

## Meeting of the Student Experience Committee

2.00pm on Wednesday, 21 July 2021  
in MS Teams

### Agenda

<i>No.</i>	<i>Time</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	-	Welcome and apologies	-	NL, DJ
2.	-	Declaration of interests	-	NL, DJ
3.	5	Minutes of the previous meeting	3 - 10	NL, DJ
4.	5	Matters arising	11 - 12	NL, DJ

#### Items for approval

5.	5	Committee Terms of Reference	13 - 16	NL, DJ
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#### Items to discuss

6.	15	Questions arising from submitted reports	Verbal report	NL, DJ
7.	20	Integrated Student Development Framework presentation	To be tabled	RH, LT
8.	20	Approach to Welcome Week, Pre-Sessional Sessions & Academic Orientation	17 – 28	AC
9.	15	YTD Withdrawals and Interruptions Data	29 – 34	KM
10.	20	NSS Annual Survey results	35 - 52	KM
11.	15	NSS Action Monitoring	To follow	JJ, RH
12.	5	Any other business	-	NL, DJ

#### Items to note

Student Voice Report and action tracker	53 - 58	MS, MMB
Student Complaints Report	59 - 69	NM
Student Services & Operations update	69 - 90	JJ, RH

#### Date of next meeting

**2.00 pm on Wednesday, 13 October 2021**

**Members:** Nicole Louis (Chair), Deborah Johnston (Chair), Maxwell Smith, Alison Chojna, Angela Dalrymple, Mahmood Dato, Jannatul Ferdous, Rosie Holden, Peter Harrison, Jamie

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
	Jones, Ben Lishman, Karen McLernon, Nadia Gaoua, Antony Moss, Md Fazle Rabbi and Noreen Sinclair		

**Apologies:**

**In attendance:** Dominique Phipp (Secretary), Max Smith, Matt Myles-Brown, and Nicola Mitchell (for item 5), Lal Tawney (for item 7)

**Minutes of the meeting of the Student Experience Committee  
held at 2.00 pm on Wednesday, 12<sup>th</sup> May 2021  
via MS Teams**

**Present**

Nicole Louis (Chair)  
Deborah Johnston (Co-Chair)  
Alison Chojna  
Angela Dalrymple  
Antony Moss  
Ben Lishman  
Helen Powell  
Jamie Jones  
Jannatul Ferdous  
Karen McLernon  
Mahmood Dato  
Md Fazle Rabbi  
Noreen Sinclair  
Peter Harrison  
Rosie Holden  
Vanessa Beever

**Apologies**

None

**In attendance**

Dominique Phipp (Secretary)  
Alex Steeden  
Harriet Tollerson  
Joel Langston  
Matt Myles-Brown  
Susan Coker-O'Brien  
Nicola Mitchel (for item 5)

1. **Welcome and apologies**

The Chair greeted the members.

2. **Declarations of interest**

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

3. **Minutes**

The Committee approved the minutes of the last meeting.

4. **Matters arising**

**Strategic approach to postgraduate offer.** The Chair explained that work is progressing as part of the ongoing portfolio review.

**Improving postgraduate experience.** The Committee noted that the newly appointed University DESE would lead on this work going forward. An update would be brought to the next meeting.

**Accessibility of COVID-19 hardship fund and laptop purchasing fund.** The Committee noted that this action is completed, but that more funds have been diverted to student hardship since the last meeting. An additional Covid Hardship fund of £169k was set up by the OfS and would be distributed to students prior to 31st July 2021. An update on student welfare would be brought to the next meeting for 2021/22.

**Contacting course directors regarding course representative vacancies.** The Committee discussed the process for making appointments with course representatives', the challenges experienced by students making appointments online, and the difficulty for the LSBSU in identifying existing course representatives and the courses that they support.

The SU's VP (Education) updated the Committee on the LSBSU and the University's progress in resolving the issue. He highlighted the need for more support from DESEs and Heads of Divisions within the University. The Committee agreed that the LSBSU needs information from Registry on existing courses and their associated course representatives. It was noted that an update would be brought to the next meeting.

**Free sanitary products.** Completed. The Director of Student Services confirmed that free sanitary products are available across campus and the pilot team continue to assess the impact of this on students.

**YTD Withdrawals and Interruptions Data.** The Committee noted that confirmed data on student withdrawals and interruptions has been delayed due to the IT outage, but a verbal update would be provided on data collected manually during item 9.

**Investigate whether the LSBSU might be able to utilise LSBU's Salesforce license.** In progress. The Committee noted that the Director of Academic Related Resources has initiated an investigation into extending the enquiry management functionality of Salesforce to support 'Closing the Loop' and the LSBSU. An update would be brought to the next meeting.

## 5. Questions arising from submitted reports

The Chair invited the committee to discuss the two submitted reports.

### Student Services & Operations update

The Committee noted how difficult it was to collate data for this report due to the IT outage, as all data collection is still manual, and thanked The Directors of Student Services and Operations for a well-presented and thorough report. The Chair praised the report for showing the proportion of students interacting with student services as well as comparative data.

The Chair questioned the context behind the number of students seeking advice from student services in 2020/21. The Director of Student Operations explained that not all students that applied for financial support also sought advice, therefore the number of applicants to the hardship fund is much higher.

#### Student Voice Report and action tracker

The Committee noted the disparity between the number of issues identified within different schools. The SU's President explained that a lack of issues in some schools does not mean that they are not engaging with students.

#### Student Complaints Report

The Director of Student Services noted that no Covid or IT outage related complaints have been upheld and asked if the University keeps a record of the reasons complaints are being raised. The Student Case Officer confirmed that reasons are recorded. She explained that the most common reason such complaints were not upheld is because evidence showed that the complainants had had access to all course materials in some form, for instance via MS Teams. The Student Case Officer noted that many students raising complaints also did not follow through when the University responded.

The Director of Student Services queried how Schools had communicated to students that course materials were available to them despite the IT outage. The Student Case Officer noted that she would report further on this issue at the next meeting.

The Committee questioned how bullying and harassment complaints are reported and dealt with, as preventing bullying and harassment is a matter for the Board of Governors. The Committee noted that the University's response to bullying and harassment would be further discussed during item 12.

The Director for Student Operations explained that disciplinary issues are the biggest single issue of the year, with seven cases in 2020/21.

*Deborah Johnston, PVC (Education), and Nicola Mitchell, Student Case Officer, left the meeting.*

#### **6. Employability Strategy and future resource model**

The Director of Student Services provided a presentation on graduate outcomes, an employability strategy, and future resourcing.

The Chair praised the report for demonstrating the importance of the different strands of work that contribute to supporting students to obtain successful jobs after graduation. The Committee noted that improving students' employability and the components that contribute to it are a key priority for the Executive.

*Vanessa Beever, DESE for the School of LSS, joined the meeting.*

#### **7. Access and Participation Plan (APP) 2019/20 progress against targets (monitoring return)**

The Head of Performance Analysis presented the YTD performance data against the APP targets. The Committee noted that the APP was submitted to the OfS in 2019/20 and would be used to monitor the University's performance.

The Head of Performance Analysis highlighted encouraging progress for FT disabled students' continuation, reduced gaps for the FT ethnicity awarding and attainment, and reduced attainment gaps for non-disabled vs disabled targets.

The Committee noted that the overall number of graduates in 'highly skilled employment' or further study has declined across all student groups, and adverse trends can also be seen for FT students from different socio-economic backgrounds as the size of the gap between quintile 1 and quintile 5 has deteriorated.

The Committee noted that data for PT students largely mirror FT student data. The Committee noted that PT student ethnicity and socio-economic continuation and attainment gaps have widened by 11-20%, but gaps for mature and disabled students have reduced.

The Committee discussed what action Schools should take to improve performance against the APP targets. The Director of Student Services recommended both coordinated central and professional service activity as well as academic activity is needed to improve the University's performance. The Committee noted that an 'action for change' proposal was recently shared with Deans as part of the APP workstream, which proposed the creation of devolved targets linked to the APP within Schools.

The Head of Performance Analysis noted that aggregate data masks specific issues within Schools, for example that the PT students contributing to positive trends seen in APP target performance are largely employer-sponsored white students. She recommended that a more detailed analysis of the data is needed to understand the underlying factors contributing to the University's performance.

The Committee noted the importance of understanding factors that influence the aggregated data. The Chair recommended that school-level targets or division-level targets are reviewed and discussed at a future meeting.

The Chair thanked the Head of Performance Analysis for providing such a data-rich report despite the difficulties caused by the IT outage.

#### **8. Mid-semester Evaluation Survey S2 review (MER)**

*Deborah re-joined the meeting. Peter Harrison, Deputy Director of Estates and Academic Environment, left the meeting.*

The University DESE provided a summary of the S2 MER results. The Committee noted that most the survey's questions were unchanged from S1, but some new questions had been added on the impact of the IT outage and on whether students feel that the University has delivered what was promised in its course specifications. The latter addition was noted to be an OfS audit requirement for universities.

The Committee noted that many students had provided detailed written comments about their experiences, in which the number of positive and negative comments were largely equal. These comments were helpful to staff to identify and resolve issues raised.

The University DESE recommended that the MER should be embedded as a standard feedback tool to engage with students in future, as it offers a detailed perspective on students' experience before they graduate. The Committee discussed this recommendation and ultimately supported embedding the MER as a standard feedback approach for students.

The Committee questioned whether the MER would replace the MEQs or Student Experience Survey. The University DESE replied that it would be used in addition to these surveys.

The Committee discussed overlap between experience surveys. It was proposed that the MER is changed in future to reduce overlap with other surveys. The Committee noted that the MEQs and MER serve very different purposes and provide useful data for planning. It was suggested that it would be useful to compare MER results against the NSS and SES data to determine if their results are similar.

The Committee discussed whether there is adequate infrastructure for the MER, including a clear feedback loop and analysis of the data (comparison between S1 and S2).

The Committee noted that there could be a link between student satisfaction and retention. Whilst the most significant reason students withdraw from their studies is because they fail to engage with their studies or have poor performance, there could be a small number of students withdrawing to attend another university.

The Director of Student Services explained that a mechanism to track student experience, engagement, and outcomes (including withdrawals, interruptions, and graduation) is in development. She added that the University cannot identify which university a student chooses to attend after they withdraw from their studies at LSBU unless students volunteer this information.

The SU's VP (Education) noted that the MER data evidences the verbal and anecdotal feedback the LSBSU has received from students throughout the year. He noted that a key issue impacting student experience is poor communication with the University and questioned how this issue would be resolved.

The VP (Welfare and Equalities) suggested that flexible timetabling for students could improve student experience, for instance avoiding assessing students during religious periods. She noted that lecturers are not sufficiently accessible or open to discussing students' concerns.

The Chair suggested that a deeper analysis and a holistic look at MER data collected in recent years is necessary. She agreed that a comparison of survey results over time and between surveys would be beneficial.

The Committee noted the importance of clear and regular communication with students. The SU's VP (Education) and VP (Equality & Welfare) emphasised that communication needs to occur through one-to-one discussions of students' concerns with lecturers, as well as through email and online portals.

## **9. Student Voice Closing the Loop**

The University DESE provided an update on the 'closing the loop' strategy to capture the student voice. In particular, he highlighted the need for technological solutions and additional resources to support the Mid-Semester Evaluation Survey and other experience surveys.

The Committee noted that the Co-Chairs, who are both leaders of the LEAP programme, would try to keep the request for additional resource live. It was noted that the request for additional budget and resource has been made to the LEAP programme office, but that a resolution has not yet been agreed.

The Chair asked the University DESE and the Director of Student Services to identify the resource needed, where it should be utilised, and to discuss this with the Co-Chairs outside of the meeting.

## **10. YTD Withdrawals and Interruptions Data**

The Head of Performance Analysis summarised the data (provided by Registry from QL) collected on student withdrawals up to April 2021. She noted that the data may be incomplete in places, as withdrawals and interruptions are still being manually logged and processed during the IT outage.

The Committee noted that a lower number of students are withdrawing and interrupting. The PVC (Education) suggested that these results may be the result of positive changes made by the University in-year to support students, for example the introduction of the no-detriment policy. She also suggested, however, that the University's actions may have had negative consequences for students also and recommended that the University needs to understand individual students' experiences better.

The Committee noted that, due to the IT outage and lack of attendance data, the University has not been withdrawing students for poor attendance this academic year.



The Head of Performance Analysis summarised the data (provided by Registry from QL) collected on student interruptions up to April 2021. It was recommended that greater one-to-one support should be offered to students during their year of interruption to ensure they continue to feel engaged with their studies and are encouraged to return. It was noted that many students interrupted during 2020/21 due to mental health issues exacerbated by the pandemic, and these students in would benefit greatly from dedicated support during their interruption year(s).

The Director of Student Services noted that it is often too late to offer support to students upon re-enrolment. He agreed to coordinate a group, which would include the LSBSU, to consider how to improve student support for interrupted students and provide an update at the next meeting.

The Committee thanked the Head of Performance Analysis and the Registry team for manually inputting withdrawals and interruption data into QL.

#### **11. Planned Student Experience Audit**

The Committee noted that a series of independent audits are carried out each academic year to provide assurance to the Board of Governors on the performance of the University. The Chair explained that an independent auditor, BDO, would complete three separate audits of the student experience across the group in 2021. The SBA and SBC student experience audits would be undertaken later this academic year, followed by the University's audit in October 2021.

The Committee noted that the Co-Chairs have recommended to BDO that the University audit focuses on academic delivery, in particular assessments and marking, and on the capture and resolution of the student voice, as these issues are the most frequently mentioned by students in experience surveys.

*Alison Chojna, Director of Academic Related Resources, left the meeting.*

#### **12. Bullying, Harassment and Sexual Misconduct policy**

The Director of Student Services provided a presentation on the development of the Bullying, Harassment and Sexual Misconduct policy, which focused on prevention, response, and support for victims. She explained how students and staff could support the policy and outlined the case management approach for disclosures made under the policy.

The Committee noted that a copy of the final draft policy would be shared with the Secretary for distribution to the Committee via email.

#### **13. Any other business**

The Chair thanked the Secretary, paper authors, and Committee for their contributions to the meeting. The Committee also noted that this was Alex Steeden's last meeting and thanked him for his invaluable contribution to the University.

**Date of the next meeting  
2:00pm on Wednesday 21<sup>st</sup> July 2021**

**Confirmed as a true record**

..... (Chair)

## STUDENT EXPERIENCE COMMITTEE - WEDNESDAY, 14 OCTOBER 2020 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Postgraduate Taught Experience Survey (PTES) Key Findings De-brief	Consider the University's strategic approach to its postgraduate offer – what does it hope to achieve?	July 2021	Deborah Johnston, and the DESEs	Part of portfolio review. Update during matters arising.
		Consider steps to improve postgraduate student experience in response to the PTES.	July 2021	Tony Moss, Deborah Johnston, and the DESEs	Ongoing. Update during matters arising.
8.	Retention	Contact course directors regarding any course representative vacancies. SU and DESEs to work together to match up courses with their course directors and identify vacancies.	ASAP	Md Fazle Rabbi Matt Myles-Brown Student Services	In progress. Update during matters arising.

## STUDENT EXPERIENCE COMMITTEE – WEDNESDAY, 27 JANUARY 2021 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	Update the Committee on the delivery of the pilot for free period products on campus.	May 2021	Rosie Holden and Jannatul Ferdous	Completed
6.	Student Voice and Closing the Loop	Update the Committee on the progress of the working group's creation and its activity.	May 2021	Alex Steeden, Tony Moss	Completed
		Investigate whether the SU might be able to utilise LSBU's Salesforce license.	July 2021	Nicole Louis	Ongoing. Update during matters arising.
10.	YTD Withdrawals and Interruptions Data	Provide the results of the withdrawals and interruptions data review for discussion at the next meeting.	October 2021	Jamie Jones and Rosie Holden	Delayed due to the IT outage. Will be brought to future meeting when possible.
11.	Student services metrics update	Full report to be brought to the next meeting (not possible in January or May due to the IT outage)	July 2021	Jamie Jones and Rosie Holden	Delayed again due to the IT outage. Will be brought to future meeting when possible.

**STUDENT EXPERIENCE COMMITTEE – WEDNESDAY, 12 MAY 2021  
ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Date Due</b>	<b>Officer</b>	<b>Action Status</b>
9.	Student Voice Closing the Loop	Identify additional resource needed to support running of student surveys, where resource would best fit, and discuss with Co-Chairs.	July 2021	Tony Moss, Rosie Holden, Deborah Johnston, Nicole Louis	Update during matters arising
10.	YTD Withdrawals and Interruptions Data	Coordinate a group to consider ways to improve the support offered to students with re-enrolment during and following interruption of their studies.	July 2021	Jamie Jones, LSBSU	Update during matters arising
12.	Bullying, Harassment and Sexual Misconduct policy	Share a copy of the final draft of the policy with the Secretary for distribution to the Committee.	July 2021	Rosie Holden	Completed

	INTERNAL
Paper title:	Updates to Student Experience Committee Terms of Reference
Board/Committee:	Student Experience Committee
Date of meeting:	21 July 2021
Author(s):	Dominique Phipp, Governance Assistant and Committee Secretary
Sponsor(s):	Deborah Johnston and Nicole Louis, Co-Chairs
Purpose:	For Approval
Recommendation:	It is recommended that the Committee reviews the Terms of Reference in its entirety and approves the changes proposed to its Terms of Reference, which are minor.

## Executive summary

The changes proposed to the Terms of Reference are as follows:

- Adding The University Director of Student Experience to the Committee membership;
- Updating the job titles of the Director of Student Services and Director of Student Operations.

It is recommended that the Committee reviews the Terms of Reference in its entirety and alerts the Secretary to any further changes it would like made to the document.

It should then approve the minor changes proposed to its Terms of Reference and any further changes agreed during the meeting.

## Student Experience Committee Terms of Reference

### 1. Remit

#### 1.1 The remit of the Committee is to:

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

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

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

## 2. Membership

2.1 Membership consists of the following:

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

In attendance:

- SU President, Students' Union
- Vice President Activities, Students' Union
- Deputy CEO, Student Voice Report Owner, Students' Union

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

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

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

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

### **3. Reporting Procedures**

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

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

*Approved by the Academic Board on 17 June 2020*

[Amendments to 2.1 approved by the Academic Board on 27 October 2021](#)



CONFIDENTIAL	
Paper title:	Approach to Welcome Week, Pre-Sessional Sessions & Academic Orientation
Board/Committee:	Student Experience Committee
Date of meeting:	21 July 2021
Author(s):	Alison Chojna, Group Director of Library and Learning Resources
Sponsor(s):	Nicole Louis, Chief Customer Officer
Purpose:	For Information
Recommendation:	The committee is requested to review the current plans.

## Executive summary

A cross university working group has been in place for several months to plan the successful delivery of course inductions and Welcome Week, alongside pre-sessional activities to smooth the transition into University Life. The planning has been undertaken in conjunction with planning activities for other key milestones in the student journey, such as Enrolment, to ensure a joined-up and collaborative approach.

As well as planning for welcoming new students, increased emphasis has been placed on welcoming returning students, opening up opportunities to the whole student body.

The following paper describes the key communication themes; alignment with enrolment/re-enrolment; pre-sessional activities and support; progress for plans for course induction and the central welcome programme. It also raises the need to develop plans to monitor engagement with on-boarding activities and the impact that a positive start to university life has on early retention.

# Approach to Welcome Week, Pre-Sessional Sessions & Academic Orientation

## Introduction

The approach to Welcome Week and onboarding this year is to give equal importance to welcoming both new and returning students. Many returning students will not have had a full on-campus welcome experience previously and we expect their University experience in 2021/22 to be different from 2020/21.

Therefore, all welcome activities will be open to and promoted to all students. We want to celebrate the re-establishment of our vibrant on-campus community whilst making sure that students feel safe to participate and take advantage of everything LSBU has to offer.

## Key Themes

Key themes for Welcome and Welcome Back this year will further develop the RISE theme used in this year's advertising and messaging. We want to build a sense of optimism and forward momentum. Building on last year's theme of support and wellbeing, we plan to highlight everything that is available to students but focussing on how to thrive at LSBU, rather than supporting through difficult times.

## Pre-sessional sessions and support

### Get Ahead

The Get Ahead programme has been expanded this year. As well as including sessions related to skills development that are delivered by Skills for Learning, Digital Skill and the Library Team, there will be sessions on mental health & wellbeing and budgetary & financial advice by teams in Student Services. In previous years the sessions have been solely aimed at new students but this year they will be open and advertised to all.

The programme will be available in July and repeated in August before becoming part of our induction at the beginning of the new academic year and then part of our ongoing student offer throughout the year. The full list of sessions can be viewed here <https://www.lsbu.ac.uk/whats-on/get-ahead-july-workshops> and in Appendix One.

### Returning to campus

To help allay fears about returning to campus or just the normal pre-University nerves, we are organising bookable small group campus tours over August and into September. Groups of no more than 10 will have the opportunity to visit campus, have a tour of the facilities and ask any questions.

## Welcome during enrolment sessions

There will be a hybrid approach to Enrolment this year, with PG and PT students enrolling online and UGFT enrolling on-campus. The first on-campus enrolment session will take place on the weekend of

4<sup>th</sup>-5<sup>th</sup> September, with the vast majority taking place on 11-12<sup>th</sup> September, which will coincide with Halls arrival weekend.

Campus activities for the enrolment weekends are currently being planned to ensure there will be some on-campus buzz. Planning will also factor in the need to welcome parents and other people accompanying students for enrolment and Halls arrival.

### Re-enrolment

As Welcome activities will be open to all this year, we are planning the re-enrolment communications to include information about:

- Welcome events with the booking links
- Campus tours
- What is available over the summer – i.e. library, sport, etc.
- Signposting to support and resources available.

Online drop-in sessions for enrolment questions were popular in January 2021 so we will plan for several similar sessions for re-enrolment during August and September.

## Course induction

Course inductions are of primary importance in the on-boarding process, giving students the opportunity to meet tutors and fellow students. In order to build a sense of connectedness and community, all courses will have some on-campus induction activity, with a small minority being remote-only be exception.

Schools have shared induction plans with each other and the Welcome Week working group. The timetable and rooming is currently being planned and is expected to be completed by 23<sup>rd</sup> July 2021.

## Central Welcome Programme

The Central Welcome Programme is complimentary to the course induction and will be running from 10<sup>th</sup> – 17<sup>th</sup> September. A wide range of teams will be delivering events and workshops. Where possible, we have asked each workshop to be delivered as 1 x face to face session, 1 x live online session (which will be recorded) and a scripted 2-3 minute summary video. Therefore, students have a number of options to suit their preference and availability.

The programme is still being developed but some topics to be included are:

- Halls of Residence Welcome
- Setting up email, password and timetable
- Using MS Teams
- Accessing Software via AppsAnywhere
- Money Matters
- MyAccount
- Career Planning
- Support for Disabled Students
- Mental Health and Wellbeing

- Accessing self-help resources (joint mhwb/dds about supports available to all),
- Healthy People (name tbc)
- LSBU Employment
- Global Opportunities
- Study Aboard Induction
- Library Services for PT students
- Library induction
- Into to Skills for Learning
- What do I need for online learning?
- Your Safety and Security
- What is Student Enterprise?
- An introduction to Chaplaincy
- Social events and mixers
- SU Quiz
- Museum visits

Activities will be badged as recommended for a particular target audience but will not be restricted to that target audience unless absolutely necessary. We will not pre-judge what a student could find useful.

### Monitoring engagement with induction and pre-census retention

Approaches to monitoring engagement with induction and those critical early weeks of teaching have begun to be discussed and will develop further in the coming weeks. There are limitations with the technology available to monitor course induction engagement universally. If a solution cannot be found for semester 1, 2021, we could consider focusing on manual monitoring of courses where there is a pattern of high drop-outs pre-census.

## Appendix One

### Get Ahead 2021 session structure – Skills for Learning

Introductions: Looking at online learning requirements and getting started at University, an introduction to academic practices, maths and stats.

**Dates: Monday 26<sup>th</sup> July (Monday 23<sup>rd</sup> August)**

Time	Session	Content (for our info, timings etc. can differ)	Description (for marketing info)
9:00-10:00	Get Ahead with...an introduction to online learning	<ul style="list-style-type: none"> <li>• What I need for online learning at University</li> </ul>	<p>At LSBU, learning takes place online and on-campus. Discover our online learning environment and find out how you can develop your learning and digital skills to make the most of your study.</p> <p><i>This session can be standalone but is most effective when combined with sessions 2 and/or 3.</i></p>
10:00-10:30	Break		
10:30-11:30	Get Ahead with...starting at University	<ul style="list-style-type: none"> <li>• An introduction to the Skills for Learning team</li> <li>• Tips to make sure you are prepared</li> <li>• Information on the support available</li> </ul>	<p>Learn some tips to prepare you for university.</p> <p>Become familiar with what is expected of you and discover how we can support you during your studies.</p> <p><i>This session can be standalone but is most effective when combined with sessions 1 and/or 3.</i></p>
11:30-12:00	Break		
12:00-13:00	Get Ahead with...Academic Practices	<ul style="list-style-type: none"> <li>• An introduction to the concept of good academic practice</li> </ul>	<p>Learn key principles required for university to develop your academic practices.</p> <p><i>This session can be standalone but is most effective when combined with sessions 1 and/or 2.</i></p>

13:00-14:00	Break		
14:00-15:00	Get Ahead with... Maths and Stats	<ul style="list-style-type: none"> <li>An introduction to the mathematical skills that will support your studies</li> </ul>	<p>Find out about the kinds of mathematics involved in degrees at LSBU.</p> <p>Gain advice on the skills needed to accomplish a firm understanding of mathematical concepts and discover how much fun mathematics can be through games and quizzes!</p>
15:00-15:30	Break		
15:30-16:30	Get Ahead with... Numeracy and Drug Calculations for Nursing	<ul style="list-style-type: none"> <li>An introduction to the mathematical skills that will support your studies</li> </ul>	<p>Brush up on your numeracy skills and learn some drug dosage formulae.</p> <p>Come and practise converting measurement units and example calculations.</p>
16:30-17:00	Break		
17:00-18:00	Get Ahead with...study at Postgraduate Level	<ul style="list-style-type: none"> <li>An introduction to study as a new postgraduate at LSBU.</li> </ul>	Learn how to identify the key features of postgraduate academic practices.

## Get Ahead 2021 session structure – Information Skills

Pre-session video: Introductions: who we (the team) are, what we do; 'Why is the library important? What impact will it have on your university life and beyond?'

**Dates: Tuesday 27<sup>th</sup> July am (Tuesday 24<sup>th</sup> August pm)**

Time	Session	Content (for our info, timings etc. can differ)	Description (for marketing info)
9:30-10:30	Get Ahead with...LSBU Library tools and systems	<ul style="list-style-type: none"> <li>Introductions/recap of video</li> <li>Understanding your reading lists (15 mins)</li> <li>Library website, subject guides, Moodle, LibChat, askalibrarian (15 mins)</li> </ul>	This session will introduce students to the various library tools and systems they will use to find the information for their studies. Our specialist librarians

		<ul style="list-style-type: none"> <li>• The library catalogue, Discovery, databases list (15 mins)</li> <li>• Activity/questions (15 mins)</li> </ul>	<p>will guide you through the process of...</p> <ul style="list-style-type: none"> <li>• accessing your module reading lists</li> <li>• understanding what is expected of you in terms of weekly reading</li> <li>• finding the resources you need in the physical or online library</li> <li>• where to get further support</li> </ul> <p>...allowing you to land on your feet in the first few weeks of classes.</p> <p><i>This session can be standalone but is most effective when combined with session 2.</i></p>
10:30-11:00	Break		
11:00-12:00	Get Ahead with...choosing, using referencing information sources at university level	<ul style="list-style-type: none"> <li>• Understanding the difference between popular sources vs academic sources (15 mins)</li> <li>• Highlighting the difference between types of books (textbooks and monographs, encyclopaedias) and journal articles, and the purpose of the information (15 mins)</li> <li>• What is referencing? – very short intro and demo on referencing different sources and why we do it (15 mins)</li> <li>• Activity/questions (15 mins)</li> </ul>	<p>This session will introduce students to selecting the most appropriate and useful information sources for their studies. Our specialist librarians will guide you through the process of...</p> <ul style="list-style-type: none"> <li>• identifying scholarly resources for use in academic work</li> <li>• understanding the characteristics and purposes of different resource types</li> <li>• starting out with referencing: what is it, how does it work and why is it important?</li> <li>• where to get further support</li> </ul> <p>...helping you to learn and practice key skills far in advance of your first essay or assessment deadlines.</p>

			<i>This session can be standalone but is most effective when combined with session 1.</i>
12:00-12:30	Q&A	Librarians will be available to answer any remaining questions	

### Get Ahead 2021 session structure – Digital Skills

Pre-session video: Introductions: who we (the team) are, what we do; ‘Why are digital skills important? What impact will good digital skills have on your university life and beyond?’ An introduction to the tools and software programmes available to support you during your studies.

**Dates: Tuesday 27<sup>th</sup> July pm (Tuesday 24<sup>th</sup> August am)**

Time	Session	Content (for our info, timings etc. can differ)	Description (for marketing info)
13:30-14:30	Get Ahead with ... Understanding university applications and the free software available to all LSBU students  Get Ahead with...keeping safe online	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Understanding Apps Anywhere</li> <li>• Introducing Global Protect</li> <li>• Accessing Microsoft Office</li> <li>• Avoiding viruses, malware and spyware</li> <li>• Creating strong passwords</li> <li>• Protecting your devices</li> <li>• Online site awareness</li> </ul>	<p>This session will introduce students to the various digital skills tools and systems they will use as part of their learning at LSBU. This is an opportunity for you to know what tools and software programmes are available to support you before your course begins and to ensure a smooth start to your learning.</p> <p>Our specialist digital skills trainers will guide you through the available software and the equipment that you need to make the most of the hybrid-learning environment.</p> <p><i>This session can be standalone but is most effective when combined with session 2.</i></p>
14:30-15:00	Break		



15:00-16:00	Get Ahead with...digital skills training, Linked-in Learning and an introduction to Moodle, our Virtual Learning Environment (VLE), and MS Teams	<ul style="list-style-type: none"> <li>Assessing your digital skills capabilities</li> <li>Digital skills support at LSBU</li> <li>An introduction to Linked-in Learning</li> <li>Accessing Moodle</li> <li>An introduction to Microsoft Teams</li> </ul>	<p>This session will introduce students to the digital skills support and training available throughout the year through the Digital Skills Centre (DSC).</p> <p>The session also introduces you to Linked-in Learning which provides free access for all LSBU students to a wide range of online video courses and includes the use of software packages that you will need during your studies in areas such as business, management, technology, the creative industries and study skills support.</p> <p><i>This session can be standalone but is most effective when combined with session 1.</i></p>
16:00-16:30	Q&A	Digital Skills Trainers will be available to answer any remaining questions	

### Get Ahead 2021 session structure – Mental Health & Wellbeing

Pre-session material: Introductions: who we (the team) are, what we do; ‘Why is Mental Health and Wellbeing important? What impact will it have on your university life and beyond?’

**Dates: Wednesday 28<sup>th</sup> July am (Wednesday 25<sup>th</sup> August pm)**

Time	Session	Content (for our info, timings etc. can differ)	Description (for marketing info)
9:30-10:30	Get Ahead with... LSBU support for mental health and wellbeing	<ul style="list-style-type: none"> <li>Introduction to Mental Health and Wellbeing Support at LSBU</li> <li>Mental Health and Wellbeing awareness</li> </ul>	<p>This session will introduce students to the support available at LSBU.</p> <p>Our Mental Health and Wellbeing service is available to all LSBU students and our Advisors want to support you in looking</p>

			<p>after your physical, mental and emotional health and wellbeing:</p> <ul style="list-style-type: none"> <li>• where to get further support</li> <li>• how to access the service</li> </ul> <p>...allowing you to make the most of University life.</p> <p><i>This session can be standalone but is most effective when combined with session 2.</i></p>
10:30-11:00	Break		
11:00-12:00	Get Ahead with ... supporting my own mental health and wellbeing at University	<ul style="list-style-type: none"> <li>• Managing stress and anxiety</li> <li>• Coping as a student during challenging times</li> </ul>	<p>This session will introduce students to the concept of coping strategies and help you to learn and practice good mental health and wellbeing strategies to increase your resilience.</p> <p><i>This session can be standalone but is most effective when combined with session 1.</i></p>
12:00-12:30	Q&A	Mental Health and Wellbeing Advisors will be available to answer any remaining questions	

### Get Ahead 2021 session structure – Budgeting and Financial Support

Pre-session material: Introductions: who we (the team) are, what we do; 'Why is Financial Awareness important? What impact will it have on your university life and beyond?'

**Dates: Wednesday 28<sup>th</sup> July pm (Wednesday 25<sup>th</sup> August am)**

Time	Session	Content (for our info, timings etc. can differ)	Description (for marketing info)
13:30-14:30	Get Ahead with ... Money matters	<ul style="list-style-type: none"> <li>• Introduction to Student Services at LSBU</li> <li>• Money management and budgeting</li> </ul>	An introduction to the Student Life Centre.

		<ul style="list-style-type: none"> <li>• Student entitlement and assistance</li> <li>• Maximising income</li> <li>• The financial implications of study</li> </ul>	<p>This session focuses on what you are entitled to as a student and how you can maximise your income. From fees and funding to budgeting for your everyday essentials, you've come to the right place!</p> <p>Our Senior Student Advisors offer an advice service to students covering a multitude of issues and will identify:</p> <ul style="list-style-type: none"> <li>• available services</li> <li>• how to access the service</li> <li>• where to get further support</li> </ul> <p>...allowing you to make the most of University life.</p> <p><i>This session can be standalone but is most effective when combined with session 2.</i></p>
14:30-15:00	Break		
15:00-16:00	Get Ahead with ... Our top 5 budgeting tips!	<ul style="list-style-type: none"> <li>• Part 2</li> </ul>	<p>We know that managing your bank balance while you're studying can be hard. That's why we're here with advice and support to help you get on top of all your money matters - from money management and maximizing your income, to welfare and benefits advice - we've got your back!</p> <p><i>This session can be standalone but is most effective when combined with session 1.</i></p>
16:00-16:30	Q&A	Financial Advisors will be available to answer any remaining questions	

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	INTERNAL
Paper title:	Student Withdrawals and Interruptions – June 2021 update
Board/Committee:	Student Experience Committee
Date of meeting:	21 July 2021
Author(s):	Karen McLernon, Head of Performance Analysis
Sponsor(s):	Nicole Louis, Chief Customer Officer
Purpose:	For Information
Recommendation:	The Committee is asked to note the latest student retention report.

### **Executive summary**

Positive trends in student retention continued as at the end of June 2021. Withdrawals and interruptions remain lower than last year in terms of both absolute numbers and proportions:

- Withdrawals stand at 402 students, or 2.3% of the student population, compared to 520 and 3.3% at the same time last year.
- Interruptions stand at 494 students, or 2.9% of the student population, compared to 655 and 4.2% at the same time last year.

Note that the figures may need to be revised upwards following final exam board decisions.

Capture of withdrawal reasons needs to be improved to enable better understanding of student-initiated withdrawals, as 70% have been recorded as withdrawn for 'other reasons'.

The Committee is requested to note the report.

## Student Withdrawals and Interruptions - June 2021 update

### Summary

- June YTD withdrawals and interruptions stand at 2.3% and 2.9% respectively.
- Withdrawals and interruptions remain lower than last year in terms of both absolute numbers and proportions, particularly of UG students.

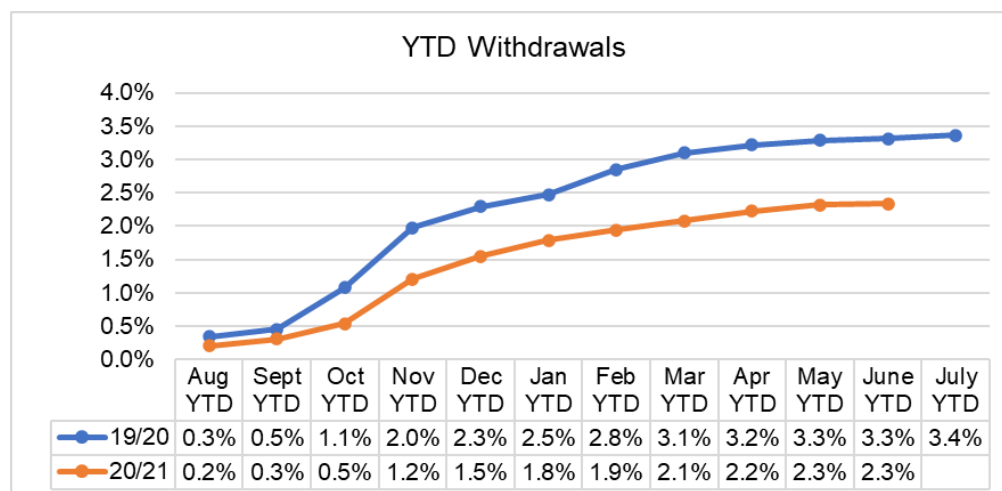
**Table 1: 20/21 YTD Withdrawals and Interruptions comparison with 19/20**

		Headcount			Proportion of students		
		19/20	20/21	Change	19/20	20/21	Change
Withdrawals	UG	416	306	-110	3.5%	2.3%	-1.2%
	PG	104	95	-9	2.9%	2.5%	-0.3%
	Not known	0	1	1			
	<b>Total</b>	<b>520</b>	<b>402</b>	<b>-118</b>	<b>3.3%</b>	<b>2.3%</b>	<b>-1.0%</b>
Interruptions	UG	426	326	-100	3.6%	2.4%	-1.1%
	PG	228	167	-61	6.3%	4.5%	-1.9%
	Not known	1	1	0			
	<b>Total</b>	<b>655</b>	<b>494</b>	<b>-161</b>	<b>4.2%</b>	<b>2.9%</b>	<b>-1.3%</b>
<b>Grand Total</b>		<b>1175</b>	<b>896</b>	<b>-279</b>	<b>7.5%</b>	<b>5.2%</b>	<b>-2.3%</b>

- The headcount figures may need to be revised upwards following final exam board decisions which will occur at the end of June and the end of August (for resit students). The boards have the ability to withdraw students due to lack of academic attainment and/or not attempting assessments.

### Withdrawals

**Figure 1: YTD Withdrawals**

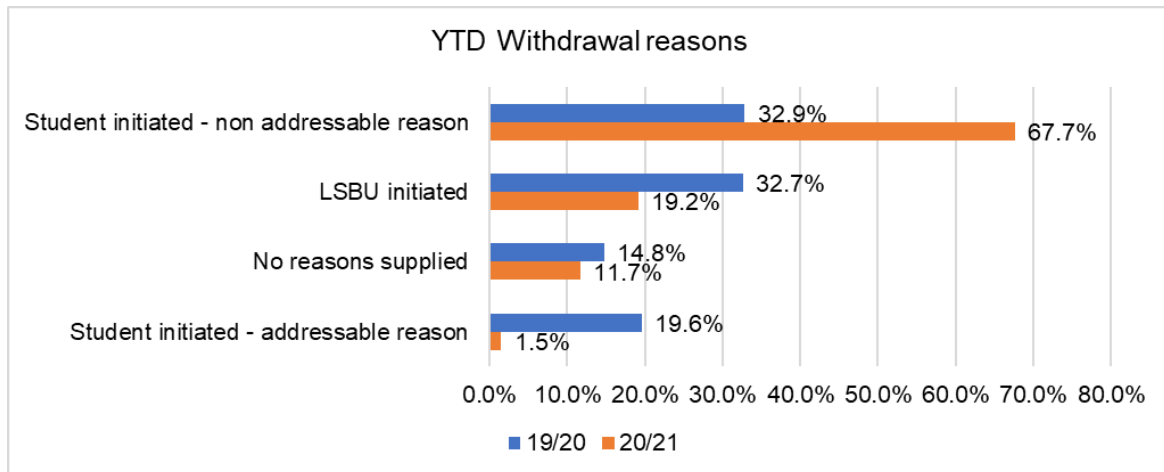


The proportion of withdrawals in most of the schools remain lower than last year. APS, ACI, BUS and Nursing has a slightly higher proportion of withdrawals compared to LSBU overall. For more detail by schools, please refer to table 2 in the appendix.

First degree year 0 (5.2%) and year 1 (4.7%) students are more likely to withdraw compared to year 2 and above students (0.6%). The proportion of first degree year 1 students that withdrew is lower than last year's 5.8%.

The proportion of withdrawals amongst full-time and part-time students are the same at 2.4%, whereas last year there are more part-time students than full-time students that withdrew (2.7% compared to 1.8%).

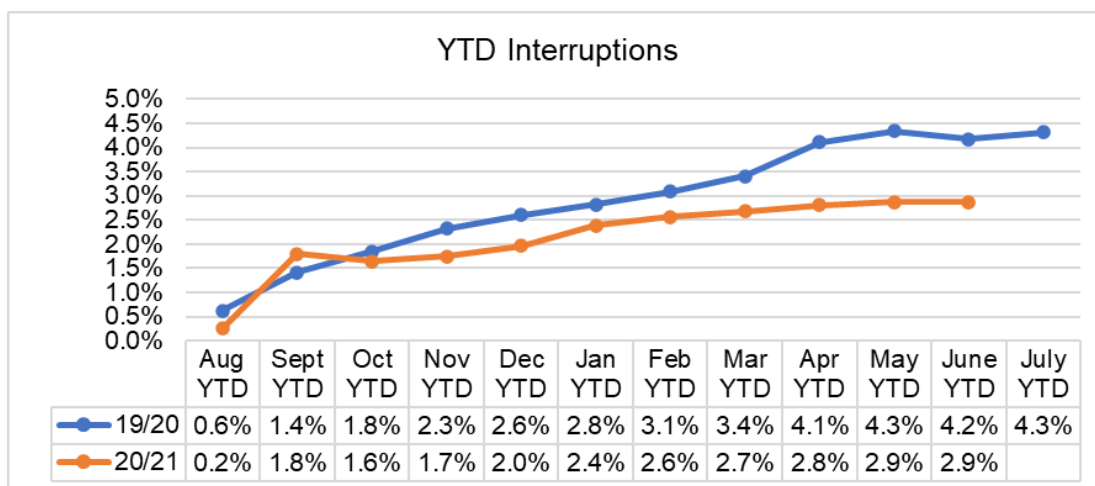
**Figure 2: YTD Withdrawal reasons**



LSBU initiated withdrawals are significantly lower than in the previous year as these have been paused during the pandemic. Consequently, the proportion of Student initiated withdrawals has risen compared to last year. A detailed analysis of reasons for student initiated withdrawals for non addressable reasons is not possible given 70% have been recorded as withdrawn for 'other reasons', see table 4 in the appendix. The proportion of records with 'no reasons supplied' has reduced as QL is being updated following the cyber incident in December 2020.

## Interruptions

**Figure 3: YTD Interruptions**



The proportion of interruptions in the schools remain lower than last year. APS has the highest proportion of students that interrupted (4.7%) which is significantly higher than LSBU's overall interruption of 2.9%. The highest proportion of interruptions within the School of Applied Sciences is amongst PG students (9.0%). For more detail by schools, please refer to table 3 in the appendix.

There is a slightly higher proportion of part-time students that interrupted compared to full-time students (2.2% compared to 1.7%).

A higher proportion of PG students interrupted compared to UG students (4.5% compared to 2.4%).

A slightly higher proportion of first degree year 2 (2.0%) and above students interrupted compared to year 0 (1.3%) and year 1 (1.9%) students.

In April 2020 there was a sharp increase in the proportion of interruptions due to 79 Nursing Apprentices interrupting their studies to support the NHS frontline during the peak of the Covid-19 pandemic. The decrease in the interruptions rate in June 2020 reflects the return of 40 of these Nursing Apprentices to resume their studies. This exceptional event has not recurred; therefore, the trend of interruptions has remained steady in 20/21.



## Appendix

**Table 2: Number and proportion of withdrawals by schools**

The table has been sorted by ascending order of 20/21 proportion of withdrawn students.

School	Headcount		Proportion of students	
	19/20	20/21	19/20	20/21
School of Engineering	60	34	3.7%	1.9%
School of Built Environment and Architecture	86	59	2.9%	1.9%
School of Allied and Community Health	42	34	2.7%	2.0%
School of Law and Social Sciences	64	48	3.3%	2.2%
School of Business	104	77	3.7%	2.5%
School of Nursing and Midwifery	63	72	2.6%	2.6%
School of Arts and Creative Industries	37	33	3.6%	2.8%
School of Applied Sciences	64	45	5.5%	3.2%
<b>LSBU</b>	<b>520</b>	<b>402</b>	<b>3.3%</b>	<b>2.3%</b>

**Table 3: Number and proportion of interruptions by schools**

The table has been sorted by ascending order of 20/21 proportion of interrupted students.

School	Headcount		Proportion of students	
	19/20	20/21	19/20	20/21
School of Built Environment and Architecture	99	59	3.3%	1.9%
School of Business	99	60	3.5%	1.9%
School of Engineering	59	39	3.6%	2.1%
School of Allied and Community Health	66	50	4.2%	3.0%
School of Law and Social Sciences	76	74	3.9%	3.3%
School of Arts and Creative Industries	40	40	3.8%	3.5%
School of Nursing and Midwifery	149	107	6.1%	3.9%
School of Applied Sciences	67	65	5.7%	4.7%
<b>LSBU</b>	<b>655</b>	<b>494</b>	<b>4.2%</b>	<b>2.9%</b>

**Table 4: Student initiated withdrawals - non addressable reasons**

Reason	Headcount	%
Other	191	70%
Other personal reasons & dropped out	43	16%
Health reasons	16	6%
Financial reasons	8	3%
Gone into employment	8	3%
Successful completion of course	4	1%
Death	2	1%
<b>Student initiated - non addressable reason</b>	<b>272</b>	<b>100%</b>

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# NSS report 2021

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# 1. LSBU compared to Sector (% agree, all students)

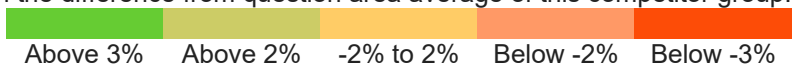
	LSBU			Sector			LSBU vs Sector	
	20/21	19/20	YoY Change	20/21	19/20	YoY Change	20/21	19/20
The teaching on my course	73.0%	80.0%	-7.1%	80.0%	83.9%	-3.9%	-7.0%	-3.9%
Learning opportunities	76.5%	82.2%	-5.8%	79.0%	82.9%	-3.9%	-2.6%	-0.7%
Assessment and feedback	67.7%	71.5%	-3.7%	68.6%	72.6%	-4.0%	-0.9%	-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%
<b>Average score</b>	<b>67.1%</b>	<b>75.9%</b>	<b>-8.8%</b>	<b>71.9%</b>	<b>77.7%</b>	<b>-5.8%</b>	<b>-4.7%</b>	<b>-1.8%</b>

## 2a. Competitor Performance - London Moderns

		St Mary's University, Twickenham	The University of West London	London Metropolitan University	The University of Greenwich	Kingston University	The University of East London	Roehampton University	Middlesex University	The University of Westminster	London South Bank University	University of the Arts, London
The teaching on my course	% Agree	84.9%	82.6%	83.7%	77.2%	78.1%	78.0%	77.6%	73.2%	74.2%	73.0%	69.6%
	YoY Change	-1.7%	-6.6%	0.5%	-2.4%	-3.8%	-3.4%	-4.6%	-5.3%	-6.5%	-7.1%	-7.0%
Learning opportunities	% Agree	84.3%	82.6%	83.1%	78.6%	78.2%	78.3%	76.0%	75.4%	75.4%	76.5%	71.7%
	YoY Change	0.5%	-6.5%	-1.1%	-2.0%	-4.6%	-4.5%	-6.1%	-3.7%	-5.1%	-5.8%	-7.3%
Assessment and feedback	% Agree	73.6%	77.2%	78.0%	70.1%	71.3%	70.7%	68.5%	68.2%	64.8%	67.7%	72.7%
	YoY Change	-0.2%	-2.4%	1.6%	-3.6%	-1.2%	-2.2%	-4.3%	-2.6%	-5.3%	-3.7%	-2.1%
Academic support	% Agree	78.7%	79.0%	79.3%	73.6%	72.5%	72.3%	70.3%	69.5%	68.2%	69.9%	69.7%
	YoY Change	-5.0%	-8.5%	0.0%	-4.4%	-6.2%	-5.0%	-8.6%	-6.7%	-7.7%	-7.8%	-6.6%
Organisation and management	% Agree	78.3%	73.7%	79.3%	66.9%	67.0%	68.4%	71.2%	66.0%	69.7%	64.1%	54.3%
	YoY Change	2.2%	-5.8%	3.6%	-3.2%	-5.8%	-2.0%	-2.4%	-4.4%	-4.3%	-5.7%	-8.2%
Learning resources	% Agree	80.0%	79.6%	71.2%	76.9%	70.3%	72.1%	74.2%	69.8%	68.5%	56.7%	56.4%
	YoY Change	-5.1%	-11.4%	-13.2%	-9.5%	-15.2%	-9.6%	-15.1%	-12.0%	-16.6%	-25.6%	-25.5%
Learning community	% Agree	78.6%	72.5%	71.1%	68.1%	67.8%	69.5%	60.6%	66.5%	62.6%	66.1%	57.0%
	YoY Change	-1.5%	-11.3%	-6.4%	-8.1%	-9.1%	-8.4%	-12.4%	-6.9%	-10.8%	-9.7%	-11.9%
Student voice	% Agree	75.6%	76.1%	77.5%	67.8%	71.9%	68.7%	66.1%	65.8%	63.5%	65.1%	61.4%
	YoY Change	-3.4%	-9.9%	-0.9%	-6.6%	-3.6%	-5.9%	-8.2%	-6.0%	-7.7%	-8.6%	-7.8%
Student union	% Agree	64.1%	69.8%	59.9%	58.7%	54.7%	54.3%	51.8%	53.7%	51.8%	53.5%	46.9%
	YoY Change	6.6%	-13.1%	-2.0%	2.4%	2.1%	-2.0%	-11.2%	-5.9%	-4.2%	-4.8%	-3.4%
Overall Satisfaction	% Agree	81.0%	77.4%	80.0%	72.4%	72.9%	72.1%	73.1%	68.9%	71.2%	66.3%	58.3%
	YoY Change	-4.9%	-8.9%	0.1%	-6.5%	-7.9%	-5.6%	-9.2%	-8.2%	-8.6%	-13.2%	-12.5%
Average score	% Agree	78.7%	77.9%	77.7%	72.1%	71.8%	71.8%	70.4%	68.9%	68.0%	67.1%	64.3%
	YoY Change	-1.4%	-7.6%	-1.6%	-4.4%	-5.5%	-4.7%	-7.4%	-5.8%	-7.6%	-8.8%	-8.8%

Average score is based on average of all questions except Overall Satisfaction. Universities are in descending order of Average score.

Colour coding is based on the difference from question area average of this competitor group.

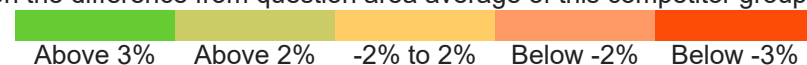


## 2b. Competitor Performance - Aspirational Group

		Keele University	The University of Lincoln	Liverpool Hope University	Aston University	Oxford Brookes University	London South Bank University
The teaching on my course	% Agree	81.9%	80.8%	78.8%	78.2%	76.2%	73.0%
	YoY Change	-3.4%	-5.9%	-6.4%	-4.4%	-4.2%	-7.1%
Learning opportunities	% Agree	80.3%	80.2%	78.1%	77.2%	76.5%	76.5%
	YoY Change	-3.9%	-5.9%	-6.7%	-4.5%	-4.2%	-5.8%
Assessment and feedback	% Agree	67.5%	70.3%	71.7%	62.3%	62.8%	67.7%
	YoY Change	-4.5%	-3.2%	-7.9%	-7.4%	-4.6%	-3.7%
Academic support	% Agree	74.0%	74.9%	73.1%	71.7%	68.2%	69.9%
	YoY Change	-6.7%	-8.6%	-9.7%	-5.7%	-8.6%	-7.8%
Organisation and management	% Agree	71.2%	69.9%	66.8%	71.6%	67.9%	64.1%
	YoY Change	-1.5%	-5.8%	-7.2%	-2.1%	-5.3%	-5.7%
Learning resources	% Agree	78.1%	78.5%	63.5%	74.2%	68.2%	56.7%
	YoY Change	-11.0%	-10.3%	-23.1%	-11.8%	-15.9%	-25.6%
Learning community	% Agree	68.6%	71.0%	69.2%	63.3%	66.2%	66.1%
	YoY Change	-9.0%	-11.5%	-11.3%	-10.6%	-10.7%	-9.7%
Student voice	% Agree	70.0%	67.3%	66.0%	69.2%	64.8%	65.1%
	YoY Change	-4.2%	-10.0%	-10.1%	-8.1%	-8.3%	-8.6%
Student union	% Agree	63.5%	52.2%	54.8%	53.2%	50.0%	53.5%
	YoY Change	3.4%	-5.6%	-4.1%	-5.5%	5.8%	-4.8%
Overall Satisfaction	% Agree	80.6%	78.3%	73.7%	75.0%	71.7%	66.3%
	YoY Change	-4.4%	-8.9%	-10.4%	-8.4%	-9.5%	-13.2%
Average Score	% Agree	73.8%	73.5%	70.7%	70.5%	68.3%	67.1%
	YoY Change	-4.9%	-7.2%	-9.8%	-6.6%	-6.8%	-8.8%

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Average score is based on average of all questions except Overall Satisfaction. Colour coding is based on the difference from question area average of this competitor group. Universities are in descending order of Average score.



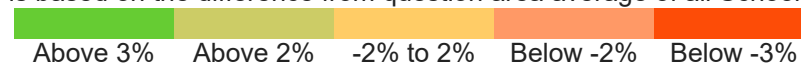
### 3. School performance % agree scores

		Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences	Not Known	LSBU Overall
The teaching on my course	% Agree	67.0%	76.2%	60.1%	72.7%	81.1%	78.4%	68.5%	70.5%	73.0%
	YoY Change	-15.6%	-2.9%	-14.9%	-6.8%	-1.2%	-2.1%	-16.2%	-9.7%	-7.1%
Learning opportunities	% Agree	65.5%	80.7%	67.7%	74.2%	81.6%	85.0%	71.9%	72.2%	76.5%
	YoY Change	-11.2%	-0.6%	-10.4%	-9.1%	-3.4%	-0.5%	-13.8%	-7.3%	-5.8%
Assessment and feedback	% Agree	60.8%	74.9%	62.9%	62.1%	76.2%	71.3%	64.3%	65.4%	67.7%
	YoY Change	-13.7%	1.8%	-11.3%	-4.6%	0.3%	0.3%	-7.2%	-2.3%	-3.7%
Academic support	% Agree	62.1%	82.0%	64.2%	67.9%	79.0%	70.2%	66.4%	66.3%	69.9%
	YoY Change	-17.4%	-2.0%	-11.8%	-8.2%	-6.3%	-2.2%	-16.4%	-11.7%	-7.8%
Organisation and management	% Agree	63.0%	68.9%	60.1%	64.7%	77.1%	60.5%	61.1%	61.4%	64.1%
	YoY Change	-17.4%	3.6%	-12.5%	-13.9%	3.1%	0.4%	-21.9%	-9.0%	-5.7%
Learning resources	% Agree	47.2%	57.6%	52.8%	54.1%	74.2%	58.5%	49.5%	54.2%	56.7%
	YoY Change	-35.5%	-23.0%	-27.1%	-29.9%	-11.5%	-24.0%	-35.8%	-27.0%	-25.6%
Learning community	% Agree	55.7%	73.6%	61.3%	62.9%	79.3%	72.7%	51.5%	60.4%	66.1%
	YoY Change	-20.6%	-2.3%	-13.9%	-15.9%	-4.3%	-4.4%	-17.0%	-11.5%	-9.7%
Student voice	% Agree	59.6%	69.6%	57.9%	68.3%	75.3%	63.3%	61.2%	63.8%	65.1%
	YoY Change	-19.9%	-7.3%	-13.6%	-7.9%	-4.3%	-6.2%	-20.2%	-6.2%	-8.6%
Student union	% Agree	44.2%	52.0%	45.1%	61.1%	70.0%	53.3%	45.2%	48.3%	53.5%
	YoY Change	-16.6%	-0.4%	-10.0%	-9.7%	-2.6%	-4.2%	-14.5%	-1.7%	-4.8%
Overall Satisfaction	% Agree	57.1%	69.7%	55.2%	68.1%	78.3%	67.3%	66.1%	64.0%	66.3%
	YoY Change	-29.4%	-7.1%	-20.5%	-13.4%	-5.7%	-8.1%	-24.3%	-17.4%	-13.2%
Average score	% Agree	60.0%	72.3%	60.3%	65.9%	77.7%	69.6%	61.9%	64.1%	67.1%
	YoY Change	-18.4%	-3.8%	-14.2%	-11.3%	-3.2%	-4.5%	-17.9%	-9.8%	-8.8%
Teaching related questions	% Agree	63.8%	78.4%	63.7%	69.2%	79.5%	76.2%	67.8%	68.6%	71.8%
	YoY Change	-14.5%	-0.9%	-12.1%	-7.2%	-2.6%	-1.1%	-13.4%	-7.7%	-6.1%

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

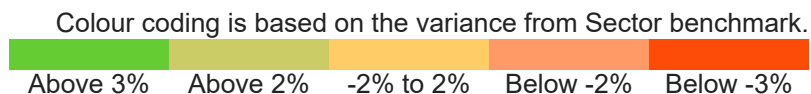
Colour coding is based on the difference from question area average of all Schools



# 4. School performance compared to Sector benchmark

		Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences	Not Known
<b>The teaching on my course</b>	<b>% Agree</b>	<b>67.0%</b>	<b>76.2%</b>	<b>60.1%</b>	<b>72.7%</b>	<b>81.1%</b>	<b>78.4%</b>	<b>68.5%</b>	<b>70.5%</b>
	<b>Variance</b>	<b>-14.3%</b>	<b>0.5%</b>	<b>-16.1%</b>	<b>-4.4%</b>	<b>3.9%</b>	<b>-0.9%</b>	<b>-10.7%</b>	
1. Staff are good at explaining things.	% Agree	70.0%	82.4%	64.8%	79.9%	82.2%	80.4%	71.5%	73.3%
	Variance	-15.8%	0.4%	-14.6%	-3.5%	1.6%	-0.6%	-12.7%	
2. Staff have made the subject interesting.	% Agree	68.1%	80.6%	52.8%	68.7%	78.7%	78.0%	62.4%	63.5%
	Variance	-12.5%	2.5%	-18.4%	-3.5%	8.1%	0.1%	-14.5%	
3. The course is intellectually stimulating.	% Agree	73.0%	72.0%	60.4%	70.0%	81.8%	76.5%	71.4%	74.9%
	Variance	-10.6%	0.5%	-17.2%	-7.4%	1.0%	-3.5%	-9.4%	
4. My course has challenged me to achieve my best work.	% Agree	56.7%	69.7%	62.2%	72.3%	81.8%	78.8%	68.6%	70.5%
	Variance	-18.4%	-1.4%	-14.2%	-3.3%	4.7%	0.5%	-6.1%	
<b>Learning opportunities</b>	<b>% Agree</b>	<b>65.5%</b>	<b>80.7%</b>	<b>67.7%</b>	<b>74.2%</b>	<b>81.6%</b>	<b>85.0%</b>	<b>71.9%</b>	<b>72.2%</b>
	<b>Variance</b>	<b>-12.2%</b>	<b>4.0%</b>	<b>-8.8%</b>	<b>-4.2%</b>	<b>4.7%</b>	<b>2.7%</b>	<b>-6.6%</b>	
5. My course has provided me with opportunities to explore ideas or concepts in depth.	% Agree	65.2%	81.9%	67.0%	73.4%	80.1%	82.2%	74.2%	70.0%
	Variance	-13.4%	5.6%	-8.6%	-4.5%	3.9%	3.4%	-5.6%	
6. My course has provided me with opportunities to bring information and ideas together from different topics.	% Agree	69.5%	79.6%	69.1%	75.7%	85.3%	83.7%	71.0%	76.7%
	Variance	-11.9%	0.9%	-9.7%	-6.5%	5.9%	2.8%	-10.5%	
7. My course has provided me with opportunities to apply what I have learnt.	% Agree	61.7%	80.6%	67.0%	73.3%	79.3%	89.0%	70.4%	69.7%
	Variance	-11.3%	5.5%	-8.2%	-1.6%	4.1%	1.8%	-3.7%	
<b>Assessment and feedback</b>	<b>% Agree</b>	<b>60.8%</b>	<b>74.9%</b>	<b>62.9%</b>	<b>62.1%</b>	<b>76.2%</b>	<b>71.3%</b>	<b>64.3%</b>	<b>65.4%</b>
	<b>Variance</b>	<b>-7.0%</b>	<b>5.1%</b>	<b>-1.4%</b>	<b>-5.2%</b>	<b>11.5%</b>	<b>0.2%</b>	<b>-4.4%</b>	
8. The criteria used in marking have been clear in advance.	% Agree	58.3%	73.5%	67.0%	64.8%	76.9%	77.9%	70.8%	69.7%
	Variance	-12.3%	5.2%	-0.5%	-6.2%	10.6%	5.7%	-0.8%	
9. Marking and assessment has been fair.	% Agree	62.9%	76.3%	65.5%	63.4%	74.8%	68.0%	61.8%	68.3%
	Variance	-3.8%	7.8%	-2.1%	-5.2%	5.6%	2.5%	-4.8%	
10. Feedback on my work has been timely.	% Agree	59.4%	71.4%	62.2%	56.9%	75.3%	67.1%	58.4%	59.0%
	Variance	-6.4%	3.6%	3.7%	-8.5%	15.4%	-8.1%	-8.9%	

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

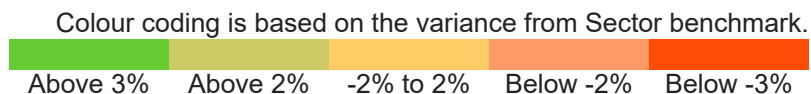




# 4. School performance compared to Sector benchmark

		Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences	Not Known
11. I have received helpful comments on my work.	% Agree	62.6%	78.2%	57.0%	63.4%	78.0%	72.3%	66.3%	64.6%
	Variance	-5.6%	3.8%	-6.8%	-0.9%	14.4%	0.6%	-2.9%	
<b>Academic support</b>	<b>% Agree</b>	<b>62.1%</b>	<b>82.0%</b>	<b>64.2%</b>	<b>67.9%</b>	<b>79.0%</b>	<b>70.2%</b>	<b>66.4%</b>	<b>66.3%</b>
	<b>Variance</b>	<b>-10.6%</b>	<b>8.2%</b>	<b>-7.5%</b>	<b>-5.9%</b>	<b>6.0%</b>	<b>0.6%</b>	<b>-4.8%</b>	
12. I have been able to contact staff when I needed to.	% Agree	68.1%	88.6%	71.7%	71.6%	81.8%	72.4%	76.9%	69.8%
	Variance	-12.0%	8.4%	-7.2%	-9.5%	-0.3%	-0.2%	-1.2%	
13. I have received sufficient advice and guidance in relation to my course.	% Agree	59.6%	78.7%	61.3%	66.6%	78.8%	71.7%	63.4%	66.7%
	Variance	-10.7%	7.4%	-8.5%	-5.7%	8.1%	3.1%	-6.1%	
14. Good advice was available when I needed to make study choices on my course.	% Agree	58.6%	78.6%	59.2%	65.7%	76.4%	66.2%	58.7%	62.4%
	Variance	-9.1%	8.9%	-7.1%	-2.5%	10.2%	-1.3%	-7.1%	
<b>Organisation and management</b>	<b>% Agree</b>	<b>63.0%</b>	<b>68.9%</b>	<b>60.1%</b>	<b>64.7%</b>	<b>77.1%</b>	<b>60.5%</b>	<b>61.1%</b>	<b>61.4%</b>
	<b>Variance</b>	<b>-7.9%</b>	<b>6.1%</b>	<b>-8.4%</b>	<b>-10.0%</b>	<b>7.6%</b>	<b>1.8%</b>	<b>-10.2%</b>	
15. The course is well organised and is running smoothly.	% Agree	53.2%	56.4%	46.7%	58.1%	68.5%	47.4%	54.3%	49.0%
	Variance	-11.0%	3.1%	-15.9%	-12.4%	6.3%	-1.2%	-12.2%	
16. The timetable works efficiently for me.	% Agree	73.0%	82.0%	73.9%	67.5%	79.7%	72.8%	65.6%	71.5%
	Variance	-4.0%	10.1%	0.8%	-10.6%	5.2%	3.4%	-10.4%	
17. Any changes in the course or teaching have been communicated effectively.	% Agree	62.9%	68.2%	59.6%	68.5%	83.3%	61.2%	63.4%	63.7%
	Variance	-8.9%	5.0%	-10.1%	-7.1%	11.4%	3.0%	-7.9%	
<b>Learning resources</b>	<b>% Agree</b>	<b>47.2%</b>	<b>57.6%</b>	<b>52.8%</b>	<b>54.1%</b>	<b>74.2%</b>	<b>58.5%</b>	<b>49.5%</b>	<b>54.2%</b>
	<b>Variance</b>	<b>-26.8%</b>	<b>-9.3%</b>	<b>-20.6%</b>	<b>-22.3%</b>	<b>-1.4%</b>	<b>-17.3%</b>	<b>-22.6%</b>	
18. The IT resources and facilities provided have supported my learning well.	% Agree	43.9%	45.7%	46.7%	47.1%	70.1%	51.6%	43.5%	47.5%
	Variance	-28.4%	-19.0%	-23.7%	-28.0%	-5.0%	-21.1%	-26.7%	
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.	% Agree	54.7%	60.5%	58.4%	59.9%	78.5%	66.9%	55.1%	59.5%
	Variance	-21.3%	-10.3%	-17.6%	-17.3%	2.6%	-13.2%	-19.1%	
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	% Agree	43.2%	66.7%	53.3%	55.3%	74.1%	56.9%	49.7%	55.6%
	Variance	-30.8%	1.5%	-20.5%	-21.6%	-1.8%	-17.7%	-22.0%	

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

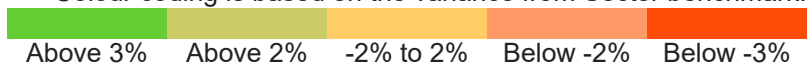


# 4. School performance compared to Sector benchmark

		Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences	Not Known
<b>Learning community</b>	<b>% Agree</b>	<b>55.7%</b>	<b>73.6%</b>	<b>61.3%</b>	<b>62.9%</b>	<b>79.3%</b>	<b>72.7%</b>	<b>51.5%</b>	<b>60.4%</b>
	<b>Variance</b>	<b>-10.3%</b>	<b>5.2%</b>	<b>-4.9%</b>	<b>-5.4%</b>	<b>10.6%</b>	<b>1.8%</b>	<b>-9.4%</b>	
21. I feel part of a community of staff and students.	% Agree	42.1%	62.9%	40.8%	52.9%	71.4%	65.6%	46.2%	51.2%
	Variance	-14.5%	1.9%	-13.4%	-5.6%	13.1%	1.9%	-8.0%	
22. I have had the right opportunities to work with other students as part of my course.	% Agree	69.3%	84.3%	81.2%	72.6%	87.1%	79.9%	56.8%	69.6%
	Variance	-6.2%	8.5%	3.1%	-5.4%	8.0%	1.6%	-10.9%	
<b>Student voice</b>	<b>% Agree</b>	<b>59.6%</b>	<b>69.6%</b>	<b>57.9%</b>	<b>68.3%</b>	<b>75.3%</b>	<b>63.3%</b>	<b>61.2%</b>	<b>63.8%</b>
	<b>Variance</b>	<b>-7.7%</b>	<b>4.7%</b>	<b>-6.0%</b>	<b>-0.6%</b>	<b>9.2%</b>	<b>-0.9%</b>	<b>-3.8%</b>	
23. I have had the right opportunities to provide feedback on my course.	% Agree	69.3%	79.1%	72.5%	75.4%	79.3%	75.2%	69.2%	77.5%
	Variance	-12.1%	3.3%	-5.1%	-4.8%	-0.5%	-3.1%	-8.0%	
24. Staff value students' views and opinions about the course.	% Agree	63.1%	75.4%	58.7%	73.8%	77.9%	63.9%	66.7%	64.1%
	Variance	-6.0%	6.9%	-7.2%	3.4%	11.9%	-0.2%	-1.6%	
25. It is clear how students' feedback on the course has been acted on.	% Agree	46.4%	54.3%	42.5%	55.4%	68.4%	50.7%	47.8%	49.8%
	Variance	-4.9%	3.8%	-5.7%	-0.3%	16.2%	0.6%	-2.0%	
<b>Student union</b>	<b>% Agree</b>	<b>44.2%</b>	<b>52.0%</b>	<b>45.1%</b>	<b>61.1%</b>	<b>70.0%</b>	<b>53.3%</b>	<b>45.2%</b>	<b>48.3%</b>
	<b>Variance</b>	<b>-11.8%</b>	<b>1.7%</b>	<b>-2.5%</b>	<b>2.2%</b>	<b>17.5%</b>	<b>-2.5%</b>	<b>-9.5%</b>	
26. The students' union (association or guild) effectively represents students' academic interests.	% Agree	44.2%	52.0%	45.1%	61.1%	70.0%	53.3%	45.2%	48.3%
	Variance	-11.8%	1.7%	-2.5%	2.2%	17.5%	-2.5%	-9.5%	
<b>Overall Satisfaction</b>	<b>% Agree</b>	<b>57.1%</b>	<b>69.7%</b>	<b>55.2%</b>	<b>68.1%</b>	<b>78.3%</b>	<b>67.3%</b>	<b>66.1%</b>	<b>64.0%</b>
	<b>Variance</b>	<b>-19.0%</b>	<b>2.2%</b>	<b>-18.2%</b>	<b>-8.3%</b>	<b>3.9%</b>	<b>-3.4%</b>	<b>-8.9%</b>	
27. Overall, I am satisfied with the quality of the course.	% Agree	57.1%	69.7%	55.2%	68.1%	78.3%	67.3%	66.1%	64.0%
	Variance	-19.0%	2.2%	-18.2%	-8.3%	3.9%	-3.4%	-8.9%	
<b>Average score</b>	<b>% Agree</b>	<b>60.0%</b>	<b>72.3%</b>	<b>60.3%</b>	<b>65.9%</b>	<b>77.7%</b>	<b>69.6%</b>	<b>61.9%</b>	<b>64.1%</b>
	<b>Variance</b>	<b>-12.1%</b>	<b>2.9%</b>	<b>-9.1%</b>	<b>-6.8%</b>	<b>6.9%</b>	<b>-1.6%</b>	<b>-8.9%</b>	

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

Colour coding is based on the variance from Sector benchmark.

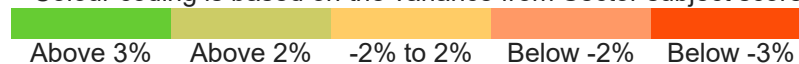


Above 3%   Above 2%   -2% to 2%   Below -2%   Below -3%

# 5. Subject performance compared to Sector subject score

		The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	No. of respondents (FPE)
allied health	% Agree	76.8%	76.5%	74.6%	70.2%	62.8%	58.7%	73.0%	65.6%	55.1%	67.0%	95
	Variance	-6.4%	-5.5%	3.1%	-3.9%	-3.4%	-16.1%	-2.0%	-4.4%	-0.7%	-8.5%	
architecture, building and planning	% Agree	64.0%	68.8%	63.9%	65.2%	61.2%	56.7%	59.9%	56.4%	45.1%	57.1%	197
	Variance	-14.3%	-9.6%	-1.0%	-6.5%	-5.7%	-12.3%	-7.6%	-8.9%	-3.9%	-16.2%	
biosciences	% Agree	47.6%	58.7%	56.1%	52.4%	55.6%	41.9%	43.9%	41.3%	50.0%	38.1%	21
	Variance	-36.0%	-19.6%	-9.0%	-22.1%	-16.0%	-32.9%	-23.5%	-26.9%	-4.0%	-41.3%	
business and management	% Agree	69.5%	73.8%	62.1%	66.6%	64.4%	53.7%	61.5%	66.6%	58.9%	65.3%	659
	Variance	-7.2%	-4.9%	-6.5%	-7.0%	-9.3%	-21.9%	-7.2%	-1.7%	1.2%	-10.6%	
computing	% Agree	59.7%	57.1%	55.5%	55.9%	54.6%	61.5%	64.6%	49.2%	57.9%	53.8%	40
	Variance	-14.7%	-17.7%	-10.0%	-15.8%	-12.7%	-11.0%	-0.1%	-15.1%	9.0%	-16.3%	
creative arts and design	% Agree	77.5%	83.2%	74.7%	80.4%	68.5%	58.3%	76.1%	71.4%	55.7%	69.8%	133
	Variance	1.6%	5.5%	2.4%	6.5%	5.6%	-6.5%	9.7%	4.8%	4.3%	2.4%	
economics	% Agree	61.0%	60.0%	49.5%	52.7%	52.1%	37.3%	56.0%	58.1%	45.8%	60.0%	31
	Variance	-16.3%	-14.0%	-10.2%	-18.6%	-23.8%	-38.7%	-4.7%	-6.3%	-7.3%	-15.4%	
education and teaching	% Agree	55.8%	66.7%	63.3%	50.9%	50.5%	38.2%	37.5%	47.7%	40.0%	44.4%	37
	Variance	-26.1%	-18.5%	-11.7%	-25.6%	-20.7%	-36.7%	-35.2%	-22.7%	-18.8%	-35.0%	
engineering	% Agree	78.3%	80.0%	75.3%	79.2%	75.3%	68.2%	77.3%	74.6%	63.6%	76.6%	283
	Variance	0.1%	3.0%	12.8%	6.0%	5.0%	-9.7%	5.6%	7.9%	10.8%	0.8%	
general, applied and forensic sciences	% Agree	94.3%	84.8%	80.0%	87.9%	84.8%	68.2%	72.7%	87.9%	36.4%	100.0%	22
	Variance	10.7%	6.0%	10.5%	12.3%	14.3%	-9.4%	6.6%	20.1%	-13.9%	19.6%	
health and social care	% Agree	91.7%	95.6%	86.7%	72.7%	75.6%	53.3%	70.0%	63.6%	50.0%	78.6%	15
	Variance	9.2%	10.4%	10.3%	-2.2%	2.3%	-20.8%	0.2%	-6.8%	-9.4%	-0.4%	
history and archaeology	% Agree	74.3%	79.2%	57.1%	61.5%	55.6%	40.7%	61.1%	65.4%	62.5%	55.6%	10
	Variance	-12.1%	-1.5%	-15.1%	-15.1%	-18.7%	-29.4%	2.2%	0.3%	17.7%	-24.6%	
law	% Agree	79.8%	81.2%	73.7%	80.2%	70.5%	60.4%	60.9%	73.8%	47.7%	82.6%	80
	Variance	0.8%	6.5%	11.3%	12.6%	1.3%	-12.2%	7.0%	13.9%	-4.1%	9.0%	

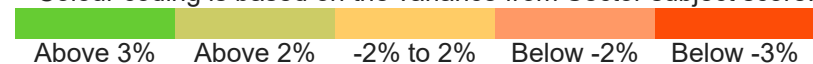
Colour coding is based on the variance from Sector subject score.



# 5. Subject performance compared to Sector subject score

		The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	No. of respondents (FPE)
media, journalism and communications	% Agree	70.2%	72.7%	72.7%	80.8%	72.7%	57.7%	67.7%	67.7%	54.5%	69.7%	33
	Variance	-5.0%	-3.8%	4.0%	7.3%	5.9%	-10.4%	1.8%	3.2%	5.0%	0.5%	
medical sciences	% Agree	78.1%	84.0%	65.4%	74.2%	54.2%	57.5%	73.4%	70.9%	44.1%	61.5%	40
	Variance	-3.2%	6.1%	4.5%	2.9%	-13.6%	-17.3%	5.9%	3.8%	-11.7%	-14.7%	
nursing and midwifery	% Agree	77.8%	84.9%	70.8%	68.8%	59.6%	58.0%	71.4%	62.5%	53.7%	66.5%	401
	Variance	-0.1%	3.2%	0.4%	0.9%	3.7%	-18.7%	1.4%	0.4%	-2.6%	-2.0%	
performing arts	% Agree	84.0%	84.6%	78.5%	89.3%	70.7%	61.9%	78.8%	72.7%	44.0%	74.0%	50
	Variance	4.1%	6.7%	7.7%	12.2%	7.3%	-6.5%	5.8%	6.6%	-9.9%	3.0%	
politics	% Agree	76.4%	70.4%	67.6%	73.6%	64.2%	51.9%	70.6%	67.9%	62.5%	64.7%	19
	Variance	-5.3%	-7.0%	1.4%	3.6%	-7.7%	-19.0%	16.1%	6.1%	18.0%	-11.1%	
psychology	% Agree	66.7%	64.3%	56.5%	61.1%	60.1%	44.5%	53.5%	58.2%	43.0%	53.8%	85
	Variance	-13.4%	-11.8%	-10.7%	-9.4%	-12.7%	-30.4%	-4.8%	-4.9%	-11.1%	-21.6%	
sociology, social policy and anthropology	% Agree	73.6%	72.6%	61.4%	63.4%	59.1%	47.5%	43.5%	66.0%	37.3%	69.8%	68
	Variance	-5.0%	-5.6%	-4.4%	-4.8%	-9.8%	-21.3%	-12.4%	3.9%	-14.1%	-3.3%	
sport and exercise sciences	% Agree	73.4%	68.8%	63.5%	68.8%	64.6%	45.7%	65.6%	63.8%	40.0%	68.8%	16
	Variance	-7.5%	-10.7%	-8.9%	-7.6%	-9.5%	-29.3%	-6.5%	-8.3%	-17.0%	-9.8%	

Colour coding is based on the variance from Sector subject score.

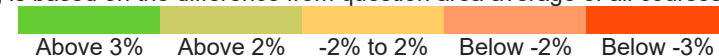


## 6. Course performance ranked by Average score

Course Title	School	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
BSc (Hons) Occupational Therapy (PT)	Health and Social Care	97.9%	97.2%	83.3%	100.0%	91.7%	75.0%	91.7%	85.3%	81.8%	100.0%	89.9%	1	12
BEng (Hons) Chemical and Process Engineering (FT)	Engineering	89.2%	91.4%	86.4%	89.5%	89.5%	88.6%	92.9%	89.5%	82.9%	88.6%	89.1%	2	35
BSc (Hons) Engineering Product Design (FT)	Engineering	90.0%	95.0%	82.5%	86.7%	86.7%	83.3%	95.0%	85.0%	75.0%	95.0%	87.1%	3	20
BEng (Hons) Mechanical Engineering (FT)	Engineering	91.9%	89.2%	86.7%	87.1%	88.0%	75.4%	85.5%	85.8%	77.6%	87.1%	86.2%	4	62
BSc (Hons) Occupational Therapy (FT)	Health and Social Care	93.4%	92.2%	83.1%	86.1%	81.4%	69.6%	88.2%	73.5%	64.5%	91.2%	82.9%	5	34
BSc (Hons) Forensic Science (FT)	Applied Sciences	94.3%	84.8%	80.0%	87.9%	84.8%	68.2%	72.7%	87.9%	36.4%	100.0%	81.5%	6	22
BEng (Hons) Advanced Vehicle Engineering (FT)	Engineering	83.0%	82.9%	80.9%	86.1%	75.0%	86.1%	79.2%	77.8%	66.7%	83.3%	81.0%	7	12
BA/BSc (Hons) Game Design and Development (FT)	Arts and Creative Industries	87.5%	88.5%	76.9%	94.9%	74.4%	56.4%	92.3%	83.1%	69.6%	84.6%	80.9%	8	26
BSc (Hons) Product Design (FT)	Engineering	87.2%	92.4%	73.9%	77.3%	80.3%	74.2%	84.1%	80.0%	71.4%	81.8%	80.6%	9	22
BA (Hons) Journalism (FT)	Arts and Creative Industries	76.7%	80.0%	83.3%	93.3%	73.3%	66.7%	89.7%	86.7%	66.7%	80.0%	80.2%	10	15
BSc (Hons) Mental Health Nursing (FT)	Health and Social Care	90.2%	93.8%	82.4%	76.2%	73.5%	67.3%	83.3%	71.0%	68.5%	85.2%	79.7%	11	54

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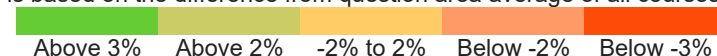


## 6. Course performance ranked by Average score

Course Title	School	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
BSc (Hons) Architectural Technology (FT)	Built Environment and Architecture	90.9%	81.8%	81.8%	78.1%	90.9%	57.6%	77.3%	78.1%	54.5%	81.8%	79.1%	12	11
BSc (Hons) Quantity Surveying (FT)	Built Environment and Architecture	77.5%	83.3%	82.5%	86.7%	73.3%	70.0%	70.0%	76.7%	60.0%	70.0%	77.3%	13	10
BA (Hons) Drama and Performance (FT)	Arts and Creative Industries	83.6%	88.6%	77.9%	88.6%	72.4%	64.4%	82.9%	67.6%	48.6%	80.0%	77.1%	14	35
BA (Hons) Business Management with Marketing (FT)	Business	84.4%	86.1%	68.1%	81.9%	62.5%	75.7%	81.2%	78.6%	72.7%	83.3%	76.9%	15	24
BA (Hons) Social Work (FT)	Health and Social Care	91.7%	95.6%	86.7%	72.7%	75.6%	53.3%	70.0%	63.6%	50.0%	78.6%	76.3%	16	15
FdSc Nursing Associate (Apprenticeship) (PT)	Health and Social Care	86.7%	86.7%	76.2%	78.3%	75.4%	66.5%	79.8%	70.3%	40.4%	79.7%	76.3%	17	60
BA/BSc (Hons) Music and Sound Design (FT)	Arts and Creative Industries	85.0%	75.0%	80.0%	91.1%	66.7%	55.8%	69.0%	84.4%	33.3%	60.0%	75.0%	18	15
BEng (Hons) Electrical and Electronic Engineering (FT)	Engineering	77.9%	82.4%	73.5%	76.0%	68.0%	72.0%	70.6%	76.0%	68.8%	75.0%	74.6%	19	17
LLB (Hons) Law (FT)	Law and Social Sciences	80.6%	80.6%	73.6%	81.1%	72.0%	61.7%	63.4%	74.7%	50.0%	83.6%	73.3%	20	62
BA (Hons) Marketing (FT)	Business	79.5%	84.8%	68.2%	87.9%	63.6%	48.5%	68.2%	78.8%	81.8%	90.9%	73.1%	21	11
BEng (Hons) Electrical Engineering and Power Electronics (FT)	Engineering	75.0%	60.0%	72.5%	83.3%	73.3%	73.3%	85.0%	63.3%	60.0%	70.0%	72.3%	22	10

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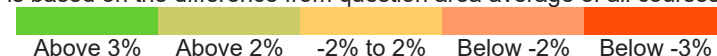


## 6. Course performance ranked by Average score

Course Title	School	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
BA (Hons) Marketing with Advertising & Digital Communications (FT)	Business	79.1%	78.0%	69.1%	82.0%	68.6%	54.9%	66.7%	82.4%	53.3%	64.7%	72.2%	23	17
BA (Hons) Film Practice (FT)	Arts and Creative Industries	74.6%	78.9%	78.0%	80.1%	63.7%	55.0%	75.4%	69.0%	50.0%	64.9%	71.2%	24	57
BA (Hons) Business Management with HR (FT)	Business	75.0%	76.7%	71.2%	66.1%	75.0%	61.7%	70.0%	71.2%	65.0%	70.0%	70.8%	25	20
BA (Hons) Photography (FT)	Arts and Creative Industries	82.1%	81.0%	71.4%	70.7%	69.0%	64.3%	60.7%	61.9%	53.8%	64.3%	70.4%	26	14
BEng (Hons) Civil Engineering (FT)	Built Environment and Architecture	70.9%	76.3%	69.4%	70.1%	71.6%	53.8%	80.9%	73.3%	63.6%	73.3%	70.1%	27	45
BSc (Hons) Adult Nursing (FT)	Health and Social Care	77.9%	84.6%	70.8%	68.3%	60.5%	57.8%	76.0%	65.4%	57.7%	68.5%	69.8%	28	169
BSc (Hons) Diagnostic Radiography (FT)	Health and Social Care	78.8%	86.7%	63.4%	74.7%	51.5%	60.6%	75.4%	71.9%	40.7%	62.5%	69.1%	29	33
BSc (Hons) Quantity Surveying (PT)	Built Environment and Architecture	63.3%	73.3%	61.7%	64.4%	80.0%	81.8%	64.3%	56.8%	71.4%	66.7%	68.0%	30	15
HND Electrical and Electronic Engineering (PT)	Engineering	68.2%	78.8%	72.7%	81.2%	69.7%	61.3%	40.9%	66.7%	50.0%	72.7%	68.0%	31	11
BA (Hons) Accounting and Finance (with placement) (FT)	Business	75.6%	73.1%	66.0%	67.6%	71.2%	51.2%	62.0%	70.1%	60.7%	72.7%	67.3%	32	129
BSc (Hons) Sport and Exercise Science (FT)	Applied Sciences	76.7%	73.3%	64.4%	73.3%	68.9%	48.8%	70.0%	68.2%	42.9%	73.3%	67.0%	33	15

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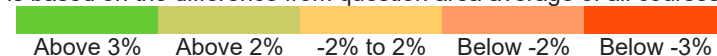


## 6. Course performance ranked by Average score

Course Title	School	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
BA (Hons) Business Management with Project Management (FT)	Business	63.5%	71.8%	63.5%	66.7%	69.2%	71.8%	65.4%	66.7%	61.5%	61.5%	66.9%	34	13
BA (Hons) Tourism and Hospitality Management (FT)	Law and Social Sciences	69.0%	85.2%	58.3%	68.5%	66.7%	60.4%	66.7%	62.3%	61.1%	77.8%	66.7%	35	18
BSc (Hons) Commercial Management (Quantity Surveying) (PT)	Built Environment and Architecture	65.0%	80.0%	76.7%	71.1%	53.3%	52.3%	69.0%	66.7%	54.5%	60.0%	66.4%	36	15
BA (Hons) Business Management with Accounting (FT)	Business	70.0%	73.3%	52.5%	60.0%	76.7%	63.3%	80.0%	60.0%	60.0%	70.0%	65.8%	37	10
BA (Hons) Creative Advertising with Marketing (FT)	Arts and Creative Industries	61.8%	78.4%	73.5%	68.6%	66.7%	47.1%	58.8%	70.6%	50.0%	58.8%	65.5%	38	17
FdSc Nursing Associate (Apprenticeship) (NMC) (PT)	Health and Social Care	73.1%	87.7%	75.0%	67.9%	44.4%	62.3%	48.1%	54.4%	60.0%	40.7%	65.4%	39	27
BSc (Hons) Criminology (FT)	Law and Social Sciences	76.9%	70.5%	64.4%	69.2%	65.4%	46.2%	51.0%	64.0%	24.0%	80.0%	63.0%	40	26
BA (Hons) Film Studies (FT)	Arts and Creative Industries	67.8%	71.2%	65.9%	69.7%	74.2%	49.2%	47.7%	54.5%	42.9%	63.6%	62.8%	41	22
BA (Hons) Business Management (FT)	Business	68.9%	71.5%	58.2%	65.3%	59.8%	55.7%	56.6%	64.7%	57.7%	61.5%	62.7%	42	80

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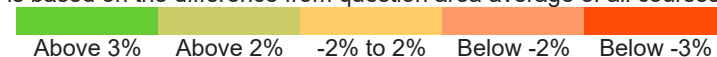


## 6. Course performance ranked by Average score

Course Title	School	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
BSc (Hons) Information Technology (FT)	Engineering	63.2%	66.2%	57.6%	56.9%	63.1%	64.1%	74.4%	54.5%	71.4%	63.6%	62.2%	43	22
BSc (Hons) Operating Department Practice (FT)	Health and Social Care	62.5%	63.9%	62.5%	71.4%	61.1%	65.7%	54.2%	58.3%	36.4%	58.3%	61.7%	44	12
BSc (Hons) Sociology (FT)	Law and Social Sciences	75.0%	75.8%	68.2%	51.5%	48.5%	45.2%	31.8%	69.7%	70.0%	54.5%	60.7%	45	11
BSc (Hons) Psychology (FT)	Applied Sciences	67.4%	64.7%	66.2%	62.7%	61.8%	40.2%	58.8%	63.7%	45.5%	58.8%	60.7%	46	34
BSc (Hons) Criminology with Psychology (FT)	Law and Social Sciences	73.1%	61.5%	54.9%	69.2%	59.0%	50.0%	50.0%	64.1%	30.8%	61.5%	59.9%	47	13
BA (Hons) Fashion Promotion with Marketing (FT)	Arts and Creative Industries	50.0%	76.7%	47.5%	70.0%	60.0%	66.7%	65.0%	40.0%	60.0%	60.0%	58.5%	48	10
BA (Hons) Business Management with Finance (FT)	Business	61.4%	72.7%	47.7%	63.6%	57.6%	54.8%	42.9%	60.6%	54.5%	54.5%	57.9%	49	11
BSc (Hons) Children's Nursing (FT)	Health and Social Care	62.0%	79.6%	57.2%	60.2%	46.9%	42.9%	61.1%	51.6%	46.9%	54.7%	57.3%	50	54
BSc (Hons) Quantity Surveying 5yrs (Surveying Apprenticeship) (PT)	Built Environment and Architecture	55.5%	61.8%	60.7%	59.9%	57.8%	57.0%	54.5%	50.0%	39.0%	47.1%	56.6%	51	68
BA (Hons) Business Management with Enterprise & Entrepreneurship (FT)	Business	63.8%	78.6%	52.5%	58.3%	41.7%	35.7%	62.2%	54.4%	66.7%	55.0%	56.3%	52	20

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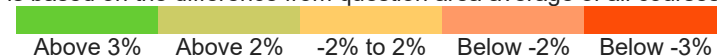


## 6. Course performance ranked by Average score

Course Title	School	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
BEng (Hons) Civil Engineering (TAC Design Apprenticeship) (PT)	Built Environment and Architecture	47.7%	54.5%	72.7%	64.5%	60.6%	39.4%	59.1%	48.5%	33.3%	54.5%	55.1%	53	11
BA (Hons) Architecture (FT)	Built Environment and Architecture	60.2%	66.7%	57.5%	60.9%	48.5%	36.9%	45.5%	53.8%	35.0%	59.1%	53.7%	54	22
BA (Hons) Education Studies (Work Based) (FT)	Law and Social Sciences	63.5%	69.2%	71.2%	52.6%	51.3%	39.5%	26.9%	38.5%	33.3%	30.8%	53.0%	55	13
BSc (Hons) Psychology - Clinical (FT)	Applied Sciences	61.4%	57.6%	40.9%	54.5%	63.6%	42.4%	50.0%	54.5%	45.5%	36.4%	52.8%	56	11
BSc (Hons) Psychological Counselling (FT)	Applied Sciences	67.3%	66.7%	36.5%	51.3%	64.1%	48.7%	53.8%	35.9%	46.2%	58.3%	52.7%	57	13
BSc (Hons) Midwifery (FT)	Health and Social Care	66.0%	73.1%	56.6%	52.8%	38.0%	46.7%	50.0%	37.5%	32.3%	37.1%	52.6%	58	36
BSc (Hons) Bioscience (FT)	Applied Sciences	50.0%	59.1%	58.1%	54.5%	57.6%	44.6%	44.2%	43.9%	47.6%	40.9%	51.8%	59	22
BA (Hons) Education Studies (FT)	Law and Social Sciences	51.6%	65.3%	58.9%	50.0%	50.0%	37.5%	43.5%	52.9%	43.5%	52.2%	51.5%	60	24
BSc (Hons) Psychology (Forensic Psychology) (FT)	Applied Sciences	57.5%	60.0%	60.0%	50.0%	41.4%	40.0%	35.0%	56.7%	30.0%	30.0%	50.5%	61	10
BSc (Hons) Economics with Finance (FT)	Business	63.5%	59.0%	42.3%	55.3%	42.1%	28.2%	57.7%	56.4%	50.0%	53.8%	50.4%	62	13
BSc (Hons) Physiotherapy (FT)	Health and Social Care	55.4%	69.0%	69.6%	42.9%	14.3%	35.7%	67.9%	47.6%	35.7%	28.6%	50.0%	63	14
BSc (Hons) Human Nutrition (FT)	Applied Sciences	50.0%	47.6%	57.4%	43.9%	47.6%	41.0%	44.4%	48.8%	57.1%	28.6%	48.6%	64	14

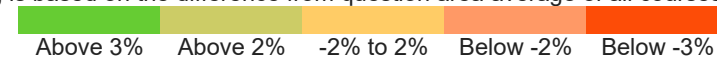
Average score is based on average of all questions except Overall Satisfaction.

Colour coding is based on the difference from question area average of all courses.



## 6. Course performance ranked by Average score

Course Title	School	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
BSc (Hons) Construction Management (PT)	Built Environment and Architecture	31.8%	54.5%	50.0%	54.8%	39.4%	48.4%	57.1%	48.5%	22.2%	9.1%	46.0%	65	11
BSc (Hons) Computer Science (FT)	Engineering	51.2%	44.4%	46.3%	49.2%	40.3%	50.0%	47.6%	36.5%	35.0%	35.0%	45.5%	66	21
HND Building Services Engineering (PT)	Built Environment and Architecture	43.2%	56.1%	36.4%	50.0%	34.8%	33.3%	41.9%	40.9%	10.5%	31.8%	40.6%	67	22
BA (Hons) Events and Entertainment Management (FT)	Law and Social Sciences	34.2%	47.4%	46.1%	49.1%	43.9%	27.3%	37.8%	31.6%	50.0%	31.6%	40.1%	68	19



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	INTERNAL
Paper title:	Tracker Pilot Summary
Board/Committee:	Student Experience Committee
Date of meeting:	21 July 2021
Author(s):	Matt Myles-Brown, Deputy CEO, Students' Union
Sponsor(s):	Md Rabbi Fazle, Students' Union Vice President Education Jannatul Ferdous, Students' Union Vice President Welfare
Purpose:	For Information
Recommendation:	Student Experience Committee is recommended to note this report

## Executive summary

This paper seeks to provide a very brief summary of the Union's Student Issues Tracker Pilot, including:

- Describing the context of the tracker and a description of the pilot
- A summary of the volume of issues
- A summary of the themes of the issues raised
- A summary of the way colleagues have endeavoured to close the loop
- A summary of feedback from colleagues on the tracker pilot
- Recommendations for improving the tracker system in the next academic year

# Student Experience Committee

Meeting of 21<sup>st</sup> June 2021

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## 2021 Tracker Pilot Summary

**Author:** Matt Myles-Brown, Deputy CEO, South Bank SU

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### 1 Summary

- 1.1 This report provides a brief summary of the learning emerging from the Student Issues Tracker pilot led by the SU from February-June 2021.
- 1.2 Overall, it's clear that the student issues tracker is a valuable initiative that has many benefits and there are strong ideas for developing the system in good time for the next academic year.

### 2 Recommendation

- 2.1 The Student Experience Committee is invited to NOTE this report.

### 3 Background

- 3.1 Since early February the students' union has been collaborating with a number of Student Experience Committee members to trial a new process to track student issues that are raised with the SU.
- 3.2 The purpose of the tracker was to act as a 'safety net' for any issues which have either not been raised through formal channels or have been raised but not resolved for some time.
- 3.3 There were a number of additional intended benefits, such as achieving some assurance that the feedback loop has been closed, and sharing insight into thematic issues that may be arising across schools, departments or the wider institution.
- 3.4 The process was as follows:
  - SU collects issues via course rep scheme, sabbatical officers, phone bank, advice and social media and enters them onto the tracker;
  - University colleagues provide updates on the status of each issue;
  - SU transfers closed issues to an archive.
  - A summary report is considered by University Executive Committee periodically as appropriate

### 4 Summary Data

#### Volume of issues

- 4.1 The tracker was closed down at the start of June. As of 7<sup>th</sup> June, the number of issues raised in each department throughout the academic year is set out in the table below, along with a summary of the issues that were raised with the SU but not included in the live tracker:

<b>Department/School</b>	<b># issues collected by SU</b>	<b># issues included on the tracker</b>	<b># issues not included on the tracker</b>
HSC	72	58	14
LSS	24	22	2
BUS	24	13	11
ACI	3	2	1
APS	10	4	6
ENG	19	14	5
BEA	13	8	5
International	2	2	0
Student Services	7	3	4
Estates	2	1	1
IT	8	5	3
General	10	8	2
<b>Total</b>	<b>194</b>	<b>140</b>	<b>54</b>

- 4.2 There are a number of reasons why issues would not be included in the tracker, primarily:
- If it is very clear that the issue is isolated to an individual student
  - If there is not enough information about the issue to enable colleagues to investigate
  - If it is clearly a repeat issue or has already been resolved
  - If it is unclear whether the issue has already been raised
- 4.3 University colleagues provided feedback, within the first month of the pilot, that some of the issues raised did not contain useful information that would enable them to investigate, such as the module title. Following this feedback, the SU team ensured that issues would not be included in the tracker without information that enables colleagues to investigate.
- 4.4 SU staff, student staff and sabbatical officers have reflected that it is important to collect all the relevant information within the initial conversation with a student raising an issue, as students are unlikely to respond to follow up questions.
- 4.5 The volume of issues varies significantly between schools/departments for a few key reasons:
- Volunteer course representative roles are vacant in approx. 70% of cohorts/pathways across the institution<sup>1</sup>
  - There were additional HSC student forums held in January in response to national placement issues, and an LSS forum in March held by the school
  - The SU VP Education is well-connected with students in HSC and BUS, and the VP Welfare & Equality is well-connected in LSS
  - Some schools seem to have adapted a number of particularly good communication practices following the IT outage which meant that issues would be resolved informally before reaching the SU, for example through Slack in ACI and Teams in APS and BUS.
  - Some queries were more likely to be individual than thematic in some departments, such as student services
  - Some issues are counted as one issue but affected a significant number of students, such as issues relating to the IT outage
- 4.6 140 issues raised between 1 February and 7 June may seem like a large number for a five-month period but it is highly likely that this quarterly figure would increase next academic year, because there is the opportunity to deliver a more efficient course rep system and the addition of space/facilities issues when students return to campus.

<sup>1</sup> It should be noted, however, that there is not a centrally agreed course list, and the list used here contains over 1,000 'courses'

**Planned improvements:**

The approach with which the SU collects views should be reviewed and planned to ensure the best possible collection of information, even though the process should feel informal for students.

Course Rep training should also be reviewed to ensure that student representatives are adequately trained to provide the most useful information.

Course Rep recruitment must deliver better student representation coverage next academic year. This will require a collaborative plan between the SU and relevant university colleagues.

Issue themes

- 4.7 The issue themes emerging from the tracker were:
- Lack of clarity for students around return to campus
  - Access to learning resources, including course content, software and equipment
  - Placement disruption and lack of clarity around when/how that will be resolved
  - Misunderstanding, or misaligned expectations, of 'recorded' lectures
  - Confusion about plans for extenuating circumstances and no detriment
- 4.8 In terms of sentiment, our sense is that many students have been feeling highly appreciative of the effort staff have made to support them, but also:
- Highly stressed and anxious about their ability to perform well academically
  - Very lonely and isolated
  - Frustrated with the disruptions to their experience, with a sense of poor value for money
  - Pessimistic about the prospect of value being returned to them, either through additional provision or compensation
- 4.9 These sentiments were reflected in the module evaluation satisfaction scores for Semester 2 which were alarmingly low, ranging from 39% satisfaction in BEA to 65% in BUS. This does not provide a positive outlook for the NSS 2021.
- 4.10 However, it does provide reassurance that there is consistency between the formal and informal student voice mechanisms. It is also fair to say that many of these issues are related to the IT outage and the pandemic, however it is clear that communication has been a challenge and a problem which could continue into next academic year if the university is complacent about developing strong student communication plans and protocols before September.

**Recommended improvement:**

The university should develop strong internal/student communication plans and protocols for next academic year.

Closing the loop

- 4.11 Responses to issues have varied across departments in terms of both timescales and styles. Whilst most issues are closed off within a month by colleagues, some issues have remained on the tracker for longer periods of time, up to three months in some cases. There could be a number of reasons why, including:
- Issues are being resolved and communicated to students but not updated on the tracker
  - Issues remain on the tracker if an initial response is communicated to the rep by the SU but the rep does not respond
  - Colleagues giving partial responses but feeling unclear about what else is required to close the issue off



- Issues were added to the tracker in an irregular volume each week and colleagues would not consistently check the tracker if they weren't notified via email or Teams comment that issues had been added to their section
- Lack of clarity for colleagues that the requirement of the task is to *track* the resolution/communication for each issue, not to only give a response to the issue within the tracker itself

4.12 Clearly colleagues have made concerted effort to engage in a new process that was established mid-way through a disrupted academic year and this has been greatly appreciated. It indicates that most colleagues see the value of the tracker process and this is reflected in their comments feeding into this brief review.

**Planned improvements:**

Clarify the expectations of colleagues who are supporting the tracker process, with clear criteria for how to close an issue

Provide consistent notification for colleagues when the tracker has been updated

## 5 Feedback from SU staff and colleagues

5.1 Feedback has been collected throughout the pilot from a number of student staff, SU staff, DESE's, managers and Exec colleagues. Overall, all stakeholders see the value in the tracker system but have provided many useful suggestions for improvements/consideration. In addition to those set out in the rest of this paper, these suggestions include:

- Using more diplomatic language to describe the issues students have raised, as many colleagues will copy and paste the text to ask other colleagues (e.g. course directors) for more information
- Providing analysis of the tracker for the Executive Committee rather than the raw content
- Reviewing the technology used to underpin the system, considering alternatives such as Salesforce or Slack if appropriate
- Providing a channel on the tracker for university colleagues to contribute insight, for example about student sentiment
- Being clearer about when issues are already in the process of being responded to, avoiding duplication of effort
- Clearer integration of the tracker and other student voice channels and review mechanisms, in particular course boards, course monitoring reports and module evaluations, for example could we establish a way of tracking resolutions between those formal meetings/surveys
- Avoiding relying on student reps to communicate the resolutions of issues
- Lack of clarity about the RAG rating of issues – a feeling that it is unclear how widely felt the issues are at times
- Lack of clarity about responsibility for addressing the 'general' issues which aren't attached to specific schools/departments
- Considering mechanisms for resolving issues more quickly, for example by considering the tracker at ADG each week
- Including positive feedback to get a more rounded sense of student sentiment
- More guidance/training for MLs and CDs about what kind of response is expected when issues are raised
- Concern about pressure on academic colleagues with a high volume of queries and occasionally unreasonable/unachievable expectations from students

5.2 All of these issues will be taken into consideration when planning for a new tracker system next academic year.

**Matt Myles-Brown**  
Deputy CEO  
June 2021

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	CONFIDENTIAL
Paper title:	Student Complaints Report – July 2021
Board/Committee:	Student Experience Committee
Date of meeting:	21 July 2021
Author(s):	Nicola Mitchell, Student Case Officer
Sponsor(s):	Irina Bernstein and Nicola Hargreaves, University Solicitor
Purpose:	For Information
Recommendation:	The Committee is to note the information on Student Complaints received in academic year 2020/21 (to date).

## Executive summary

The attached report provides an update on Internal Student Complaints received in academic year 2020/21 between 21/09/2020 – 29/06/2021.

The key matters that the Committee should note are:

- Due to the IT incident and the fact that we currently do not have access the Student Record System, some information is missing.
- The number of complaints received to date is 173. It is predicted that a further influx of complaints will be received in July as this tends to be a busy period (as per previous years' data).
- So far this academic year (2020/21), the number of complaints received on a monthly basis is significantly higher than last year. Mostly the numbers have doubled.
- Of the complaints received to date, 103 of these relate to issues around COVID-19 and the Cyber-attack and how this has affected the Student Experience/student's studies.
- We have received 36 complaints relating to disruption of COVID-19 and 38 complaints relating to disruption of the cyber-attack. We have received 29 complaints where a student has raised concerns about both COVID-19 and the cyber-attack. Such complaints are still being considered by the Stage 2 Complaints Panel. So far there have been no upheld/partly upheld cases and no fee waivers/refunds/compensation awarded. We have Stage 2 Complaint Panels on hold in members' diaries all the way to end of July 2021 with at least two occurring a week if needed.

- We are starting to receive several complaints (8 complaints between 17 April – 29 June 2021) that are now considered out of time. This is because the student has submitted past the three month time period for raising a complaint.

**Quarterly Student Complaints Report – September 2020 – 29 June 2021**

This report will provide an update on the number of Student Complaint cases received to date in academic year 2020/21. Please see Appendix 1 for a reminder about the stages of the Student Complaints Procedure discussed within this report and Completion of Procedures Letters.

Please note that, due to the recent IT Incident resulting in us still not having access to the Student Record System, some of the information is not complete.

**Table 1 - Student Complaints received between 21/09/2020 – 29/06/2021**

School	Total	Admin Errors	Bullying/ Harassment	Financial	Service Issues (Course Related)	Service Issues (Non-course related)	Student Experience	Staff (Academic)	Staff (Support /PSG)	COVID	IT	Both COVID and IT
ASC	17	0	0	0	0	0	4	0	0	3	9	1
ACI	7	0	0	1	0	1	0	0	0	0	1	4
BEA	30	0	2	1	1	3	7	1	1	1	8	5
BUS	20	0	0	0	0	3	1	2	0	6	4	4
ENG	17	0	1	0	2	0	3	2	0	5	1	3
IHSC	38	0	2	4	3	1	6	3	0	8	7	4
LSS	18	0	0	0	0	2	6	0	0	2	4	4
Unknown	26	0	0	2	0	3	2	0	0	11	4	4
<b>Total</b>	<b>173</b>	<b>0</b>	<b>5</b>	<b>8</b>	<b>6</b>	<b>13</b>	<b>29</b>	<b>8</b>	<b>1</b>	<b>36</b>	<b>38</b>	<b>29</b>

**Table 2 – Percentage of students complaining per School between 21/09/2020 – 29/06/2021**

School	Total number of students (fully enrolled) *NB	Percentage of those complaining
ASC	1498	1.13%
ACI	1805	0.39%
BEA	4047	0.74%
BUS	4262	0.47%
ENG	3168	0.54%
HSC	5029	0.75%
LSS	2531	0.71%
<b>Total</b>	<b>22,340</b>	<b>0.77%</b>

\*NB – This does not include those included within the ‘unknown’ category in table 1 as we currently do not know which school they belong to.

**Table 3 – Historic data for internal student complaints**

	2017/18	2018/19	2019/20	2020/21 (to date)
<b>Number of Internal Student Complaints received</b>	117	112	105	173

**Table 4 – Internal Student Complaints received per month 2019/20 – 2020/21 (to date)**

<b>Internal Complaints</b>		
	2019/20	2020/21 (to date)
January	12	36
February	9	18
March	8	33
April	6	17
May	7	11
June	8	21
July	11	TBC
August	7	TBC
September	5	4
October	14	14
November	14	8
December	4	11
<b>Total</b>	<b>105</b>	<b>173</b>

**Details of Student Complaints received between 07/01/2021 – 29/06/2021 (since last STEX report)**

**Applied Sciences**

Complaint	Division	Nature	Stage at	Update
1.	Food Sciences	IT Outage	Stage 2	Student complaint is being investigated at Stage 2. Waiting for Research Team to provide requested information.

**Arts and Creative Industries**

Complaint	Division	Nature	Stage at	Update
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**Built Environment and Architecture**

Complaint	Division	Nature	Stage at	Update
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1.	Construction, Property & Surveying	Covid/IT	Stage 1	Student complaint is out of time and will not be investigated.
2.	Architecture	Service Issues (Non-course related)	Stage 1	Student complaint is out of time and will not be investigated.
3.	Architecture	Service Issues (Course Related)	Stage 1	Student did not engage with the Student Complaints Procedure by deadline set.
4.	Construction, Property & Surveying	Financial	Stage 1	Complaint was not eligible as issues raised occurred whilst the student was not enrolled and therefore was not considered under the Student Complaints Procedure. However, complaint was passed onto the Income Team to investigate.
5.	Construction, Property & Surveying	Student Experience	Stage 1	Student Complaints Team to determine eligibility. Waiting for student to provide requested information.
6.	Civil and Building Services Engineering	Covid/IT	Stage 2	Student case is being prepared for Stage 2 complaint Panel.
7.	Civil and Building Services Engineering	Covid/IT	Stage 2	Student case is being prepared for Stage 2 complaint Panel.

### Business

Complaint	Division	Nature	Stage at	Update
1.	Business & Enterprise	Covid/IT	Stage 1	Conciliator has resolved the case at Stage 1 and student can progress to Stage 2 before 22 July if they are not happy with the outcome.
2.	Business & Enterprise	Covid/IT	Stage 1	Student complaint is out of time and will not be investigated.
3.	Business & Enterprise	Covid-19	Stage 2	Student case is being prepared for Stage 2 complaint Panel.
4.	Business & Enterprise	Covid-19	Stage 1	Student requested a fee reduction but is not complaining about service etc. Student has been signposted to SLC for support.

5.	Accounting, Finance and Economics	Covid/IT	Stage 1	Student Complaints Team to determine eligibility.
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### Engineering

Complaint	Division	Nature	Stage at	Update
1.	Computer Science & Informatics	Covid/IT	Stage 2	Student case is being prepared for Stage 2 complaint Panel.
2.	Mechanical Engineering and Design	Bullying/ Harassment	Stage 1	Complaint was submitted out of time. However, due to the nature of the complaint the student was given the opportunity to explain good reason for submitting out of time, along with supporting evidence. This was not provided so CoP letter issued.
3.	Mechanical Engineering and Design	Service Issues (Course Related)	Stage 2	Student complaint is being investigated at Stage 2.
4.	Computer Science & Informatics	Student Experience	Stage 1	Student Complaints Team resolved at Stage 1.
5.	Mechanical Engineering and Design	Covid/IT	Stage 1	Student complaint out of time as issues raised occurred over three months ago and are not ongoing.

### Health and Social Care

Complaint	Division	Nature	Stage at	Update
1.	Physiotherapy, Sport Rehabilitation and Chiropractic	Covid/IT	Stage 2	Student case is being prepared for Stage 2 complaint Panel.
2.	Advanced Clinical Practice and Non Medical Prescribing	Covid/IT	Stage 1	Student has been asked to complete complaint form by 22 July for this to be investigated.
3.	Allied Health Sciences	IT Outage	Stage 2	Student case is being prepared for Stage 2 complaint Panel.



4.	Physiotherapy, Sport Rehabilitation and Chiropractic	Service Issues (Course Related)	Stage 1	Student has been asked to complete complaint form by 20 July for this to be investigated.
5.	Children's Nursing and Specialist Community Health	Service Issues (Course Related)	Stage 1	Student has been asked for their availability to set up a Stage 1 conciliation meeting.
6.	Social Work, Community and Public Health	Service Issues (Course Related)	Stage 1	Issues resolved by Course Team at Stage 1.

#### Law and Social Care

Complaint	Division	Nature	Stage at	Update
1.	Law	IT Outage	Stage 1	Student to meet with a conciliator.
2.	Law	Student Experience	Stage 2	Student complaint is being investigated at Stage 2. Waiting for student to provide requested information.
3.	Law	Student Experience	Stage 1	Student has been asked for their availability to set up a Stage 1 conciliation meeting.
4.	Law	Service Issues (Non-course related)	Stage 1	Student complaint out of time. Issues related to 2019.

#### Unknown

Complaint	Division	Nature	Stage at	Update
1.	Unknown	Covid-19	Stage 1	Student has been asked to complete complaint form by 12 July 2021 for this to be investigated.
2.	Unknown	Covid-19	Stage 1	Student has been asked to complete complaint form by 22 July for this to be investigated.
3.	Unknown	Covid-19	Stage 1	Student was asked to complete complaint form by 29 June for this to be investigated. Did not receive.

4.	Unknown	Service Issues (Non-course related)	Stage 1	Complaint resolved by SLC.
5.	Unknown	Covid-19	Stage 1	Student has been asked to complete complaint form by 12 July 2021 for this to be investigated.
6.	Unknown	Covid-19	Stage 1	Student has been asked to complete complaint form by 20 July 2021 for this to be investigated.
7.	Unknown	Financial	Stage 1	Complaint cannot be considered as issues raised relate to AY 2008/09. However, complaint has been passed onto the Income Team to consider.
8.	Unknown	Financial	Stage 1	Complaint cannot be considered as issues raised relate to AY 2017/18. However, complaint has been passed to Student Admin to consider.
9.	Unknown	IT Outage	Stage 1	Student was asked to complete complaint form by 27 May for this to be investigated. Did not receive.
10.	Unknown	Covid-19	Stage 1	Student was asked to complete complaint form by 27 May for this to be investigated. Did not receive.
11.	Unknown	Covid/IT	Stage 1	Student has been asked to complete complaint form by 22 July for this to be investigated.
12.	Unknown	Covid-19	Stage 1	Student has been asked to complete complaint form by 30 June 2021 for this to be investigated.

*Appendix 1*

**Reminder about the Student Complaints procedure**

Stage 1 – Informal resolution (can include a student meeting a conciliator using the conciliation service or be resolved locally by school or department).

Stage 2 – Formal complaint (investigation completed by the Student Complaints Officer or a Stage 2 panel hearing chaired by a senior member of staff).

Stage 3 – Complaint Review (a review of the complaint by a senior member of staff).

CoP – Completion of Procedures letter. This signifies that internal procedures have been exhausted. These are not always issued due to a case reaching and ending at Stage 3/Review stage. CoP letters can be issued at any time the University feels the student has exhausted the procedure. This may include informing a student their case is out of time or does not meet the relevant grounds.

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# Student Services and Student Operations Report

Student Experience Committee, June 2021

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## At a glance

**£1,382,000**

total financial awards distributed between September and June



**41,271**

emails responded to by SLC 20/21 to date



**1,584**

EC requests processed between September and June with only 2 review requests



**481**

unique students receiving 1:1 MHWB support and advice 20/21 to date, equivalent to approx. 3% of student population



**7 working days**

average wait for MHWB appointment 20/21 to date



**0 working days**

average wait for DDS appointment 20/21 to date



**91%**

of students supported via Safety Concern meeting this year remain in study (to date)



**8,030**

student engagements with social / active sessions from Academy of Sport 20/21 to date.



**70%**

of students declaring a disability have support arrangements in place with DDS (20/21): 19/20 disability awarding gap of 2%



**2,348**

student registrations at CareersHub workshops and events 20/21 to date



**45**

LSBU funded internships secured for 2020Grads with a further 20 to run August to Sept over GO survey period

# News and updates

All high level timetabling plans submitted to Timetabling by the deadline with confirmation of sufficient space for all requests to be accommodated for Semester 1.

Salesforce live! As part of the LEAP programme, the Student Life Centre, Student Advice, Disability and Dyslexia Support, and Mental Health and Wellbeing went live on Salesforce in June using Salesforce as their core CRM, with all other Student Services and Ops teams (as well as wider Student Journey and cross-institutional services) also active on Salesforce providing expert response to student enquiries.



Period Products on campus: Time Of The Month period products on campus in key areas – to be continued as BAU in 21/22.

LSBU colleague Nic Smith has been nationally recognised with, winning the Award for Outstanding Contribution by an SVLO at July's National SVLO conference.

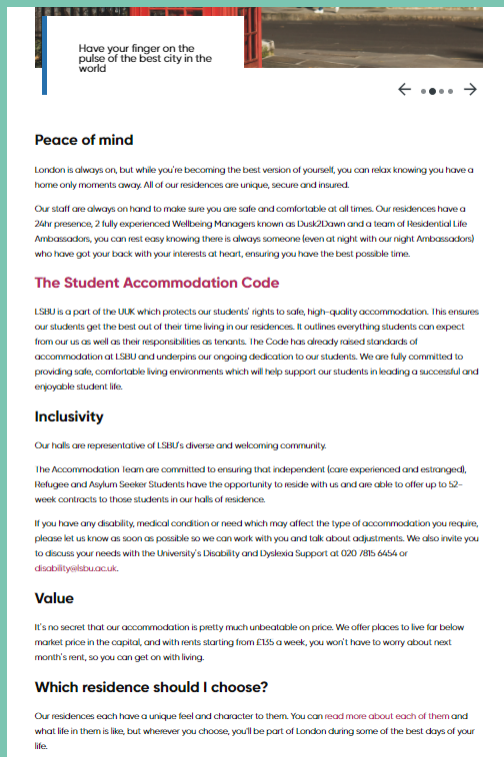
LSBU's Student Bullying, Harassment, and Sexual Violence policy was published in June following Exec approval.

A further £169k student financial support was received from the Department of Education – all funds directly distributed to students, with all payments being made before end of July.

509 students have taken up free Academy of Sport membership in 20/21 (ahead of a new service and facility launch in The Hub from January 2022 ).

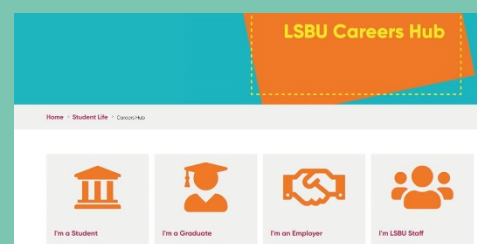
LSBU recent graduate and former Sports Scholar Ashley Facey Thomson selected for the Tokyo Paralympic Games representing Team GB in the Table Tennis squad.

New Accommodation webpages, content, photos, virtual tours, and videos.



New CareersHub landing pages – accessible, user-friendly, targeted to different audiences (student, graduate, employer, staff).

Enhanced graduate support: CareersHub and employability as part of Festival of Success, Graduate Skills programme, internship programme, PG Cert Project Managements.





# Student Operations

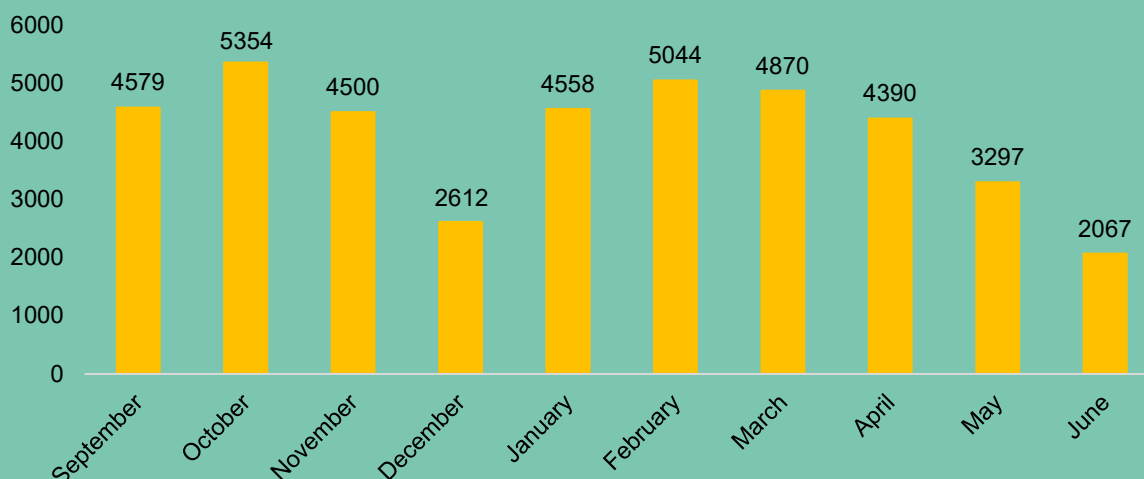
## Student Life Centre



The Student Life Centre successfully went live on Salesforce in June 2021 with a total of **1,267 enquiries** received by the SLC within Salesforce since launch.

As well as a cyber attack that removed Student Life Centre systems for the second half of the year, the SLC has recently migrated to a new CRM, Salesforce, under the LEAP programme. This has created a complex context for reporting, with some detail missing from operational data, and a change of enquiry management part way through the year. Available data is presented here.

**SLC - emails responded to by month 20/21**



Note that the December dip likely reflects both the quieter Christmas period alongside the immediate days and weeks after the cyber attack. A total of **41,271** emails responded to in 20/21 to date.

Between September and December the SLC used the libapps platform to respond to LiveChats, with October being our busiest month for this type of interaction. The cyber incident caused us to lose access to this platform from January onwards. As of June, the SLC are using Salesforce functionality for chat and enquiry management.

Month	Sep	Oct	Nov	Dec
LiveChat activity	31	72	36	6
LiveChat average rating (out of 4)	3.44	3.5	3.64	4

The Student Life Centre Helpdesk has remained opened virtually across the year. The Helpdesk had a physical on-campus presence between September and December and the following table represents the topics of logged student enquiries. The helpdesk re-opened on campus in May 2021 after a further lockdown; unfortunately systems were yet to be restored after the cyber attack and so SLC was unable to log further information.

## Enquiries logged through SID (by category) Sept – Dec 20 (up until cyber attack)

	Sep	Oct	Nov	1-13 Dec
<b>Administration</b>	79	49	46	0
<b>Advice</b>	392	327	152	31
<b>Employability</b>	1	10	0	0
<b>Estates</b>	7	0	0	0
<b>Fees</b>	29	30	19	9
<b>International</b>	78	74	119	29
<b>Library</b>	7	0	9	0
<b>Other</b>	128	0	0	0
<b>Registry</b>	286	102	33	0
<b>Skills</b>	4	0	0	0
<b>Student Life</b>	186	402	91	28
<b>SU</b>	0	1	0	0
<b>Wellbeing</b>	563	714	609	212
<b>Total</b>	<b>1760</b>	<b>1709</b>	<b>1078</b>	<b>309</b>

## Student Advice



**£1,382,000**

**total financial awards distributed between September and June**

Funds have been allocated from several different funds this year:

In September 2020 £204,000 was awarded to 584 students in payments for Remote Learning Needs. These awards were targeted at first year students from low income backgrounds (using data provided by Student Finance England).

The Student Retention Fund has run across the academic year providing awards totalling £270,000 directly to students in hardship. At various points the fund application process has been opened to enable students to apply for Crisis Funds due to circumstances caused by the pandemic, and we have utilised DfE additional funding to do this.

Alongside LSBU's existing hardship funding, a significant additional allocation of £908,000 was received from the Department of Education and distributed rapidly via the Covid Crisis Award Fund, increased Care Leavers funding, and a Rent Support Fund. Assessment, application, and communication was determined in consultation with Schools and the Students' Union with a focus on accessibility and no barriers to receiving support. All students who completed applications to the Rent Support Fund received an award.

Alongside the additional financial support allocated to Care Leavers we award a Care Leaver Bursary each year. This is a payment of £1,000 per academic year and 86 CL Bursaries have been awarded this year. A record is also kept of known estranged students and additional funding has been allocated to this small cohort (around 12 students at present).

DfE funding	Total Spent	Students Awarded
Crisis Fund	£308,750	968
Rent Fund	£333,250	1315
Care Leavers	£97,000	97
Additional Crisis Fund	£169,000	351
<b>Totals</b>	<b>£908,000</b>	<b>2731</b>



**<2,700**

awards distributed between September and June (equivalent to approx. 15% of student population)



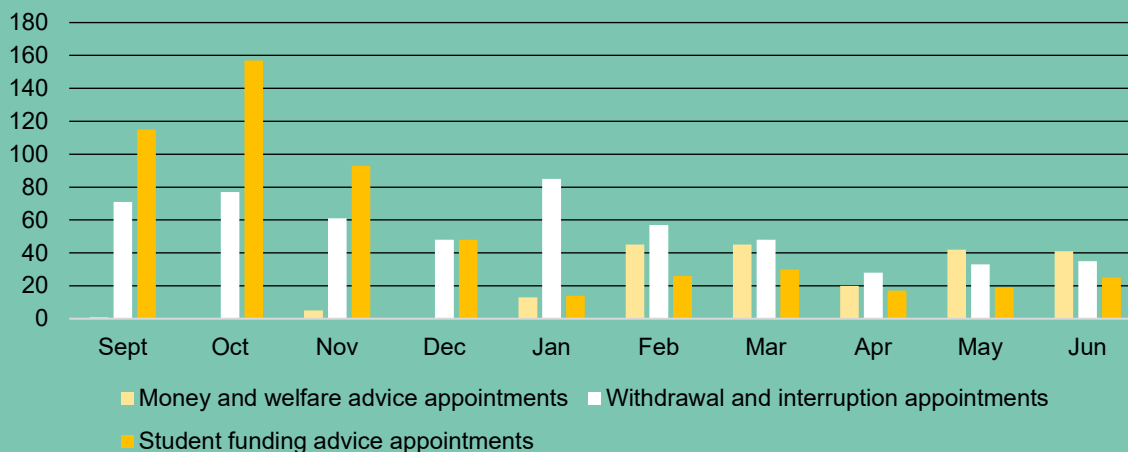
**98**

care experienced and estranged students supported between September and June (approx. 0.5% of student population)

The SLC is also the home to Gender Support Contacts – members of staff available to discuss with students anything relating to Gender Identity, including questioning and exploring gender and communicating changes with friends, family, other students, staff members, and the wider University (including any possible changes to a student record).

**6** enquiries were received by Gender Support Contacts this year to date.

**Student Advice appointments, by appointment type and month 20/21**



**1,299**

Student Advice 1:1 appointments between September and June

# Student Administration and Engagement



Note that not all data for the table below is currently available to view as a result of ongoing recovery from the cyber attack.

## Student Admin/Helpdesk interactions, by school 2020/21

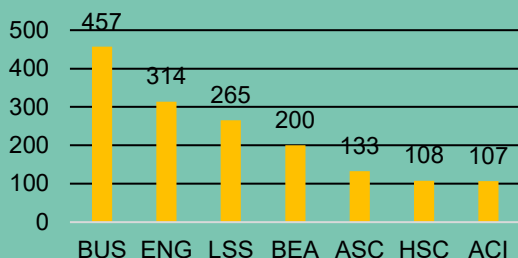
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
ACI		848	848	633	1,420	1,420	1,300	1,300	1,300	1,300
ASC										
BEA										
BUS		3,200	2,700	3,100	3,200	3,400	3,600	2,800	2,900	3,500
ENG										
HSC		52,755	20,614	7,593	13,843	14,138	13,548	12,440	12,880	12,890
LSS		2,000	2,000	2,500	3,000	3,000	3,200	3,200	3,200	4,200
<b>Total</b>		<b>58,803</b>	<b>26,162</b>	<b>13,826</b>	<b>21,463</b>	<b>21,958</b>	<b>21,648</b>	<b>19,740</b>	<b>20,280</b>	<b>21,890</b>



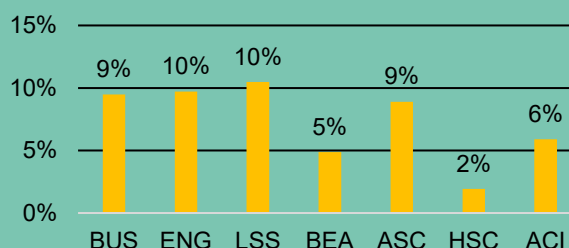
# 1,584

## EC requests processed between September and June

Number of ECs by School September to date



Number of ECs as % of School population September to date



# 02

## EC reviews (request for review of decision) between September and June

### Engagement contacts, by school 2020/21 (not including ECs...)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
ACI				45	5	30	33	14	1	12
ASC				160	40	40	67	4	8	9
BEA				180	20	62	45	36	18	7
BUS				86	19	12	36	14	10	3
ENG				187	15	30	35	12	12	4
HSC				375	435	158	315	272	167	431
LSS				80	17	170	130	45	3	37
<b>ECs</b>				<b>1489</b>	<b>2880</b>	<b>3816</b>	<b>2881</b>	<b>2181</b>	<b>1913</b>	<b>1150</b>

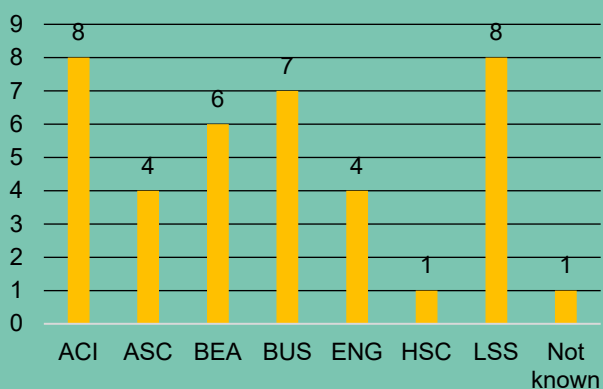
**20,256** total engagement contacts in 2020/21 to date.

## Student Disciplinary

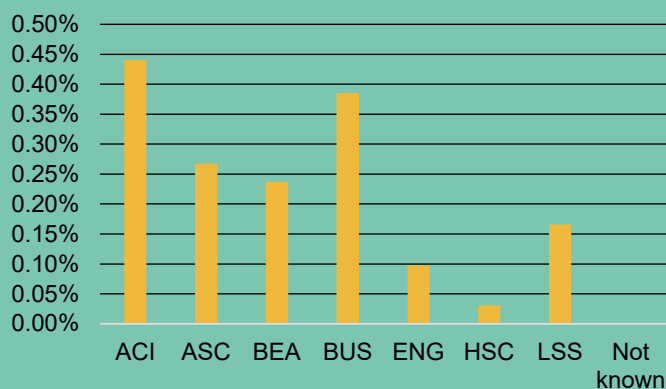
### Student Disciplinary cases by school and month 2020/21

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
ACI	0	3	0	1	3	0	0	0	0	1
ASC	0	0	1	0	1	0	0	1	0	1
BEA	0	3	0	0	0	2	1	0	0	0
BUS	0	0	1	1	1	0	1	0	2	1
ENG	0	1	1	0	0	0	1	0	1	0
HSC	0	0	0	0	0	0	1	0	0	0
LSS	0	1	1	1	2	0	2	0	0	1
Not known	0	0	0	1	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>4</b>

**Student Disciplinary cases proportionate by School Size September to June 2020/21**



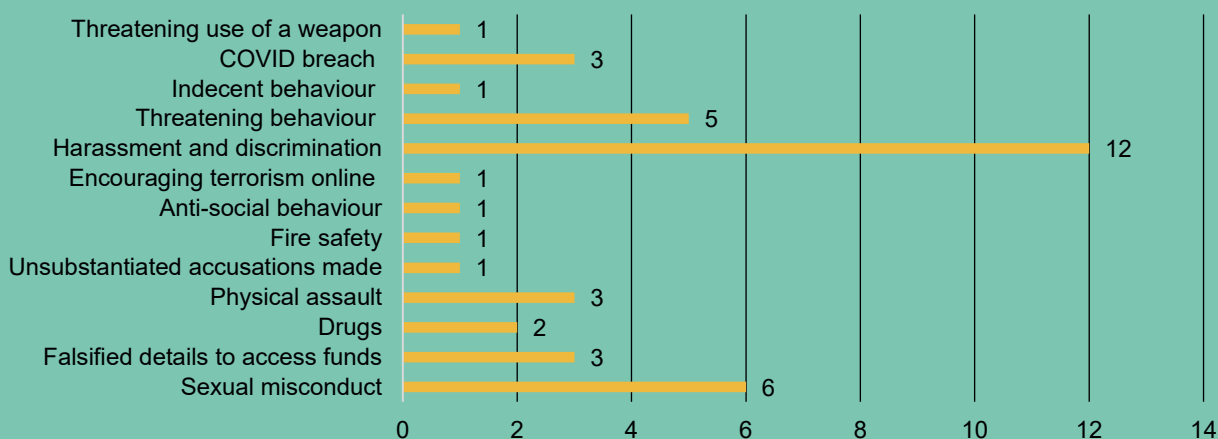
**Student Disciplinary cases as % of School population September to June 2020/21**



Comparative to the size of each school population, the Schools of Arts and Creative Industries and Business have seen the highest proportion of disciplinary cases in 20/21 to date. In terms of absolute numbers, the Schools of Arts and Creative Industries and Law and Social Sciences have had the highest number of disciplinary cases.

By category of misconduct, harassment and discrimination, sexual misconduct, and threatening behaviour have seen the highest number of cases in 20/21 to date.

**Student Disciplinary cases by category September to June 2020/21**



## Student Services

### Mental Health and Wellbeing



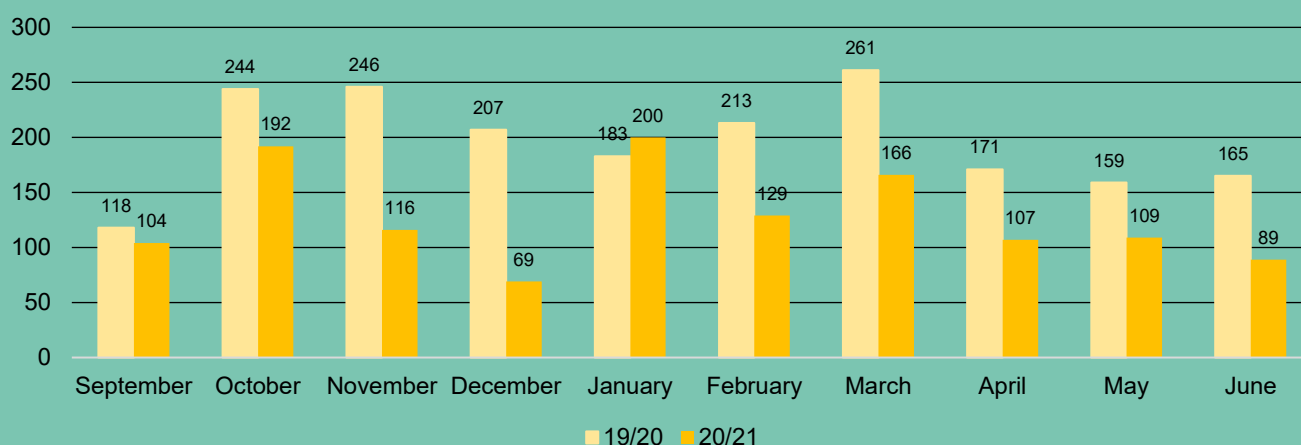
One to one support, crisis response, access to counselling, online 24:7 CBT support, proactive workshops, embedded course content, staff training and support.



**481**

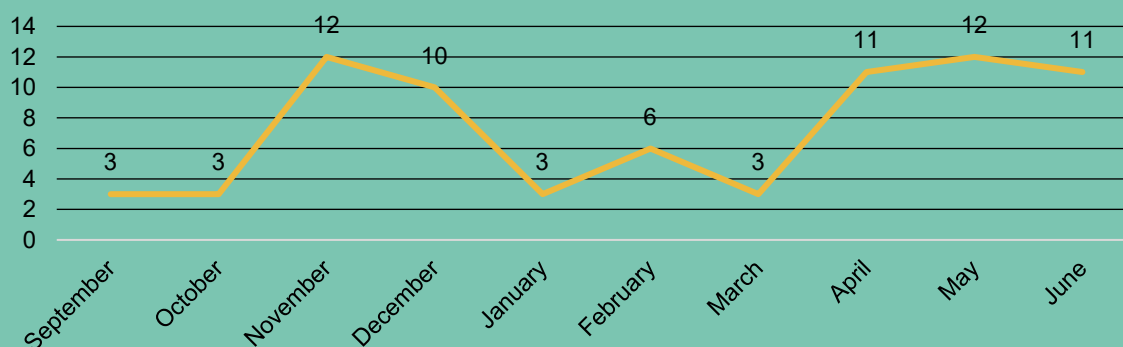
unique students receiving 1:1 MHWB support and advice 20/21 to date, equivalent to approx. 3% of student population

MHWB appointments by month - 19/20 and 20/21



Note that the reduction in appointments during 20/21 compared to 19/20 reflects the altered delivery and context of the 20/21 year, both in terms of remote delivery and an increased strategy of proactive triage: all students requesting support from MHWB received a personal triage call with an advisor, ensuring they received the most effective MHWB intervention (which may not be a 1:1 appointment). The dip in December reflects both the quieter Christmas period and the immediate days and weeks after the cyber attack.

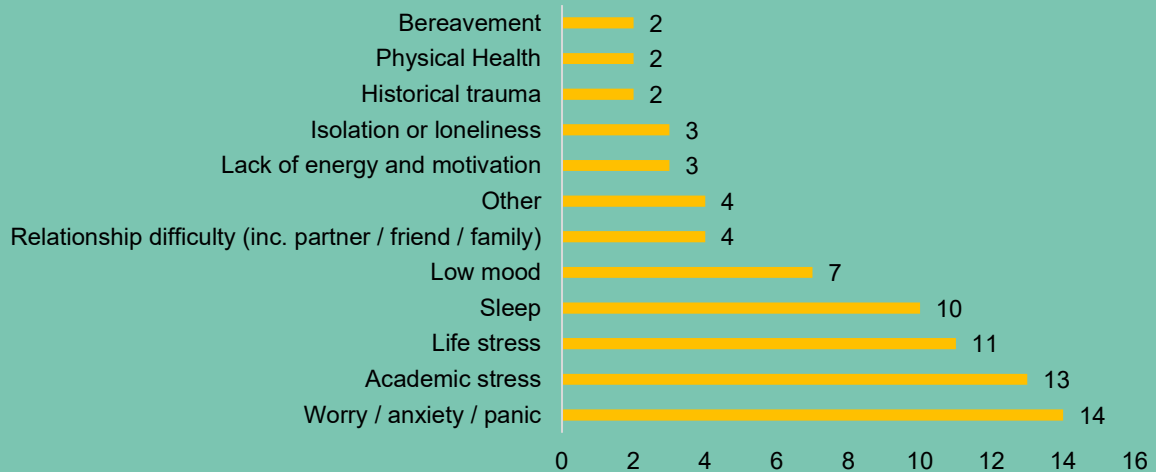
Average working day wait for MHWB appointment 20/21



**24 courses**

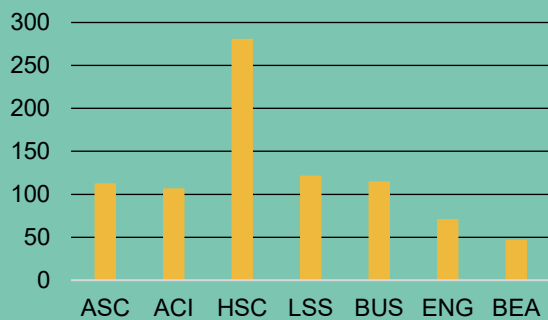
Navigating Challenging Times  
Wellbeing session delivered within timetable to 24 courses between Feb and March 2021

### Top 10 current presenting concerns (June / July 2021)

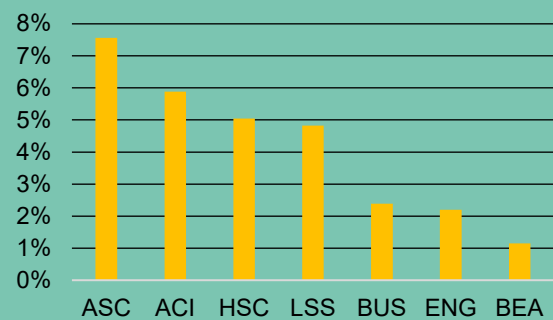


In June and July 2021, the top concerns students shared by students with MHWB are worry/anxiety/panic, academic stress, life stress, sleep, and low mood.

**Students attending MHWB Appointments Sept - June 20/21 by School**

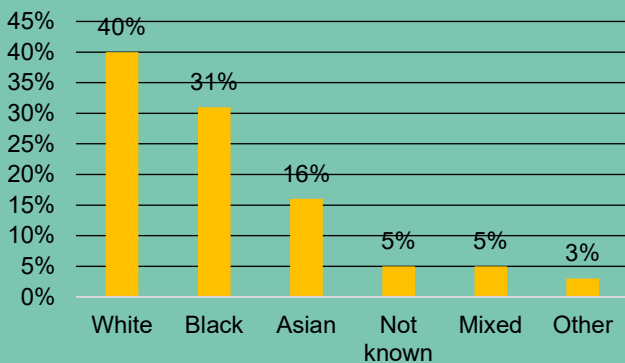


**Students attending MHWB Appointments Sept - June 20/21 as % of School size**

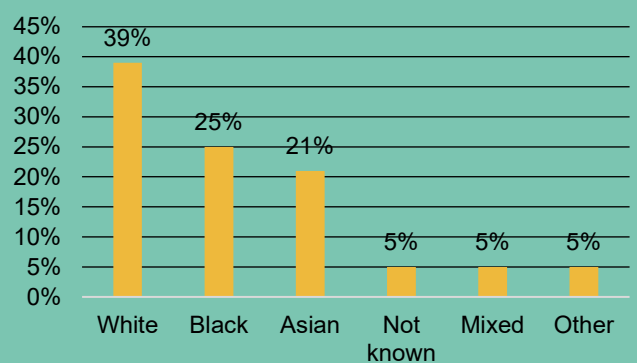


Proportionate to the size of school, the highest number of students attending appointments are within the Schools of Applied Sciences and Arts and Creative Industries.

**Students attending MHWB appointments Sept - June 20/21 by ethnicity as % (HESA categories)**



**LSBU 19/20 student population by ethnicity (HESA categories)**



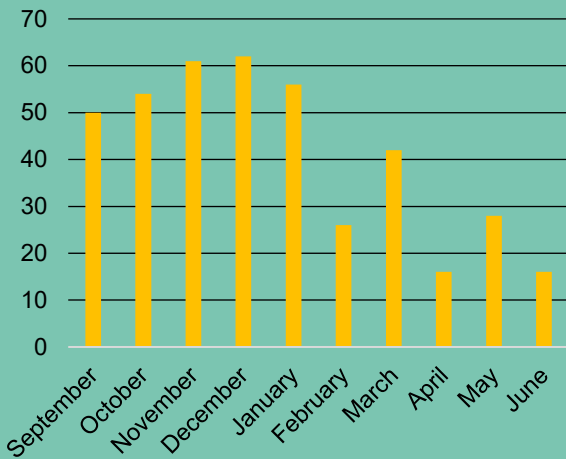
Proportionately, the lowest number of students attending appointments are from the School of the Built Environment and Architecture. Looking at total numbers, most students attending MHWB appointments are from the Institute of Health and Social Care.



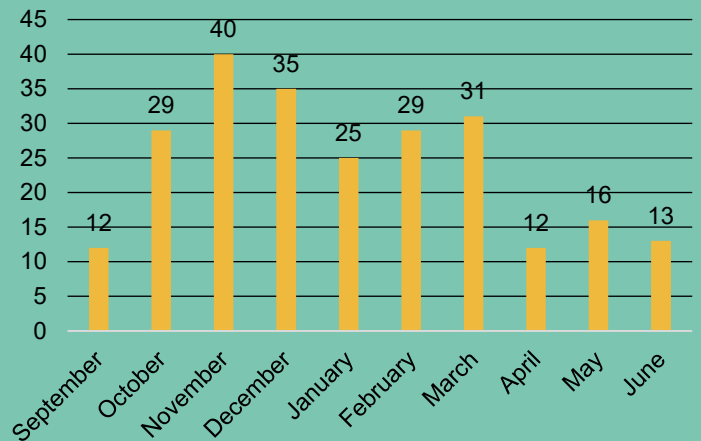
# 17% reduction

## in moderate or severe anxiety through SilverCloud

**SilverCloud account activation by month, 2020/21**



**Referrals to counselling (Mind) by month, 2020/21**



LSBU has a partnership with Brent, Wandsworth and Westminster Mind who deliver expert clinical counselling to LSBU students.

### Student Liaison Officer Support (Sexual Violence, Harassment, Hate Crime)



A virtual team held within Student Wellbeing offering expert and safe response to students who have experienced sexual violence, harassment, or hate crime (whether recent or historic).

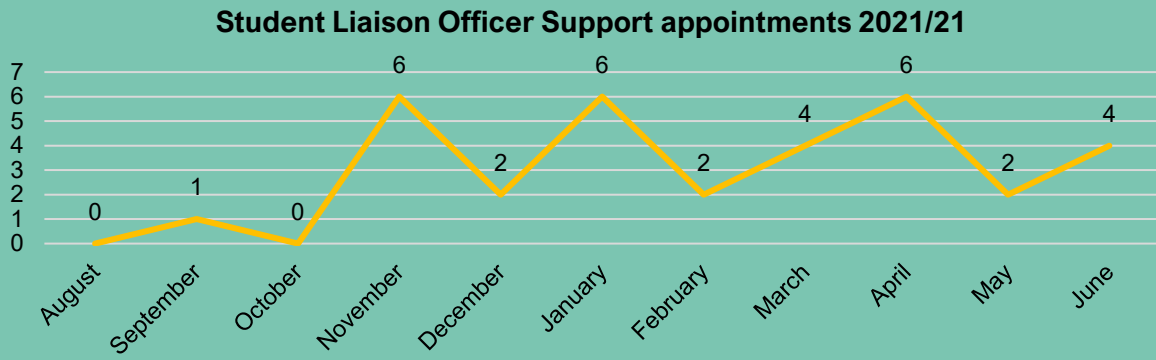
The first university sexual violence services to be accredited as meeting national Quality Standards for support for male victims/survivors – accreditation received February 2021.

LSBU SLO Nic Smith recognised at national SVLO conference July 2021.



### Outstanding Contribution by an SVLO





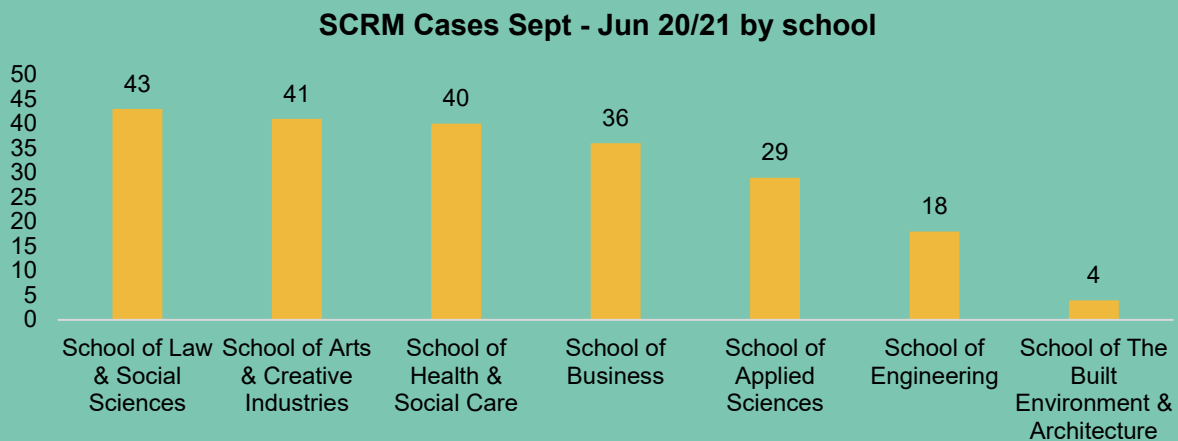
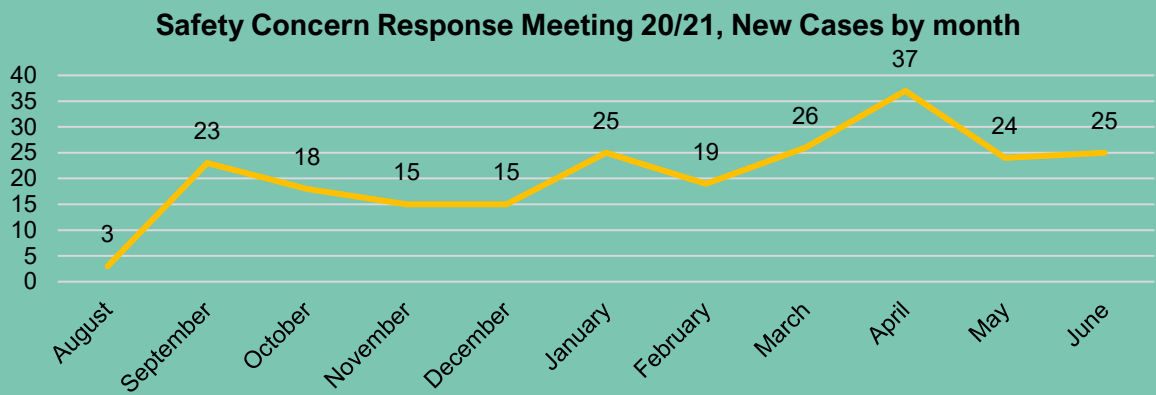
## Safety Concern Response (SCR)

The Safety Concern Response Meeting is a weekly cross university meeting led by Student Wellbeing that identifies concern, assesses risk and coordinates action to mitigate risk and safely support students.

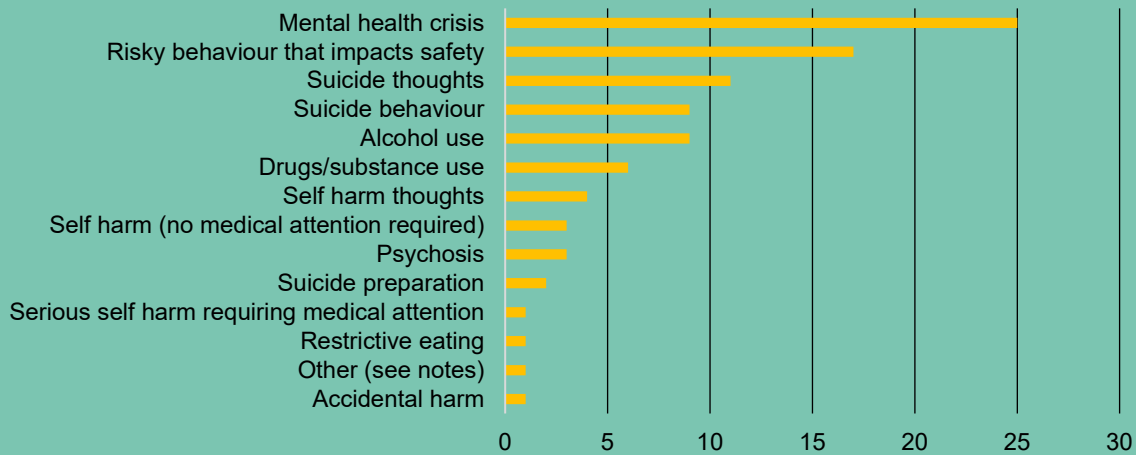


**91%**

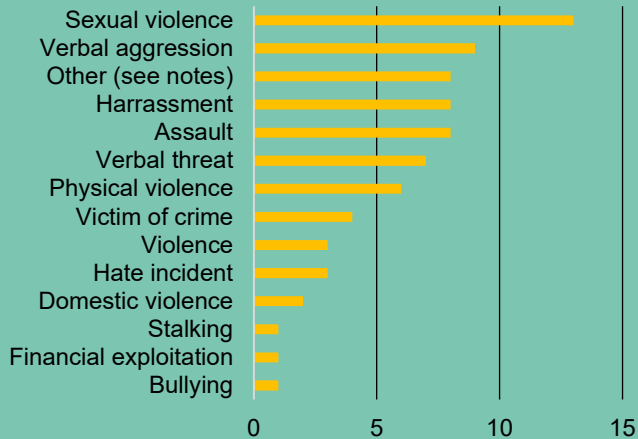
of students supported via the SCR meeting this year remain in study (to date)



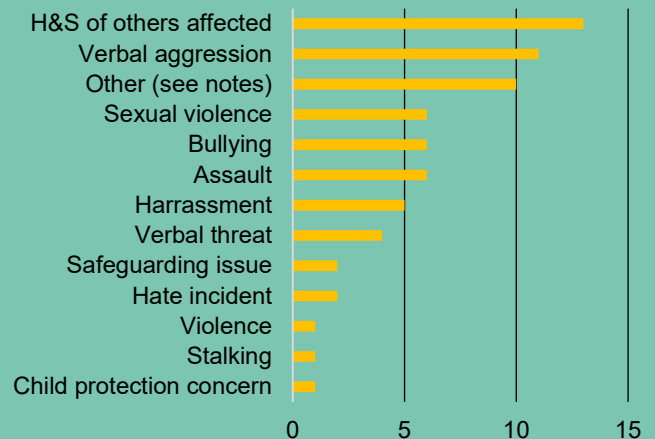
### SCRM cases 2020/21 by risk: risk to self



### SCRM cases 2020/21 by risk: risk from others



### SCRM cases 2020/21 by risk: risk to others



## Fitness to Study

Fitness to Study is a University procedure used where there is a concern that a student's behaviour or health is seriously disrupting welfare or academic progress. Fitness to study relates to the ability to safely, independently and successfully participate in academic study and student life. Any action taken under the procedure is limited to only that which is necessary and proportionate to support safe, independent and successful study, protecting the best interests of the student and the university community.

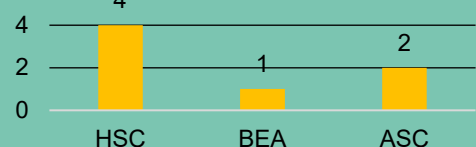


7

students supported by the Fitness to Study procedure Sept – June 20/21

Of the 7 students supported by FtS to date in 20/21, 4 remain in study, 1 student did not enrol, 1 student interrupted their studies and 1 student was excluded.

### Fitness to Study cases Sept-June 20/21 by School



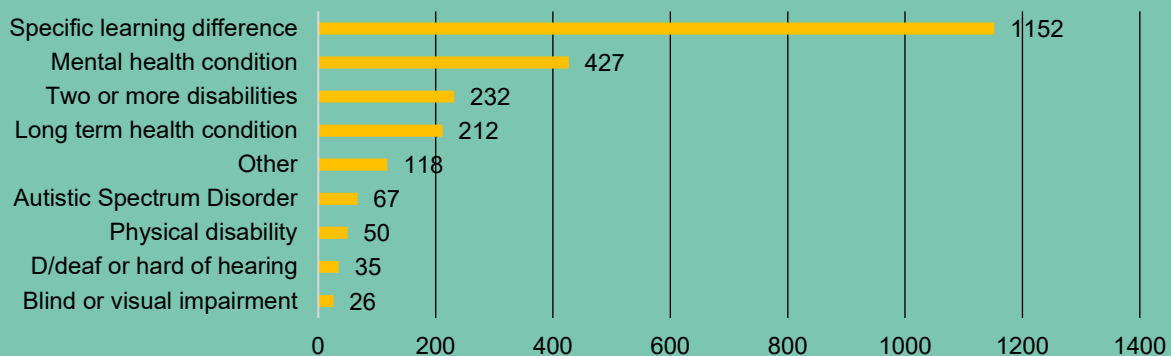
## Disability and Dyslexia Support



DDS is a dedicated service for students with disabilities ensuring that barriers to study and student life are removed through practical and academic adjustments, providing access to additional funding, working with academic colleagues to deliver inclusive practice, and offering screenings and assessments for specific learning differences.

In 19/20 the gap in award between disabled and non-disabled students was 2%.

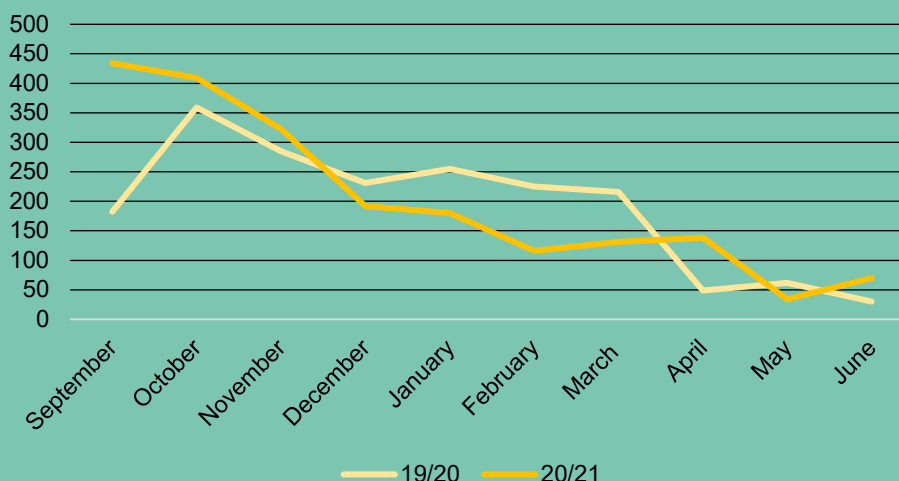
**Students declaring a disability by type, 20/21 to date**



**2,345**

**students have declared a disability (20/21 to date), approx. 14% of the student population**

**DDS Appointments Sept-June 19/20 vs 20/21**



This chart, and the increase in appointments between Sept-Oct demonstrates an increasingly proactive approach ensuring that as many students have support in place at the start of the academic year.

The average wait for a DDS appointment in 20/21 has not exceeded 1 working day.

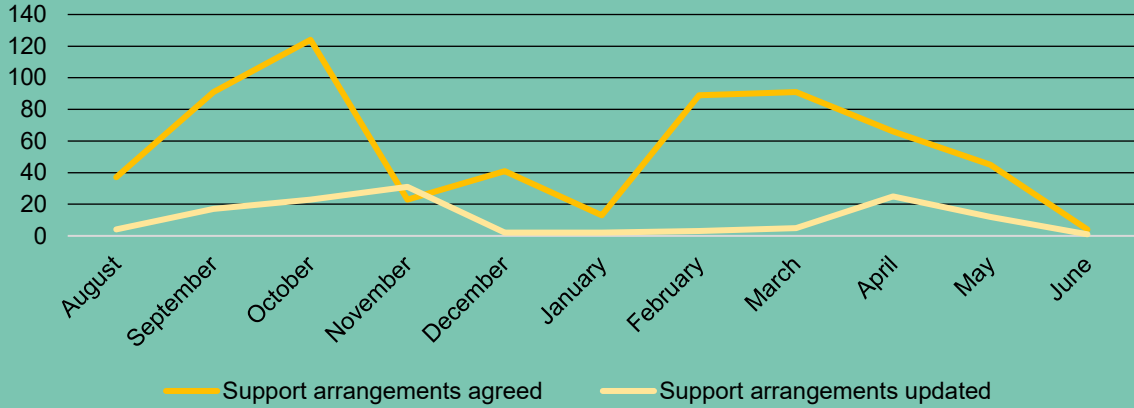
The reasonable adjustments the University needs to make for students with disabilities are communicated with staff who need to know via a 'Support Arrangements Form'.



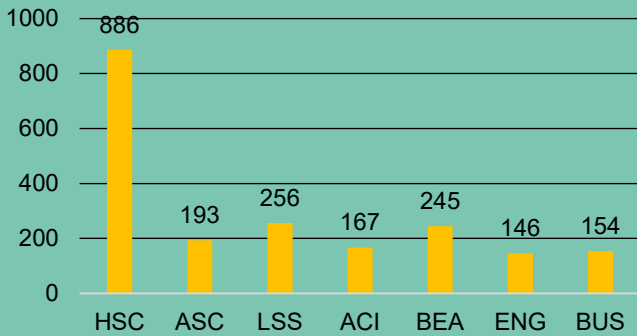
**70%**

of students declaring a disability have support arrangements in place with DDS (20/21)

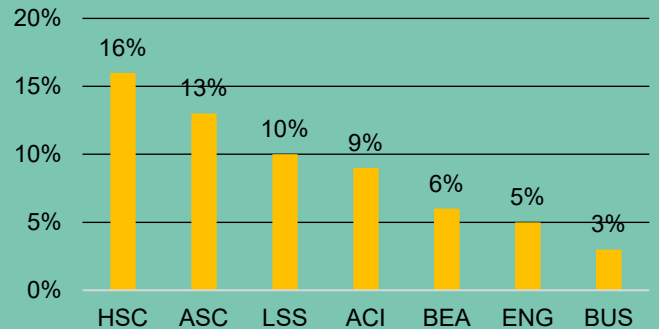
**DDS Support Arrangements agreed and updated Sept-June 20/21**



**Students registered with DDS 20/21 to date by School**



**Students registered with DDS 20/21 to date by School as % of School size**



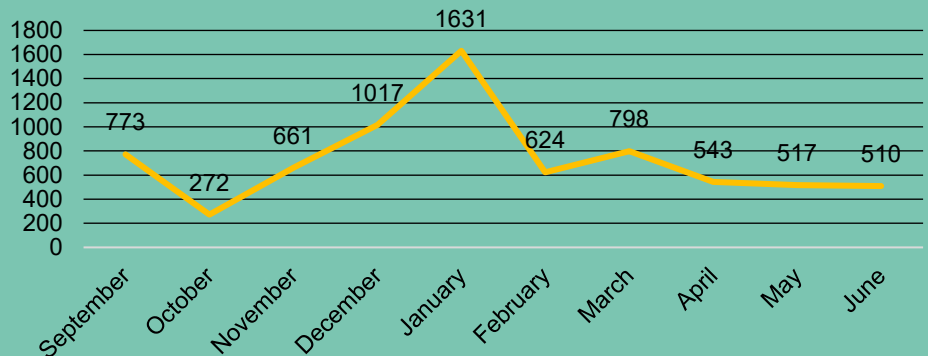
## LSBU Active (Academy of Sport)



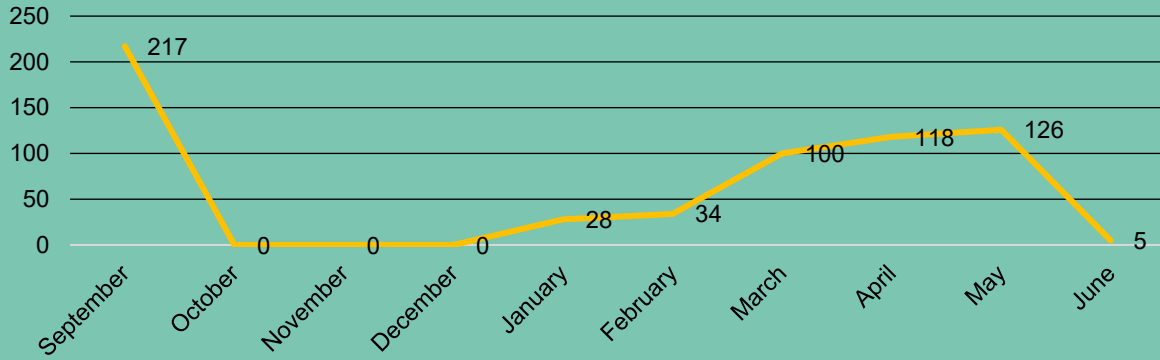
The 20/21 academic year has been an unusual one with limitations on delivery due to both a temporary home in Ontario Street while the Student Hub is built and the significant impact of Covid restrictions on sports activity. We have focussed on the social, community, health and wellbeing value we offer to our students.

Active Camp activities include active classes, Move 4 Change sessions, LSBU Moves users, and Halls recreational sessions.

**'Active Camp' activities - students reached by month, 20/21**



### Social Sport Participants



**8,030**

student engagements with social / active sessions 20/21 to date.

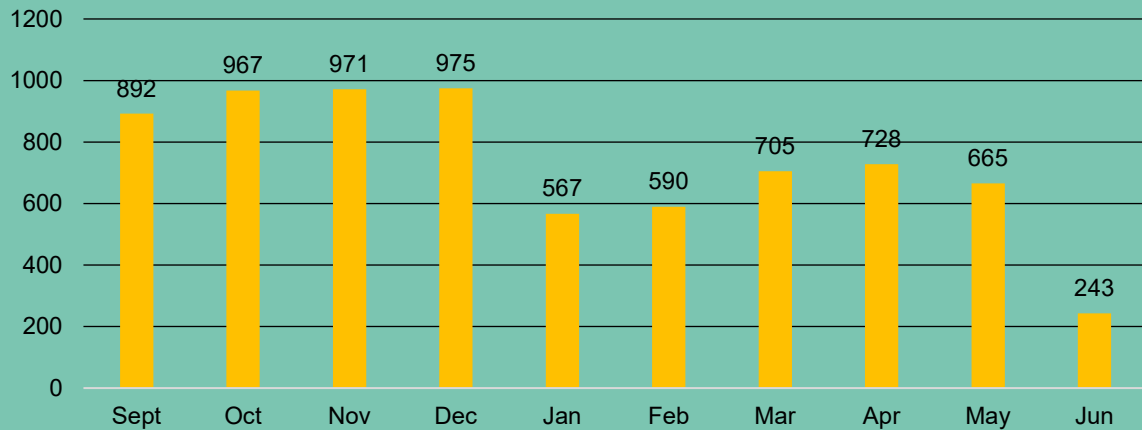


**66**

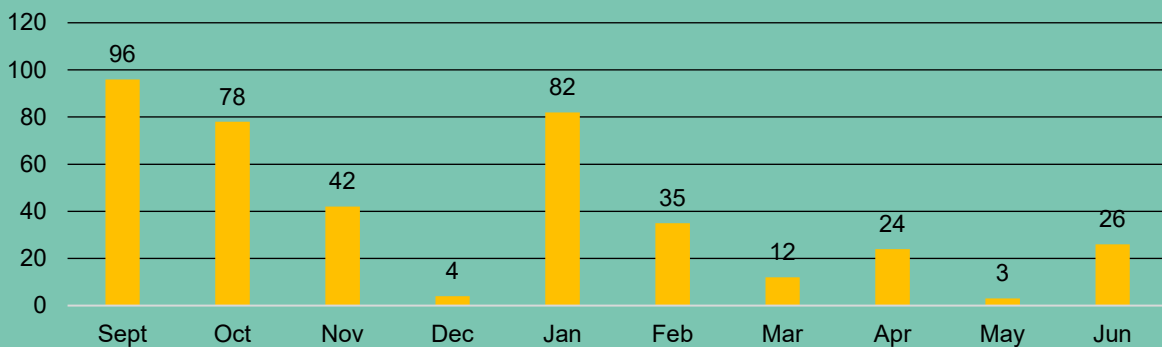
Sports Ambassadors delivering 521 hours of social, active, and community activity 20/21 to date.

### Student Accommodation

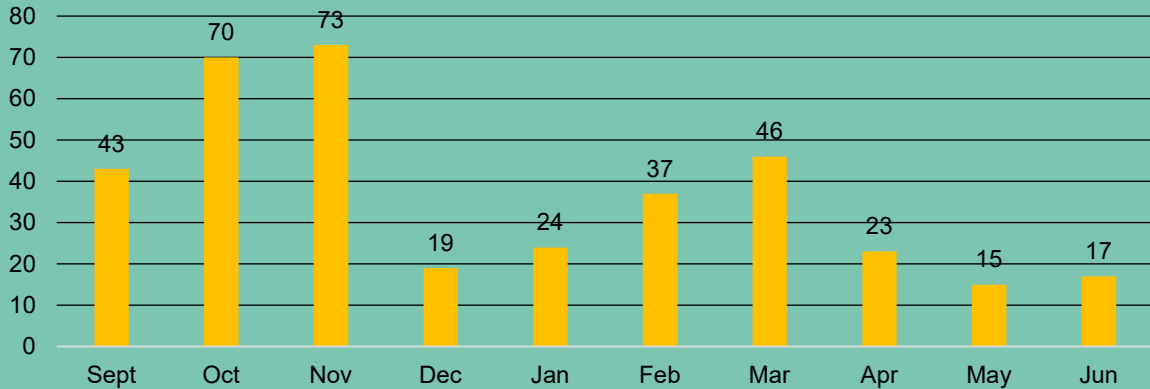
#### Students living in halls by month



#### Number of students in Halls self isolating by month



**Number of Halls disciplinary cases by month**



**236**

concerns responded to by the Dusk2Dawn Halls Wellbeing team leading to 1,174 contacts.



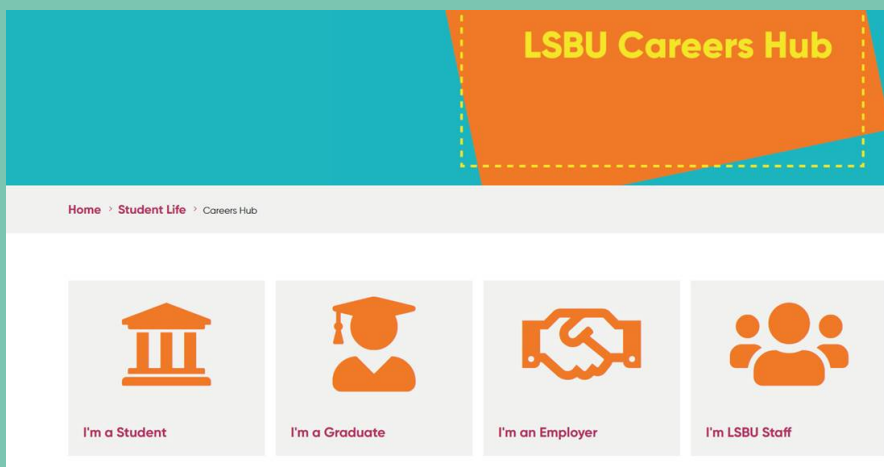
**56**

online social activities delivered by the Residential Life Ambassador team.

In May and June the Student Accommodation Service worked with Marketing to create a new set of webpages and social media content including photos, tours, and YouTube videos.

## Employability

### CareersHub website improvements



Careers Hub have launched an improved Careers Hub landing page – accessible, user friendly, and targeted to different audiences.



**57**

applications for PGCert Project Management (aiming for capacity of 80 for 23/08/21 start) compared to 22 applications in 19/20

## Employability as part of Festival of Success and Summer of Learning



88

graduate registrations for June Employability Skills Camp and employer engagement workshops: 35 attended. July 26<sup>th</sup> and August 23<sup>rd</sup> programmes currently being recruited to via Festival of Success, Schools, and CareersHub Grad21 calling.



1,246

ringfenced opportunities for students and graduates 20/21 to date



1,526

1:1 appointments to students and graduates 20/21 to date



2,348

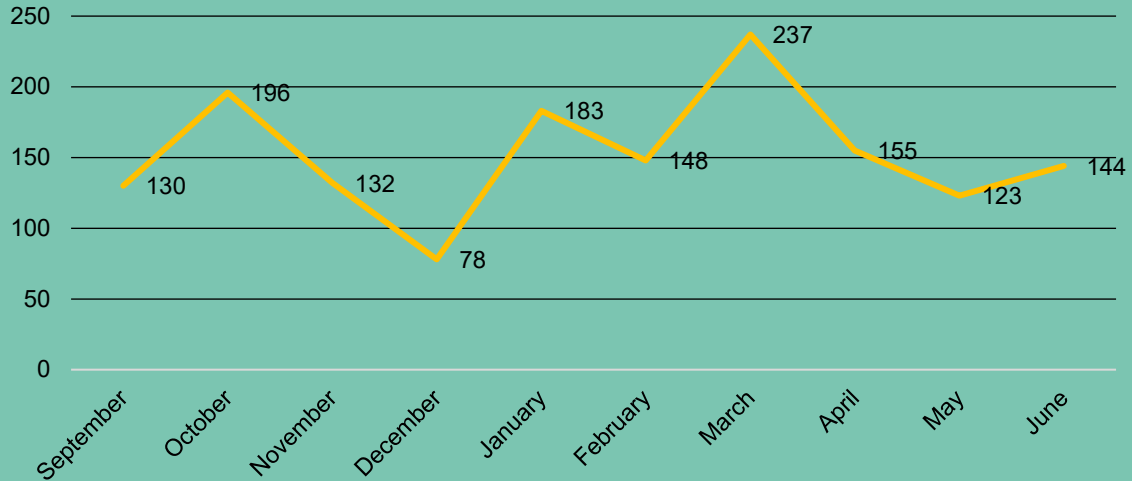
student registrations at workshops and events 20/21 to date



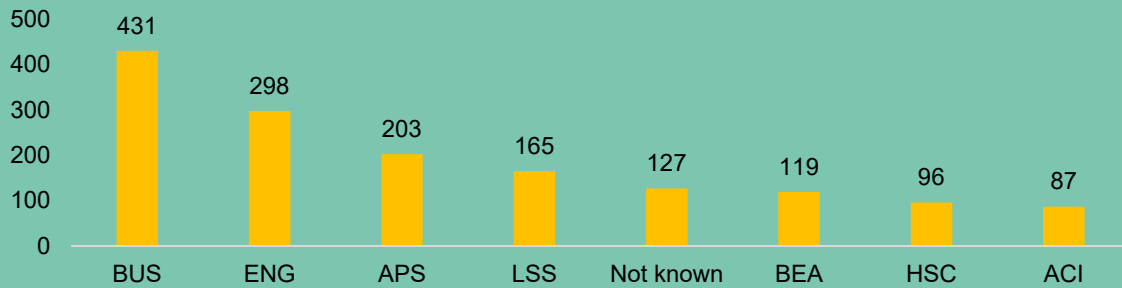
45

LSBU funded internships secured for 2020Grads with a further 20 to run August to Sept Page 87

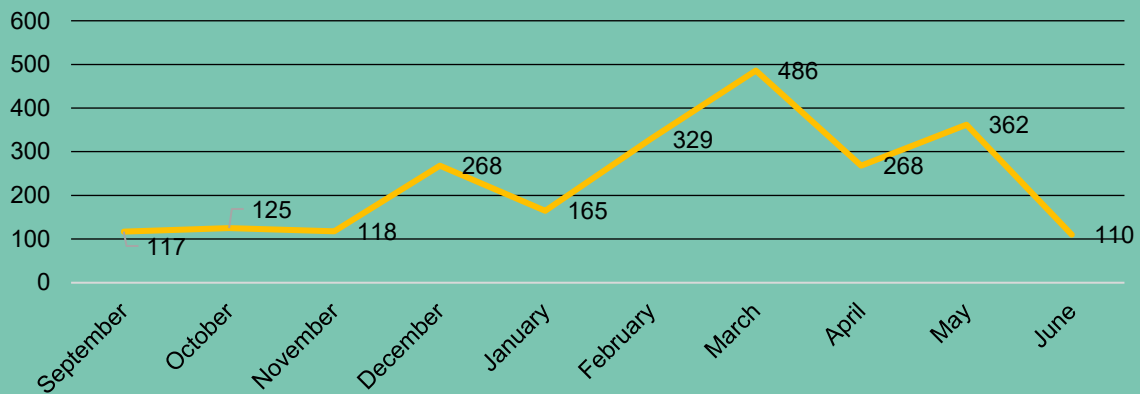
**CareersHub 1:1 appointments delivered 20/21 to date by month**



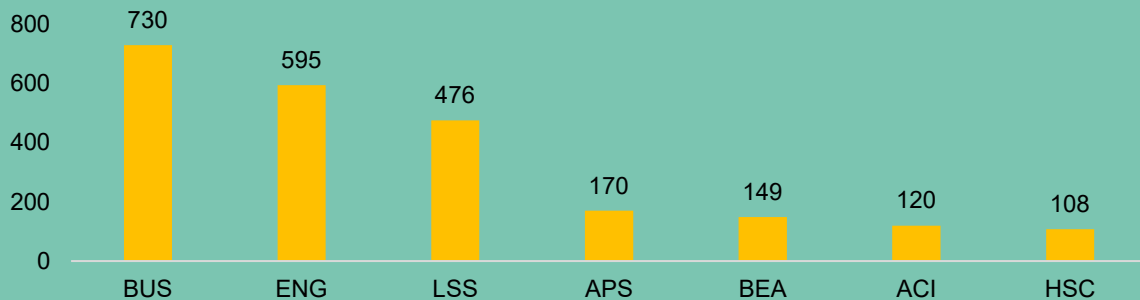
**CareersHub 1:1 appointments delivered - total 20/21 to date, by School**



**Student registrations for events or workshops, 20/21 to date, by month**

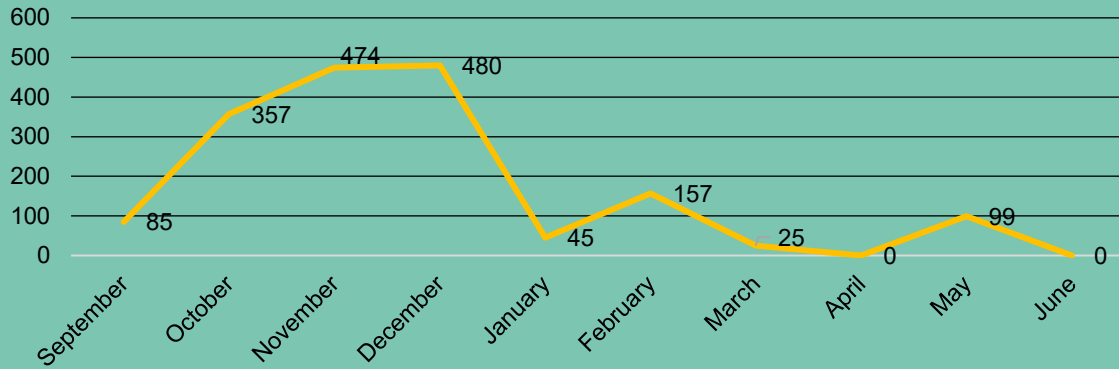


**Total registrations for events or workshops, by School**

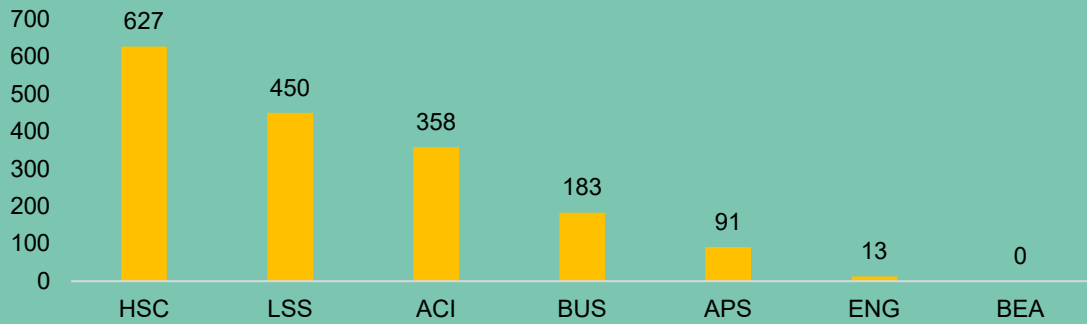




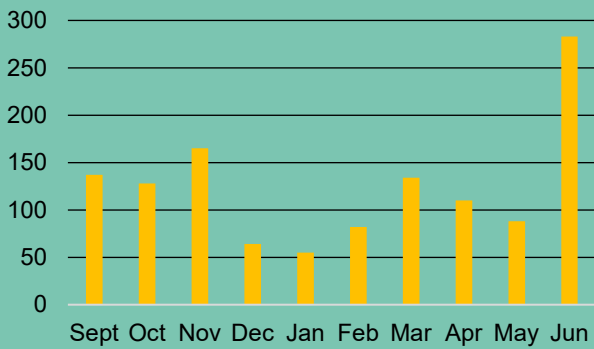
**Embedded course sessions - students reached, by month**



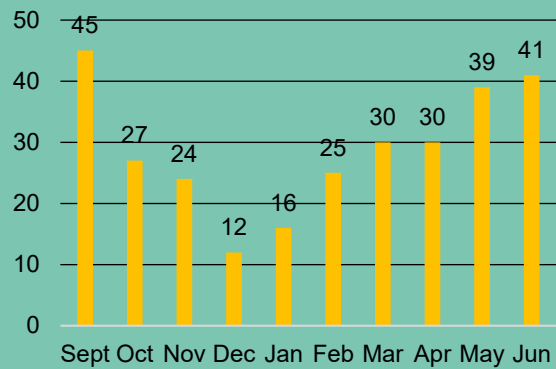
**Embedded course sessions - total students reached, by School**



**Ringfenced opportunities (placements, internships, graduate roles) 20/21 to date by month**



**New employers brought on board 20/21 to date by month**



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