality & Standards Committee are leading the work on BME attainment, whilst the work being undertaken by the Race Equality Chartermark Steering & Advisory Group has allowed for pan-institutional engagement to understand our data, processes and culture with a view to embedding long term change.

**Employability:** The Destination of Leavers from Higher Education (DLHE) collates details of graduates entering the job market. Of those who completed the survey, it shows a steady year on year improvement of students who secured graduate-entry level jobs.

2017/18	Employment performance Indicator (EPI) (UK domiciled full-time first degree leavers who say they are working or in study)	
	In graduate level work or study	
<b>Total students</b>		88%
<b>Gender</b>		
Female		90%
Male		84%
<b>Age</b>		
18-20 years old		79%
21-24 years old		85%
25-29 years old		91%
30+ years old		94%
<b>Disability</b>		
Known disability		90%
No known disability		87%
<b>Ethnicity</b>		
BME		85%
White		91%
Ethnicity not known		82%



In analysing the above data, as demonstrated above, we can see that our white students achieve higher proportions of graduate level work or further study compared to any other ethnic group/ going forward we will be working with our employability team to look at how we can work with our divisions and schools to narrow the gap. In terms of disability, we can see those students who declare their disability are slightly more likely secure work or be in study compared to those who do not declare a disability. Female and students over 30+ are more likely to secure work or be in study compared to their counterparts. As a part of her role in providing external expertise to the LSBU EDI Steering Group, Dr Marie Stewart was commissioned to produce and publish a report looking at student retention and success at LSBU, which has since been used to shape our work on attainment and outcomes.

Beyond employability statistics, we are proud of our students' professional success. We engage with our alumni and involve them in inspiring current students, through events and activities. Examples of inspirational alumni are provided in the video clip links below

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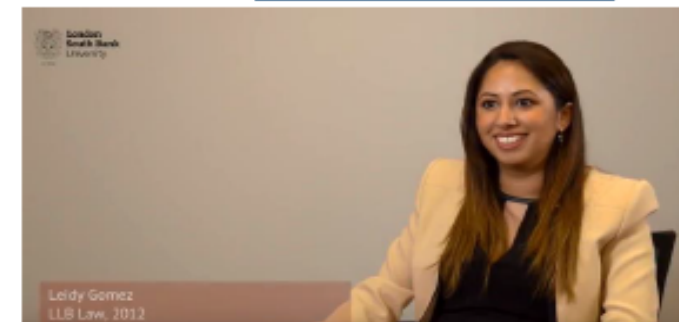
Karl's story (ENG): <https://youtu.be/67MtPYGtw1Y>



Joao's story (ENG): <https://youtu.be/CihucRlgrX8>



Nureen's story (APS): [https://youtu.be/zVFM57hgQ\\_M](https://youtu.be/zVFM57hgQ_M)



Leidy's story (LSS): [https://youtu.be/8\\_qRAzmOGkY](https://youtu.be/8_qRAzmOGkY)

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