Meeting of the Academic Board

2.00 - 4.00 pm on Wednesday, 13 February 2019
in Boardroom - Technopark, SE1 6LN

Agenda

No.	Item	Pages	Presenter
1.	Welcome and apologies		PB
2.	Declarations of interest *Members are required to declare any interest in any item of business at this meeting*		PB
3.	Minutes of previous meeting	3 - 6	PB
4.	Matters arising		PB
	Items for discussion		
5.	Provost's report	Verbal Report	PB
6.	Student Union Issues (as required)	Verbal Report	NK
7.	Academic Board membership proposal	To Follow	PB
8.	ASU Bahrain interim update	Verbal Report	SW
9.	Student academic outcomes		SW
	Items for approval		
10.	Education strategy 2018-2020	7 - 22	SW
	Items to note		
11.	Emeritus Professorships	23 - 24	PB
12.	Reports from sub-committees	To Follow	PB, SW
13.	Academic KPIs	25 - 28	PB

Date of next meeting
2.00 pm on Wednesday, 12 June 2019

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

Apologies: Paul Ivey and Tony Roberts

No.   Item   Pages   Presenter

In attendance:

**Minutes of the meeting of the Academic Board
held at 2.00 pm on Wednesday, 31 October 2018
1B27 - Technopark, SE1 6LN**

Present
Pat Bailey (Chair)
Asa Hilton Barber
Craig Barker
Janet Bohrer
Patrick Callaghan
Charles Egbu
Sajjad Hossain
Paul Ivey
Nelly Kibirige
Janet Jones
Shushma Patel
Lesley Roberts
Warren Turner
Shân Wareing

Apologies
Ian Albery
Kirsteen Coupar
Jenny Owen
Tony Roberts

In attendance
Claire Freer
Sally Skillett-Moore

1. **Welcome and apologies**

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

2. **Declarations of interest**

    No member declared a conflict of interest in any item on the agenda.

3. **Minutes of previous meeting**

    The Board approved the minutes of the meeting held on 6 June 2018.

4. **Matters arising**

    It was noted that LSBU's submission to the Race Equality Charter had not been successful.

5. **Provost's report**

The Provost provided the following updates:

- Recruitment and re-enrolment had placed LSBU in a much stronger position than the previous year. Recruitment had exceeded target.
- Finances – recruitment had resulted in ~£0.5M surplus on budget however a strong January recruitment was still required to stay on budget.
- Estates – there had been significant work over the summer including the refurbishment of labs, the Grads Café and SU spaces. Plans for London Road were still be finalised and a provisional decision was expected in December 2018. The Board noted the need to engage with students and promote a positive story of the benefits of the project to offset the unavoidable disruption to students and staff.
- NSS scores had fallen 3% against an average fall of 2%.
- Subject level TEF would be delayed by a year. LSBU would retain its silver ranking for the year.
- LSBU had received three individual awards and one group award at the National Teaching Fellowship Awards.

6. **Academic Board membership review**

The Provost provided an overview of the proposal for a restructured Academic Board membership, based on concerns that the Board was too dominated by those that were already heavily involved in the organisation of the University (ie the Deans) and that there was limited representation from across different levels within the University.

The Board discussed possible structures and the desire to have wider representation and a wider staff (and student) voice in the decision-making processes. The Board agreed that having representation from all schools was key and suggested that each school should be responsible for nominating three representatives. Questions remained regarding how nominations should be achieved within schools and if central guidelines and processes should be agreed.

It was agreed that a more detailed proposal would be brought back to the Board for discussion and approval at its next meeting.

7. **ASU, Bahrain - review report**

The committee noted the report and supported the recommendations of the Quality and Standards Committee. The Board noted that some health and safety concerns had been raised in the report and requested immediate assurance that prompt action had been taken and the issues had been resolved.

8. **Degree algorithm review**

The Board supported the proposal to review the current degree algorithm. The Board noted their concern regarding the possible impact on grade

inflation and the need to ensure any proposals were aligned with sector best practice.

9. **Invigilation proposal**

    The Board noted the invigilation proposal and the use of LSBU's employment agency to recruit invigilators. It was confirmed that no LSBU students would be employed for the roles.

10. **National Student Survey results**

    The Board noted the decline in NSS results and resulting action plan.

11. **Academic Board Annual Report**

    The Board approved its Annual Report and recommended that the report be submitted to the Board of Governors.

12. **Quality Assurance Return**

    The Board approved the Quality Assurance Return and recommended that the report be submitted to the Board of Governors to provide the assurance required to approve the Annual Accountability Return in December 2018.

13. **Academic portfolio and environment**

    The Provost was working with the Deans and DESEs to review the current course offering and identify courses that were likely to under-recruit and remove those courses as early as possible.

14. **Institutional Examiner report**

    The Board approved a two-year extension for the Institutional Examiner.

15. **Committee Terms of Reference**

    The Board approved the Committee terms of reference for 2018-19.

16. **List of Awards**

    The Board noted the amendments to the list of awards.

17. **Reports from sub-committees**

    The Board noted the reports.

18. **EU Accessibility Directive and impact on VLE**

    The Board noted the report and the need to ensure that mitigation strategies were developed.

19. **Annual work plan and terms of reference**

The Board noted its annual work plan and terms of reference.

20. **Academic KPIs**

The Board noted the KPIs.

21. **AOB**

UKVI issue and Exam Board outcome review – The Board were made aware of an issue regarding a student who, in their last semester of an LLB course, had to leave the country due to their visa being removed. They were suspended from the university because the visa conditions had been breached and was not offered any alternative assessments for their outstanding modules. They were 'interrupted' in accordance with the academic regulations twice (which is the maximum allowed). In accordance with the regulations, after the end of the interrupted period, they were awarded the highest HE award from the credits they had achieved, the award of ordinary degree.

The student after appeal to the Home Office has recently been granted permission to resume their studies and applied to re-enrol. The regulations do not permit them to re-enrol for a course where they have already been awarded a qualification. As a qualifying law degree the LLB as an ordinary degree was not sufficient, therefore the school was keen to allow the student to complete their outstanding modules and be re-awarded but at a classification.

Given the exceptional circumstances the Academic Board were requested to and approved the withdrawal of the original award, which would allow the student to re-enrol and complete the course, subject to visa approval being granted.

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

Confirmed as a true record

.... (Chair)

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	CONFIDENTIAL
Paper title:	Education Strategy 2018-2020
Board/Committee:	Academic Board
Date of meeting:	13 February 2019
Author:	Shân Wareing
Purpose:	For approval
Recommendation:	Academic Board is requested to approve the Education Strategy, which has been developed in consultation with LSBU staff and students, and recommended for approval by Quality and Standards Committee.

Executive Summary

The LSBU Education Strategy has been developed to link resources to priorities, to empower staff through clarity of purpose and direction, and to underpin our decisions. It will enable us to achieve our educational vision.

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LSBU's Education Strategy 2018-2020

Version 10 January 2019

Contents

LSBU's Education Strategy 2018-2020

1   Introduction

We are a local and global university in London, and we contribute to economic, knowledge and societal growth. We transform lives and create better futures through authentic, research-informed professional and vocational education which enhances students' employability, enterprise, adaptability and leadership. Our students and staff collaborate with each other and with partners, including employers, professions and industry, and co-create inspiring, exciting, life changing experiences. We support access and social mobility and so our environment is as supportive, inclusive and flexible as possible.

The **LSBU Education Strategy** is a clear and agreed strategic direction for undergraduate and postgraduate taught educational provision over the next two years at LSBU. It aligns to the **Corporate Strategy** key outcomes of *Access to Opportunity, Student Success,* and *Real World Impact*. It underpins the student journey transformation programme, LEAP. At this stage the Educational Strategy focuses on higher education provision, but will be developed to apply across the LSBU Group, with pedagogy as the first element to be applied as appropriate across the wider LSBU family of institutions.

> "**University attendance is not the great 'social leveller'** that it is often made out to be - as students from richer backgrounds continue to enjoy better graduate outcomes than their counterparts from poorer ones."

> "Many of our students lack **social capital** and we work to help them overcome this through programmes of extracurricular activities, exposure to the workplace and volunteering, student engagement with entrepreneurship, as well as opportunities to join or lead […] student societies and sports clubs."

> Phoenix (2017) https://www.linkedin.com/pulse/how-educational-framework-can-improve-graduate-outcomes-david-phoenix?published=t

Our Education Strategy exists to link resources to priorities, to empower staff through clarity of purpose and direction, and to underpin our decisions. It will enable us to achieve our educational vision.

2   Environment and Context

This Educational Strategy has been built on analysis of the external environment and internal context to enable us to exploit and respond to those environments to deliver our educational vision.

In the external environment, we take into account:

- Funding for higher education is under review and expected to change and probably reduce. To be financial sustainable and meet student needs, the sector must review its operations and its product portfolio. (Wareing 2018, *Beyond the Brown Bear* https://wonkhe.com/blogs/beyond-the-brown-bear-stewardship-collaboration-and-cost-control/)
- Metrics and competitive processes such as TEF will continue as a national measure of quality, evolving into subject level processes.
- The sector's regulatory and legislative requirements will increase.
- Automation and robotics will change the world of work, and in particular the availability and type of entry level jobs.
- UK HEIs face multiple uncertainties around our global relationships, including the impact of leaving the EU, and the impact of government policy on the recruitment of international students and competition from providers in other nations and in students' home countries.
- Digital technologies will reshape educational provision, with more off-site access and self-service. Education will remain primarily a social and collaborative activity for the majority of students, for whom success will depend on a strong community at university and face to face teaching. The cost-efficiencies achievable through digital technologies will result from large scale provision, which will exist alongside nimble relatively small-scale provision, based in social learning spaces, classrooms, workshops and laboratories, underpinned by evolving digital systems.

3   LSBU Strengths

In additional to the external environment, LSBU's context includes distinctive features of which we are proud. A brief selection of our strengths includes:

- Our record on access to education and social mobility
- Our students and their resilience, tenacity and work ethic
- Our strengths in employability and enterprise, both of which have earned us national awards and recognition
   https://our.lsbu.ac.uk/home/our-students/student-employability-home, https://our.lsbu.ac.uk/article/our-students/student-enterprise

- Our league table position improvements over recent years
- Our excellent learning resources https://my.lsbu.ac.uk/my/portal/Study-Support/Library and learning development provision https://our.lsbu.ac.uk/article/academic-life/embedded-learning-development
- Our dynamic and democratic Student Union: https://www.lsbsu.org/
- Our Educational Framework https://our.lsbu.ac.uk/article/academic-life/lsbu-educational-framework built into our validation process https://our.lsbu.ac.uk/article/academic-life/course-validation :

- Our diversity.

4 Enhancement Areas

We also have areas we want to improve.

- LSBU aspires to move from TEF Silver to TEF Gold and will need to make significant improvements to provision to achieve this. https://our.lsbu.ac.uk/news/teamlsbu/tef-silver-award.
- We want to improve student transitions, retention and progression.
- We have an attainment gap of on average 20% between BME and white students which we commit to reducing.
- The portfolio is complex; we want it to be simpler to market and to navigate and track for staff and students.
- Our processes need to be designed to incorporate our diverse awards (e.g. degree apprenticeships), because we want to reduce costly and error-prone 'work-arounds'.
- The future operating model, designed by the LEAP programme to transform the student journey, must be based on the Education Plan, support our students better, and enable us to manage our cost base.
- Our National Student Survey results show we are below the sector average on a number of key areas of activity: teaching, assessment and feedback, academic support and organisation and management.

NSS scores by question area, LSBU vs sector 2018
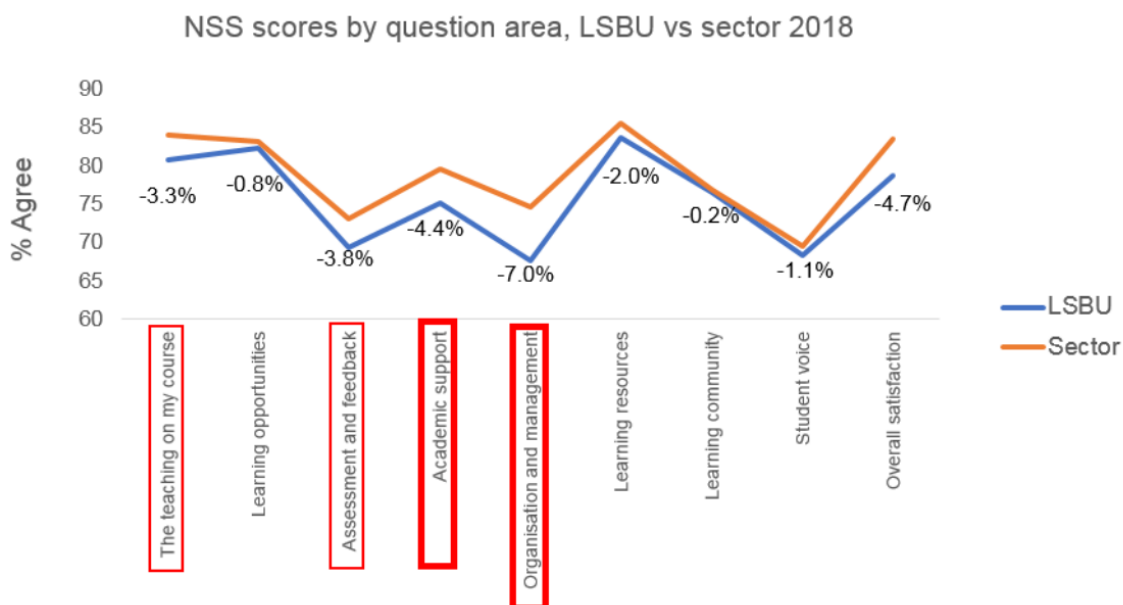
5 The Educational Strategy: Component Parts

LSBU's Educational Strategy comprises three interdependent areas. It is designed to enable us to achieve our educational vision, in the context of the internal and external environmental factors identified above.
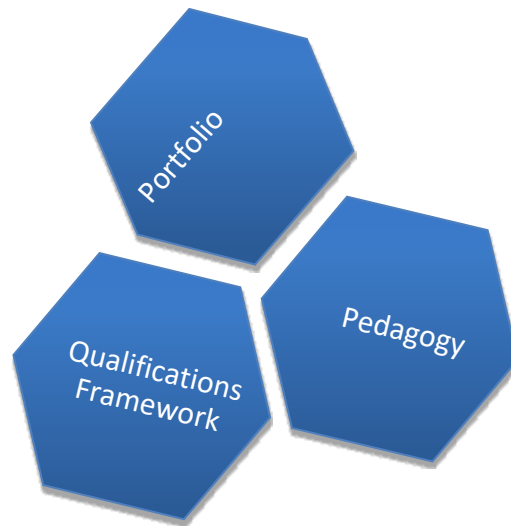
- **Pedagogy** is concerned with teaching, learning and assessment.

- **The Portfolio** is concerned with the "product range" of courses offered.

- **The Qualifications Framework** is concerned with the credit structure and possible combinations of credits, modules and awards.

6   Priorities

9 priorities drive our educational strategy and will be reference points for decision making		
Overarching	1.	**Engagement and empowerment of staff and students**
Pedagogy	2.	**Academic Leadership**
	3.	**Equality and Inclusivity**
	4.	**Assessment Designed for Learning**
Portfolio	5.	**Currency and Relevance**
	6.	**Active Portfolio Management**
	7.	**Value for LSBU**
Qualifications Framework	8.	**Standardised Course Structures**
	9.	**Clear Ownership, Accountability and Responsibility**

Our overarching priority of engagement and empowerment of staff and students is drawn from extensive educational and organisational development research, and is core for all activity.

6.1   Pedagogy

Pedagogy is how we teach, assess and support learning, the foundation for all our work. Our pedagogy must align with the mission of LSBU, meet the needs of our students and allow us to deliver for our stakeholders. Our Education Framework is already embedded in our validation

process. To improve pedagogy we will focus on three powerful priorities. These priorities have been selected because, in a period of restricted resources, each is important in itself, and each is also a powerful driver and enablers of other improvements. The three priorities in the area of pedagogy are:

1. **Academic leadership**

   Course leadership is absolutely central to the student experience. Course leaders have vital and challenging roles, matrix managing teams of colleagues to deliver excellent education and student experience. They are supported by their module leaders, and their division and department leaders, all led by the School senior executive team. Leadership in this environment is challenging because of the breadth of requirements, and the complexity of the management structures. Academic leadership is crucial for engaging and empowering staff and students, for inspiration, confidence, momentum, performance, problem solving and development. We will focus on leadership development including educational development and management and leadership skills.

2. **Equality, diversity and inclusivity**

   LSBU is rightly proud of the diversity of its staff and students. We still have challenges though, including race equality, in staff contracts and in terms of student –progression and success. Building inclusivity into the curriculum so students with disabilities can fulfil their potential alongside their peers, ensuring LGBT students consistently feel safe and valued, and that students who become parents while studying are not disadvantaged are goals we are working towards. This work is core to our mission, ensuring every single student and prospective student has access to opportunity and success, and all staff feel valued, able to contribute and develop.

3. **Assessment designed for learning**

   Learning, teaching and assessment are like any other professional area of expertise, underpinned by values, theory and empirical evidence, and driven by changes in technology, legislation, and society. We expect our staff who teach and support learning to engage in programmes of continuing professional development to maintain and develop their skills and knowledge. This may mean undertaking an accredited qualification or other formal activity, and/or informal activity like team teaching and scholarship keeping up to date with journal publications in relevant areas of pedagogy. In terms of a strategic focus to improve students' educational experiences, assessment is one of the most powerful and effective sites of change, potentially impacting on curriculum design and delivery, and student independent study and learning. Therefore for the purposes of this strategy it is prioritised.

6.2   Portfolio

Analysis of our course portfolio, evaluating the costs of delivering provision compared to income generated, ensuring the alignment of our course offer with our mission, brand and corporate strategy, and ensuring courses are developed with market analysis, will be part of LEAP, our LSBU programme to transform the student journey. Currently many courses have fewer than 10 students on them which make them hard to staff, to lead, and to report on effectively. The right portfolio is essential to our future viability and success.

The three priorities driving actions relating to our course portfolio will be:

1. **Currency and Relevance**

    The curriculum must be up to date and prepare students for the working world when they graduate

2. **Active Portfolio Management**

    We need clear principles on which to develop and offer courses, to ensure we are able to market, deliver and support all our courses.

3. **Value for LSBU**

    Course are the largest source of income generation for LSBU, and the fee income they raise must pay for the great majority of university activity. Courses must therefore cover the costs of running them (including student support and back office costs), or make a contribution (e.g. strategically) which justifies their running at a loss. The rationale for running a course (income and/or other) must be clearly articulated and demonstrated.

6.3   Qualifications Framework

Our qualifications framework refers to module size, and award and course structures. The qualifications framework underpins student choices, flexibility of the offer, and our cost case. A clear and rational qualifications framework will enable better timetabling, student communication and academic support, all areas we want to improve.

The two priorities driving actions relating to our course portfolio will be:

1. **Standardised Course Structures**

    Greater clarity and simplicity will aid marketing, and university processes such as enrolment, fee setting, students switching courses, and timetabling, which all impact significantly on the student experience.

2. **Clear Ownership, Accountability and Responsibility**

    Lack of clarity around responsibility impedes enhancement activities, including staff development, essential for improving retention and the areas measured in the NSS. A goal of the qualifications framework is more transparent ownership and roles descriptions.

7   Action Plans

This Educational Strategy which is deliberately short term due to the timeline for the 2015-2020 corporate strategy and the development of the LSBU Group strategy 2020-, will be supported by 2 year action plans, which will be delivered via the LEAP Student Journey transformation Programme.

- The Course Portfolio and the Qualifications Framework priorities will be delivered via the Curriculum Development workstream
- The Pedagogy priorities will be delivered via the People and Change workstream

See also Appendix 1 the LSBU Educational Framework: Transforming Student Outcomes

APPENDIX 1

The Educational Framework: Transforming Student Outcomes

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework in curriculum design are:

- **curricula that are informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these four dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire

course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This proposed appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations at levels 4, 5 and 6 as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Some key pedagogic principles

1. Authentic and integrative assessment

    a. Assessment is authentic when it aims to "**replicate real-world challenges** and 'standards of performance' that experts or professionals (e.g., mathematicians, scientists, writers, doctors, teachers, or designers) typically face in the field" (Koh, 2017)

    b. Capstone projects that aim **to integrate and synthesise** subject knowledge and skills, facilitate transition into employment & assist reflection (Thomas et al., 2014)

2. Work-based and work-related learning

    a. Live briefs "bring opportunities to learn and practice disciplinary skills; test ideas; be creative and apply research findings. These **activities are conducted in collaboration with real world people and places** with all of the social and physical implications that this brings. **They bridge the university and the world beyond**" (Anderson et al., 2016)

    b. Group work – cooperative and collaborative, disciplinary and multi-disciplinary

    c. Simulations, role play

    d. Placements, internships, work experience opportunities

3. Embedded learning development

    a. "define explicitly and make visible to students the features of disciplinary [and professional] thinking [and communication practices];

    b. consciously model them for students as an expert 'insider';

    c. scaffold student attempts to adopt these practices;

    d. create opportunities for students to engage in independent practice and get feedback on their performance of disciplinary thinking [and communication]" (Weller, 2015)

EXEMPLARS of the Education Development embedded in the curriculum

Level 4	Summer	Level 5	Summer	Level 6
Visits by employers/alumni Embedded learning development Live briefs Team work Placement support	Enrichment activities	Cross disciplinary projects to develop skills: • Communication • Team work • Problem solving • Presentation	Enrichment Activities	Capstone project – (output, review, paper, technical report, exhibition etc.) to develop • Critical awareness • Communication skills • Problem solving and analysis
Examples of enrichment activities (list is not definitive): employment agency, visits to employers, research & enterprise projects, study tours sports clubs; volunteering.				

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	CONFIDENTIAL
Paper title:	Emeritus Professorships
Board/Committee	Academic Board
Date of meeting:	13 February 2019
Author:	Pat Bailey, Provost
Executive/Operations sponsor:	Pat Bailey, Provost
Purpose:	To note
Recommendation:	The Academic Board is requested to note the names of those awarded Emeritus Professorships.

Executive Summary

The Board is requested to note the names of those awarded Emeritus Professorships to date, during the Academic year 2018-19

Professor Anne Harriss (HSC)
Professor Nicola Robinson (HSC)
Professor Jon Warwick (BUSINESS)
Professor Ebad Banissi (ENGINEERING)
Professor David Gawne (ENGINEERING)
Professor Rao Bhamidimarri (ENGINEERING)
Professor Haricharan Singh Reehal (ENGINEERING)
Professor Lawrence Dunne (ENGINEERING)

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	INTERNAL
Paper title:	KPI Update – February 2018/19
Board/Committee:	Academic Board
Date of meeting:	13th February 2019
Author(s):	Richard Duke – Director of Strategy & Planning
Sponsor(s):	Pat Bailey - Provost
Purpose:	For Review
Recommendation:	The Board is requested to review the data

Executive Summary

The attached paper details performance against KPIs in 2017/18 as well as targets for the 2019/20 academic year (agreed by Executive in January 2019).

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Appendix A - 2019/20 KPI Targets – Agreed Executive 30/1/19

Corporate Strategy Goals	20/20 Success Measures	#	Key Performance Indicators	End of Corporate Strategy Ambition	Past Performance				2018/19				Future	Comments
					14/15	15/16	16/17	17/18	Green	Amber	Red	Target	Agreed 2019/20 Target (Exec 30/1/19)	
Teaching and Learning	Top 50% of universities for graduate employment / starting salaries.	1	Graduate level employment &/or Further study (EPI population)	80%	68.0%	76.0%	81.8%	87.7%				82%	Not Applicable	No numerical indicator will be available due to movement towards GO survey, but an internal forecast will be available. 2020 Ambition has already been achieved.
Student Experience	Top quartile of all universities in NSS	2	NSS scores – overall satisfaction (First Degree respondents)	89%	82%	82.0%	82.2%	78.8%	83 % +	80 - 82 %	< 80 %	86%	84%	Short of 2020 ambition, but represents 2017/18 sector average +1%
		3	International Student barometer (% recommending LSBU)	81%		77%	77%	80%	80% +	77 - 79%	< 77 %	78%	81%	As 2020 ambition
		4	PGT experience (% satisfaction)	82%	74%	74%	71%	71%	74 % +	70 - 73 %	< 70 %	77%	76%	Short of 2020 ambition, but level of realism
		5	Student Staff Ratio	18:1	19.7:1	20.5:1	19.8:1	16:1	16.5 - 17.5	16 - 16.5 17.5 - 18	< 16 > 18	17:1	16-18:1	As 2020 ambition
Employability	95% students in employment / further study (EPI)	6	DLHE Positive Outcomes; employment or further study (EPI)	95%	90.2%	90.8%	94.6%	95.3%				94%	Not Applicable	No numerical indicator will be available due to movement towards GO survey, but an internal forecast will be available. 2020 Ambition has already been achieved.
	Top 10 UK universities for student start ups	7	Number of Student start ups (Active Firms in HE-BCI 4aiv)	150	30	50	45	48	110 +	100 - 109	< 100	110	65	Short of 2020 ambition. This is not a reliable metric when comparing to thers due to the level of ambuguity of definition. LSBU only counts sustainable startups
Research & Enterprise	Top 50% UK for Research & Enterprise Income	8	Research Income (non Hefce)	£6.0 m	£2.0	£1.9	£2.8	£3.5	£4.3 m +	£4.0 - 4.3 m	< £4 m	£3.5m	£5.0m	Short of 2020 ambition, but level of realism
		9	Enterprise Income	£19.0 m	£8.1	£7.8	£9.2	£10.9	£12 m +	£11 - 11.9 m	<£11 m	£13.0	£15.0m	Short of 2020 ambition, but level of realism
Access	Top London Modern for LPN recruitment	10	% recruits from low participation neighbourhoods (Young FT FD)	9.0%	7.7%	8.4%	9.2%	8.9%	8.0% +	7.7 -7.9 %	<7.7 %	8.6%	8-10%	As 2020 ambition
		11	FTUG % (w/o HSC contract) recruited before Clearing	90%	71.8%	71.8%	71.1%	76.0%	78 % +	74 - 77 %	< 74 %	77%	+77%	Short of 2020 ambition, but level of realism
	Exceed expectations on completion	12	First Degree Completion projection (at or above benchmark)	+3%	-7 %	-5.8%	-5.5%	-1.8%	>=-1 %	-2 to -3 %	<-3 %	-1%	0%	Short of 2020 ambition. This is based upon a three year cycle.
		13	Year 1 progression (can change due to Jan 2019 2nd Semester	85%	73.1%	77.3%	74.7%	73.0%	76 % +	72 - 75%	<72%	82%	80%	Short of 2020 ambition, but level of realism. 2018/19 target set before 2017/18 result known
		14	Good Honours	63 - 67%	61.2%	66.4%	69.1%	70.0%	66-71%	72-73% 64-65%	>73% <64%	63-67%	65-70%	Should not go any higher than this figure given OfS concerns
		15	PGT completion	85%	61.5%	58.7%	69%	61.0%	75 % +	71-74%	< 71 %		72%	Short of 2020 ambition, but level of realism. The PTES survey typically has response taes of less than 20%
International	4 QS Stars	16	QS Star Rating	4	3 stars	3 stars	4 stars	4 stars	4	3	2	4	4	Not intended to resubmit, so 4 stars will remain
		17	Overseas student income (millions)	£20m	£11.2	£9.8	£11.2	£10.8	£12.6 m +	£12.2 - 12.5 m	<£12.2 m	£15.0	£15m	Short of 2020 ambition, but level of realism
People and Organisation	Rated as a good employer	18	Appraisal completion % (Amongst all eligible staff)	100%	90%	91%	95.6%	85.3%	100%	95 - 99 %	< 95 %		100%	As 2020 ambition
		19	Average Engagement Score as a %	75%		58%	62%	61%	69%	65 - 68 %	< 64 %	69%	70%	Short of 2020 ambition, but target reflects LSBU's benchmark figure
Resources & Infrastructure	Grow our income by 25% to £170m annually, deliver an operating surplus of 5% and an EBITDA margin of 15%	20	Surplus as % of income	5.0%	0.9%	2.4%	1.3%	1.1%	1 % +	0.7 - 0.9 %	< 0.7 %	1.4%	1.4%	Short of 2020 ambition, but represents budget
		21	Income (£m)	£170.0m	£140.8m	£138.2	£144.5	£146.3	£145.2 m +	£142 - 145 m	< £142 m	£156.1m	£160.0m	Short of 2020 ambition, but represents budget
		22	EBITDA margin (EBITDA expressed as % of income)	15.0%	9.2%	11.8%	12.0%	10.7%	12.8% +	11.7 - 12.7%	<11.7%	13.5%	13.5%	Short of 2020 ambition, but represents budget
	Student satisfaction with facilities & environment in top UK quartile	23	Student satisfaction ratings with facilities & environment (FD)	90%	87.7%	90.0%	87.2%	83.9%	87 % +	84 - 86 %	< 84 %	90.0%	90.0%	As 2020 ambition
		24	ICS Service Index %	80%	68%	76%	66%					76%	80%	Change in measurement, no longer an LSBU overall figure, but benchmarking
Overall	Top London Modern university (excl UAL)	25	Times - League table ranking	85	120 / 127	120 / 128	106 / 128	107/132	99 or higher	100 - 104	105 or lower	96	90	Short of 2020 ambition, but level of realism
		26	Guardian – League table ranking	70	111 / 119	107 / 119	92 / 121	78 / 121	75 or higher	76 - 78	79 or lower	79	70	As 2020 ambition
		27	Complete University Guide – League table ranking	87	119 / 126	115 / 127	108 / 129	93 / 131	90 or higher	91 - 94	95 or lower	98	87	As 2020 ambition

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