Meeting of the Academic Board

10.00 am - 12.00 pm on Friday, 5 November 2021
in MS Teams - MS Teams

Agenda

No.	*Time*	*Item*	*Pages*	*Presenter*
1.	-	Welcome and apologies		TD
2.	-	Declarations of interest *Members are required to declare any interest in any item of business at this meeting*		TD
3.	*5*	Minutes of previous meeting	3 - 14	DJ
4.	*5*	Matters arising	15 - 18	DJ
5.	*10*	Provost's report	Verbal Report	TD
	Items for approval			
6.	*10*	Academic Board terms of reference, annual work plan, and draft Schedule of Matters Reserved	19 - 24	TD
7.	*5*	Terms of reference of reporting committees • Quality and Standards Committee • Student Experience Committee • Research Committee	 25 – 28 29 – 34 35 – 37	TD
8.	*10*	Academic Calendar 2022/23	38 – 41	MGr
	Items for discussion			
9.	*10*	Priorities for students and education	42 – 49	DJ
10.	*10*	Update on apprenticeship provision and recruitment 2021/22	50 - 53	SS
11.	*10*	Student recruitment • Performance update • Any changes to clearing process	To Follow	SB
12.	*10*	LSBU's Decolonising the Curriculum Approach	54 - 61	AM
13.	*10*	Evaluation of resource application for academic-facing activities	To Follow	RS

No.	*Item*		*Pages*	*Presenter*
14.	*10*	NSS Key Findings 2020/21 and action plan	62 - 93	TD
	Items for noting			
15.	*5*	LSBU league table position (national and international) update	94 – 107	TD
16.	*5*	Academic portfolio update	108 – 111	DJ
17.	*5*	Students' Union update	112 – 115	MS
	Supplementary items included in your pack for information			
18. 1	-	List of current Emeritus Professors 2021/22	116 - 119	TD
18.2	-	Good news stories	120 - 123	TD
18.3	-	Reports from sub-committees	124 - 129	TD

Date of next meeting
2.00 pm on Wednesday, 23 February 2022

Members: Tara Dean (Chair), Ian Albery, Helen Aston, Asa Hilton Barber, Craig Barker, Gilberto Buzzi, Patrick Callaghan, Alessio Corso, Geoff Cox, Kate Ellis, Steve Faulkner, Gary Francis, Nadia Gaoua, Marc Griffith, Steve Hunter, Rosie Holden, Deborah Johnston, Nicki Martin, Sarah Moore-Williams, Luke Murray, George Ofori, Jenny Owen, Md Fazle Rabbi, Tony Roberts, Carrie Rutherford, Warren Turner, Helen Young, Ricardo Domizio, Maxwell Smith, and Rachel Picton

Apologies: Paul Ivey, Anthony McGrath

In attendance: John Cole, Dominique Phipp, Sammy Shumo (for item 10), Steven Brabenec (for item 11), and Ralph Sanders (for item 13)

CONFIDENTIAL

Minutes of the meeting of the Academic Board held at 2.00 pm on Wednesday 16 June 2021 MS Teams

Present
Pat Bailey (Chair)
Alessio Corso
Asa Hilton Barber
Craig Barker
Deborah Johnston
Geoff Cox
Harriet Tollerson
Helen Aston
Ian Albery
Jenny Owen
Luke Murray
Md Fazle Rabbi
Paul Ivey
Rosie Holden
Sarah Moore-Williams
Steve Faulkner
Warren Turner
Carrie Rutherford
Nicki Martin

Apologies
Anthony McGrath
Gary Francis
George Ofori (sent representative)
Gilberto Buzzi
Ian Albery
Kate Ellis
Marc Griffith
Nadia Gaoua
Patrick Callaghan
Rachel Picton
Ricardo Domizio
Tony Roberts

In attendance
Dominique Phipp (Secretary)
John Cole
Sally Skillett-Moore
Max Smith
Mahmood Datoo (for George Ofori)
Rob Tucker (for item 7)
Argyrios Georgopoulos (for item 9)
Tony Moss (for item 10)

1. **Welcome and apologies**

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

The Chair welcomed Max Smith, the newly elected LSBSU President, to the meeting as an observer.

2. **Declarations of interest**

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

3. **Minutes of the previous meeting**

The Board approved the minutes of the meeting held on 24 February, subject to a minor change to page 8. It also approved the minutes of the previous meeting held on 14 April 2021.

4. **Matters arising**

Concerns about the quality of English language provision for international students on some courses – Completed. The Board noted that this issue is no longer recurring.

Communication to staff and socialisation throughout the school of the Curriculum Framework – Deferred to item 8 on the agenda.

Set up an academic forum to share good practice and facilitate engagement with the Curriculum Framework - Deferred to item 8 on the agenda.

5. **Provost's report**

The Board noted the following updates from the Chair:

<u>COVID-19</u>

The Chair outlined Plans A, B, C for teaching delivery for the remainder of 2021. Plan A and B both included social distancing (2m or 1m respectively), whilst Plan C did not. The Board noted that a staff communication would be circulated confirming plans for summer delivery and the assumption that social distancing would not be required in Semester 1 of 2021/22.

The Board noted that lateral flow tests would not be available on campus beyond the end of June 2021. The Chair explained that the University's long term expectation is that students and staff complete regular home testing instead.

The Board noted that 6,000 coronavirus tests have been completed on campus to date, 15 of which had a positive result and only 1 of which occurred in the last few months.

IT outage

The Board noted that IT systems continue to be brought online.

The Board noted that an unexpected systems outage occurred on Friday 11 June due to an external power cut and failure of the University's back-up generators. An investigation into the failure of the back-up generators is underway.

London Road project

The Board noted that the project is on course for completion this winter and opening in January 2021.

Croydon project

The Board noted that the Croydon campus building works continue to run to schedule.

The PVC (Health) noted that student recruitment to Croydon has been successful so far. The Board noted that student applicants declined a place to study due to low levels of Maths and English competency would be advised to reapply after improving these skills through courses with Lambeth College.

End of year financial position

The Chair explained that the year-end financial position looks strong, but confirmation of the final position is proceeding cautiously to ensure that nothing is overlooked as a result of the IT outage.

6. **Academic regulations 2021/22 and Student Protection Policy 2021/22**

Academic regulations 2021/22

The Deputy Director of AQE introduced the reports. He explained that only minor changes had been made to the academic regulations, glossary, and assessment and examinations procedure. The Board noted that the documents had already been reviewed by the Quality and Standards Committee.

The Board noted that the 'PGR certificate in lifelong learning' is still in use in the School of BUS and agreed that this award would not be removed from the portfolio.

The Board noted that an additional paragraph would be added to the assessment and examinations procedure to clarify the procedure for completion of apprenticeships. The Board welcomed this addition.

Student Protection Policy 2021/22

The Board noted that only minor changes had been made to the Student Protection Policy and that there was no change to internal policy.

The Board noted that the changes to the course closure process were developed in line with guidance from the OfS and sector expectations for communication with students.

The SU VP (Education) recommended that the SU is notified of course closure or suspensions, and that a personal email and a phone call is used to contact students about course closures. The PVC (Education) noted that the University may not have the capacity to do this, and added that some students may dislike being contacted by phone or on their personal email addresses.

The Board discussed the course closure consultation process. It recommended that consultation around course closures explicitly includes Course Directors.

The Chair requested that all changes to the documents are shared with the Deputy Director for AQE by 18 June. The Board agreed that once all changes discussed have been take into account, the final versions of each document would be approved on behalf of the Board by Chair's Action.

7. **Admissions and Enrolment policy 2021/22**

Robert Tucker, Head of Admissions, joined the meeting.

The Board noted that the policy has been revised to take into account the recent changes to immigration rules, to incorporate 'Right to Study' checks, and to incorporate the under-18s student enrolment policy.

The Board approved the Admissions and Enrolment policy, subject to a minor formatting correction in section 17 of the policy.

Robert Tucker left the meeting.

8. **Portfolio and Curriculum review presentation**

The PVC (Education) provided a presentation on the Portfolio and Curriculum project.

The Board noted that the University would now have 62 core course programmes across an estimated 140 different course pathways. The PVC

(Education) highlighted the key benefits of these changes, which ranged from:

- improved academic staff experience (reduced administration work for staff and improved student administration;
- improved student outcomes (increased progression, graduate skills, and results on completion, and reduced awarding gap);
- improved student experience (more personalised experience, improved student administration);
- improved applicant experience (increased marketing capacity, improved consistency of course structures)

The Board noted that most schools have now agreed their portfolio of courses and the links between their courses and pathways are in development.

The Board noted that the University's website would be fully up-to-date by August 2021 for the opening of applications in 2021/22. A series of videos would be released explaining the portfolio and curriculum changes to staff over the summer.

The Board also noted that new teaching sabbaticals have been created in each school to respond to pedagogic issues for the future.

9. **Academic Development Steering Group (ADSG) recommendations**

Argyrios Georgopoulos, Head of Learning and Development, joined the meeting.

The Head of Learning and Development introduced the report, highlighting the ADSG's process to develop the recommendations.

It was recommended that the professorial level of DOREs is reviewed. The Chair was supportive of this suggestion.

The Board noted that the Chair plans to initiate a review of the academic framework in the near future.

The Board discussed the integration of sustainability within the ADSG's work, following suggestions that it should be reintroduced as a work stream of the group. The Head of Learning and Development and the Chair agreed to follow up on this recommendation outside of the committee to ensure that sustainability is centralised.

The Board was supportive of the ADSG's direction of travel as outlined.

Argyrios Georgopoulos left the meeting.

10. **Access & Participation Implementation Process – how will we close the racial awarding gap and other student inequalities?**

Tony Moss, University DESE, joined the meeting.

The Director of Student Services provided a presentation on the proposed approach to close students' awarding gaps.

The Board discussed the University's capacity to support Schools with the approach outlined. It agreed that clear targets should be set and that the University should provide transparent communication to students on its progress towards reducing awarding gaps.

Tony Moss left the meeting.

11. **Collaborative Proposals Approval Process**

The Chief Business Officer introduced the report.

The Board noted that the Dean for LSBU Global would continue to serve on the QSC, whilst the Associate PVC (International) would serve on the UMC. It noted that the TNE Board, chaired by the Chief Business Officer, would report to this Board.

The Board asked whether academic staff would be transferred to LSBU Global to support its activities. The CBO explained that staff would not be transferred to LSBU Global; instead LSBU Global's activities would be delivered within schools or through external partnerships.

12. **Lecture Capture policy**

The PVC (Education) provided an update on the progress of the Lecture Capture policy's development. The Board noted that, whilst trade unions have been involved in the policy's development, they may not ultimately endorse it. It noted that their support is not a requirement for the policy's implementation.

The Board discussed students' views of the policy. It noted that students' would have preferred that the policy is implemented on an opt-out basis rather than an opt-in basis. The LSBSU thanked the University for listening to their perspective throughout the development process.

The Board noted the final version of the policy would be approved by on behalf of the Board by Chair's Action.

13. **OfS Proceed metric: projected completion and employment from entrant data**

This item was deferred to an additional 1-hour Board meeting to be organised in July.

14. **Update on KEF submission**

This item was deferred to an additional 1-hour Board meeting to be organised in July.

15. **Peer Learning Scheme**

This item was deferred to an additional 1-hour Board meeting to be organised in July.

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

The LSBSU confirmed that it had no concerns to raise to the Board.

17. **Academic Board and Staff Governor nominations process**

As explained prior to the meeting via email, the nominations process has been delayed until September 2021 for the following roles:

- a research representative on this Board;
- a technical representative on this Board; and
- a staff governor on the LSBU Board of Governors.

18. **Reports from sub-committees**

The Board received the reports.

19. **AOB**

The Chair thanked the attendees for their contributions to the meeting.

The PVC (Education) noted that this is the Provost, Pat Bailey's, last meeting as Chair of the Board. The Board thanked the Chair for his hard work, kind and helpful manner, and for skilfully guiding the Board through the challenges faced by the University during his tenure.

Date of next meeting
tbc

Confirmed as a true record

..... (Chair)

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Minutes of the meeting of the Academic Board
held at 12.00 pm on Thursday, 8 July 2021
via MS Teams

Present
Deborah Johnston (Interim Chair)
Asa Hilton Barber
Carrie Rutherford
Gary Francis
George Ofori
Jenny Owen
Marc Griffith
Md Fazle Rabbi
Nadia Gaoua
Ricardo Domizio
Steve Faulkner
Steve Hunter
Tony Roberts

Apologies
Alessio Corso
Anthony McGrath (sent representative)
Craig Barker
Geoff Cox
Gilberto Buzzi
Helen Aston
Helen Young
Ian Albery
John Cole
Kate Ellis
Luke Murray
Max Smith
Nicki Martin
Patrick Callaghan
Paul Ivey
Rachel Picton
Rosie Holden
Sarah Moore-Williams
Warren Turner

In attendance
Dominique Phipp (Secretary)
Anthony Moss
Mahmood Datoo
Marina O'Brien (for Anthony McGrath)
Sally Skillett-Moore
Karen McLernon (for item 1)
Neil Pearce (for item 2)

1. Welcome and apologies

The Interim Chair welcomed the attendees to the meeting. She explained that the purpose of this additional meeting is to discuss items deferred from the Board's last meeting of 16 June 2021.

2. OfS Proceed metric: projected completion and employment from entrant data

The Head of Performance Analysis provided a presentation on the University's OfS Proceed metric data. She explained how the University's score of -5.4% was calculated, how the University's score compares with institutions across the sector and with its competitors, and presented a breakdown of the data by subject.

The Board noted that the OfS does not plan to use the Proceed metric for regulatory purposes, but would use it to indicate to students their likely graduate outcomes at assessed providers.

The Board noted that the University's compound Proceed score is not expected to improve in the next iteration of the data.

The Head of Performance Analysis summarised the recommendations to the Board, which were as follows:

- The Board should receive regular reporting on the issues contributing to the Proceed metric;
- The QSC should assure the Board that it has implemented regular course monitoring of student outcomes;
- DESEs should reflect and report on the drivers of the student outcomes metrics in each School;
- The Board should seek regular progress reports on institutional initiatives seeking to improve project and teaching sabbaticals.

The Dean for the School of ENG suggested that a regular report should come to the Board from the Marketing team to present systematic analysis of the correlation between student intake and graduate outcomes. He also commented that, in contrast with the Group Strategy 2020-25, resource is being taken out of schools, and this is compromising schools' ability to improve their graduates' outcomes. The Interim Chair suggested that the UMC should provide a report to this Board on the way in which resources are being applied to academic-facing activities and how the approach aligns with the Group Strategy.

The Interim Chair summarised the comments she had received prior to the meeting from the Dean of the School of APS and Board members from the School of LSS, who gave apologies to this meeting. The Board noted their comments on the importance of the link between the Curriculum Framework and improving teaching quality (through initiatives like peer observation), the need to improve student response rates for a more accurate picture of graduate outcomes, and a suggestion to consider basing students' admissions on employment experience in addition to entry tariffs.

It was also suggested that regular reports on the Proceed metric should be brought to this Board going forward. The Head of Performance Analysis agreed to work with the Secretary to agree a reporting cycle.

The Board thanked the Head of Performance Analysis for a detailed and clear report.

3. Update on Knowledge Exchange Framework (KEF) submission

The Head of Knowledge Exchange provided a presentation on the results of the first KEF exercise in 2020, in which the University's overall decile score was the highest in its cluster (Cluster J) and higher than most in its 'aspirational cluster' (Cluster E). The Board noted the purpose of the KEF assessment, how the University's score is calculated, and how the University has performed in comparison to its competitors and other institutional clusters.

The Board asked if there are plans to improve the University's communication about its KEF successes. The Head of Knowledge Exchange explained that work is underway with an external agency to launch a separate website for South Bank Innovation, as well as information on the LSBU website, where good news would be shared.

The Board asked whether the University aspires to move to another cluster, such as Cluster E. The Head of Knowledge Exchange explained the arguments for and against this proposal, and noted that movement between clusters is not encouraged by the UKRI.

The Board noted that there could be opportunities to improve recruitment, continuation and graduate outcomes using the KEF. It was suggested that colleagues should consider how the University's business-to-business activities can create opportunities for students/graduates.

4. Peer Learning Scheme

The Interim Chair summarised the recommendations of the report. She highlighted that the Peer Learning Scheme pilot would be voluntary, would take place outside of line-management, and would be an evaluation based on qualitative data. The Board noted that the results of the first cycle would be evaluated by the Board in advance of the full rollout of the framework.

The Board noted that many new staff members have joined the University during the COVID-19 pandemic, and both new and existing staff have spent a significant part of the last year adapting their teaching approach. It was recommended that the scheme's timescales are made more bullish, or that the toolkit for peer observation is shared more widely so that colleagues could informally arrange peer learning amongst themselves whilst the scheme is rolled out.

The Board noted that apprentices are not taught separately from other students in the School of ENG, so peer observation of teaching would likely happen in a classroom with a mixture of students in it. It noted that this could put an additional stress on some academic colleagues.

The Board discussed the benefits of participation in the peer development scheme, which included support for colleagues' personal development, and an opportunity to set an example to external bodies, like the Higher Education Academy, of colleagues' commitment to teaching excellence.

Date of next meeting
27 October 2021

Confirmed as a true record

……(Chair)

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ACADEMIC BOARD - WEDNESDAY, 3 SEPTEMBER 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
6.	Revised Degree Outcomes Statement	Set up a Task and Finish Group to agree how the degree algorithm should be reviewed in this academic year. Review the academic algorithm.	tbc tbc	Pat Bailey, Deborah Johnston and Marc Griffith Task and Finish Group	Both actions deferred until completion of portfolio and curriculum review work. Update during matters arising.

ACADEMIC BOARD - WEDNESDAY, 28 OCTOBER 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	Respond to concerns about the quality of English language provision for international students on some courses in 2019/20.	June 2021	Marc Griffith	Completed
10.	Calendar consultation – update on planning for January starting courses	Begin full year calendar consultation.	tbc	Pat Bailey, Marc Griffith, and the Task & Finish Group	Deferred until completion of portfolio and curriculum review work. Update during matters arising.
17.	Partner Management Process and HAPLO	Resolve the issues raised at the last meeting. Attend next meeting for further discussion of the process if needed.	June 2021	Stuart Bannerman	Completed

ACADEMIC BOARD – WEDNESDAY, 24 FEBRUARY 2021
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	Approve the final version of the Lecture Capture policy by Chairs' action.	November 2021	Deborah Johnston	Completed.
6.	Board and Sub-Committee Terms of Reference	Check if there is any duplication regarding responsibility for Post Graduate Research student outcomes between the University Research Committee, University Standards Committee, and Student Experience Committee.	November 2021	Patrick Callaghan, Deborah Johnston, Dominique Phipp	Completed. No change to delegation of responsibility for either committee, but increased reporting from the Research Office to QSC.
11.	Portfolio and curriculum review update	The recommendations of the review would be presented at the next meeting. The Board also requested that the following accompanies it: • A diagram showing who is leading each component of the portfolio and curriculum review project • a summary of each component, and how each component connects. • a timeline for the project and forecasts for when recommendations would come to the Board for approval.	June 2021	Deborah Johnston	Completed

ACADEMIC BOARD – WEDNESDAY, 14 APRIL 2021
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
3.	Curriculum Framework	Set up an academic forum to share good practice and facilitate engagement with the Curriculum Framework. The forum should not be a decision-making committee.	16 June 2021	Marc Griffith, the Director of TQE and Tabby Hussain, the Project Manager (Portfolio and Curriculum Review)	Update during matters arising.

ACADEMIC BOARD – WEDNESDAY, 16 JUNE 2021

ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
6.	Academic regulations 2021/22 and Student Protection Policy 2021/22	The Board should suggest any changes to the policy documents to the Deputy Director for AQE by Friday. Approve the final documents by Chairs' Action	18 June 2021 November 2021	All, Sally Skillet-Moore Deborah Johnston, Interim Chair	Completed Completed

ACADEMIC BOARD – WEDNESDAY, 8 JULY 2021
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
2.	OfS Proceed metric: projected completion and employment from entrant data	Seek a report from the UMC on the way in which resources are being applied to academic-facing activities and how the approach aligns with the Group Strategy. The Head of Performance Analysis to work with the Secretary to agree a reporting cycle.	November 2021 November 2021	Deborah Johnston (Interim Chair) and Dominique Phipp Karen McLernon, Dominique Phipp	On agenda (item 12) Completed

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	INTERNAL
Paper title:	Academic Board Terms of Reference, annual workplan, and draft Schedule of Matters Reserved
Board/Committee:	Academic Board
Date of meeting:	05 November 2021
Author(s):	Dominique Phipp, Governance Assistant
Sponsor(s):	Tara Dean, Provost
Purpose:	For Approval
Recommendation:	The Board is asked to approve the proposed changes to the terms of reference, approve the annual work plan, and discuss and endorse the draft Schedule of Matters Reserved.

Executive Summary

The changes proposed to the terms of reference are as follows:

- Updates to the PVC (Academic Framework), DVC (Innovation), and PVC (Institute of Health and Social Care)'s job titles
- Addition of the University Director of Education and Student Experience
- Addition of the Associate PVC (Research)
- Corrections to the category labels for members' (e.g., students given their own category, and Chair of Professoriate moved from 'Non-Teaching Staff' to 'Senior Academic Staff & Professors')
- Correction of the term 'nominated' to 'elected' for x14 senior academics chosen to join the Academic Board by ballot
- Change to the title given to the 'nominated research staff' member, who is a non-teaching staff member on a research contract
- References to number of schools removed in favour of language like "one per school", to reduce the changes required when Schools are restructured (such as Health and Social Sciences this year).

The annual plan and first draft of the Schedule of Matters Reserved for the Academic Board are attached as separate papers.

Academic Board
Terms of Reference

The Academic Board is the University's supreme academic deliberative and decision-making body. It is responsible for strategic oversight of all academic provision, including the University's academic standards, direction and regulation.

1. Remit

The Academic Board should ensure that its activity contributes to continuous improvement against the strategic goals of LSBU's Group Corporate Strategy, and compliance with the OfS's ongoing conditions of registration.

1.1 The remit of the Academic Board is to:

1.1.1 support development of and approve University-level strategies relating to teaching and learning, quality enhancement, research, and student experience across all stages of the student journey. Ensure that they are consonant with the Group Corporate Strategy and monitor progress against academic key performance indicators;

1.1.2 approve the awards which the University may validate and confer, and monitor development of the University's academic portfolio;

1.1.3 maintain and enhance academic standards, assure the quality of academic provision and of students' learning opportunities, and ensure awards hold their value over time;

1.1.4 ensure that the University's academic provision anticipates and meets the diverse needs of its students;

1.1.5 seek to maintain the quality and standards of teaching and, where possible, enhance through best practice;

1.1.6 have oversight of academic ethics;

1.1.7 approve the University's academic and student regulations, and ensure that the regulations are appropriate, comprehensive, fair and compliant with external expectations and legal requirements, and oversee their enactment, including for:

- admission of students;
- granting and annulling of degrees, qualifications and titles;
- exclusion of students for academic reasons;
- appointment and termination of appointment of internal and external examiners;
- assessment and examination of academic performance of students;

- character of curricula;
- quality of courses including validation and accreditation by external bodies; and
- granting distinctions including honorary degrees and academic titles.

1.1.8 provide scrutiny of the academic quality and suitability of the University's educational collaborations and partnerships;

1.1.9 provide advice on such other matters as the Board of Governors or the Executive may refer to Academic Board;

1.1.10 ensure that action in response to identified academic concerns is taken at the relevant level (institution, faculty, school, programme), taking proper account of the views of students, members of staff, external examiners, and external quality bodies;

1.1.11 support promotion of the University's reputation, including its research, teaching, and academic offer.

2. Committees

2.1. The Academic Board may carry out its remit through sub-committees, including the Quality and Standards, Student Experience, and Research committees or other working groups from time to time.

2.2. The Academic Board should monitor the activity of its sub-committees. The minutes (or a report) of its sub-committees shall be reported to the Academic Board.

2.3. The Academic Board shall approve the terms of reference of its sub-committees.

3. Membership

3.1 Membership consists of the following:

Holders of Senior Posts (43)	Provost (Chair) ~~Chief Business Officer~~ DVC (Innovation) and Chief Operating Officer ~~PVC Education~~ PVC (Academic Framework) PVC (Institute of Health and Social Care)
Senior Academic Staff and Professors(241)	Deans ~~(x7) or School Executive alternative~~(x1 per School) Two elected~~nominated~~ senior academic staff members from each school (x14) Chair of the 'Professoriate' University Director of Education and Student Experience
Non-teaching staff(57)	Director of Teaching Quality and Enhancement Director of Student Services Nominated member of research ~~professional~~ staff Nominated member of technical staff Associate PVC (Research) ~~Chair of the 'Professoriate'~~ ~~Students' Union, President~~ ~~Students' Union, Vice President (Education)~~
Students (2)	Students' Union, President Students' Union, Vice President (Education)

3.2 A quorum consists of 7 members.

3.3 The term of office of nominated members is three years.

3.4 The Academic Board meets at least three times per year. Additional meetings may be called by the Chair as deemed necessary to execute the business of the Board.

3.5 Board governors may attend any meeting of Academic Board or sub-committees to observe their proceedings.

4. Reporting Procedures

4.1 The minutes (or a report) of Board meetings will be circulated to all members of the Board of Governors.

Approved by the Board of Governors on 21 November 2019
Approved by the Board of Governors on 25 March 2021

Academic Board – Annual Work Plan 2021-22

	Why does the Board receive this?	Lead	5th Nov	23rd Feb	15th June
Standing Items:					
Provost's Report (Verbal Report)	To note and comment on any emerging issues	Tara Dean	✓	✓	✓
Academic KPIs	To monitor its progress against the Corporate Strategy, prior performance, and sector averages	Karen McClernon	✓	✓	✓
Academic portfolio and environment	To monitor and oversee development of LSBU's academic offer for students	Deborah Johnston	✓		✓
Reports from sub-committees	To ensure sub-committees fulfil their responsibilities and use their delegated authority appropriately	Dominique Phipp	✓	✓	✓
Students' Union update	To monitor significant emerging issues that concern students	LSBSU	✓	✓	✓
Regular Items:					
Annual work plan	To note and comment on to ensure the Board is as effective as it can be	Tara Dean		✓	
Terms of Reference and membership review	To ensure it and the sub-committees are as effective as they can be	Tara Dean		✓	
National Student Survey	To monitor its progress against the Corporate Strategy, prior performance, and sector averages	Karen Mclernon	✓		
Emeritus Professor update	To note the names of those awarded Emeritus Professorships	Tara Dean	✓		
Annual Education Report	To provide assurance to Board of Governors of academic quality and standards (*Chief Examiners report, summary of courses approved in year, performance against academic KPIs, STEX as measured by NSS)*	Deborah Johnston		✓	
Institutional Examiner Report	To receive feedback from external party on issues of risk, quality assurance and enhancement, and act accordingly	Institutional Examiner		✓	
Annual Research Ethics Report	To have oversight of academic ethics	Daniel Frings		✓	
HESA Continuation Performance Indicators data for prior year	To monitor and discuss data	Karen McClernon		✓	

Academic Regulations	To approve any changes and oversee enactment	Marc Griffiths			✓
UG Graduate Outcomes and PGT completion rates report	To monitor grade inflation, attainment gap, and completion rates for UG students and PGT completion rates	Karen McClernon			✓
Graduate Outcomes and Projects vs APP report	To review prior year Final Graduate Outcomes and Projections v APP (including OfS data)	Karen McClernon			✓

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	INTERNAL
Paper title:	Quality and Standards Committee Terms of Reference
Board/Committee:	Academic Board
Date of meeting:	05 November 2021
Author(s):	Dominique Phipp, Governance Assistant
Sponsor(s):	Deborah Johnston, PVC (Academic Framework)
Purpose:	For Approval
Recommendation:	The Committee is asked to review and approve the proposed changes.

The changes proposed to the terms of reference are as follows:

- Updates to the PVC (Academic Framework), Dean (LSBU Global) and Director of TQE's job titles
- Addition of the University Director of Education and Student Experience
- Removal of the Associate PVC (International)
- Addition of the Research Degrees Programme Manager
- Removal of historic joining dates for some members
- Removal of the option for some members to send an alternate to attend QSC in their place
- References to number of schools removed in favour of language like "one per school", to reduce the changes required when Schools are restructured (such as Health and Social Sciences this year).

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Quality and Standards Committee

Terms of Reference

The purpose of the Quality and Standards Committee is to assure the Academic Board that standards of academic delivery meet expectations, to advise on effectiveness, and to recommend enhancement activity. The committee should ensure that its activity contributes to continuous improvement against the strategic goals of LSBU's Group Corporate Strategy, and compliance with the OfS's ongoing conditions of registration.

1. Remit

1.1 The remit of the committee is delegated by the Academic Board. The Quality and Standards Committee exists to:

1.1.1 Oversee and implement the framework for the quality and standards of academic provision (undergraduate, taught postgraduate, apprenticeships, and research postgraduate programmes) and the student academic experience at the University;

1.1.2 Monitor, discuss any areas of concern, and ensure appropriate action is taken in response to any quality matters identified in annual reporting on course validations, course monitoring, module evaluations, School Quality Standards and Assurance Reviews, and other reporting on academic provision;

1.1.3 Monitor, discuss any areas of concern, and ensure appropriate action is taken in response to any quality matters identified in annual reporting on, academic misconduct, students' appeals against exam board decisions, and other reports on the student academic experience;

1.1.4 Oversee and monitor the quality of academic provision at transnational institutions the University collaborates with, and ensure appropriate action is taken in response to any quality matters identified;

1.1.5 Be responsible for the maintenance of academic regulations, policies and codes of practice. Consider changes to these documents and make recommendations to the Academic Board as necessary;

1.1.6 Oversee and respond to the requirements of external quality assurance bodies, such as the Office for Students, Ofsted, the Quality Assurance Agency, and Professional, Statutory and Regulatory Bodies;

1.1.7 Provide academic scrutiny of proposals for new, and the re-validation of existing, academic awards and educational collaborative partnerships. Make recommendations to the Academic Board;

1.1.8 Review academic audit reports, evaluate the robustness of responses and action plans, and monitor evidence of their implementation;

1.1.9 Monitor data on student progression, completion, graduate employment, grade inflation, attainment, and awarding. Ensure appropriate action is taken in response to identified quality matters concerning student academic outcomes;

1.1.10 Ensure action in response to identified quality matters is taken at the relevant level (institution, faculty, school, programme), taking proper account of the views of students, members of staff, external examiners, and external quality bodies.

2. Membership

2.1 Membership consists of the following:

- PVC (~~Education~~Academic Framework) (Chair)
- University Director of Education and Student Experience
- School Directors of Education and Student Experience ~~(or alternate)~~ (~~x7,~~ x1 per school)
- Vice President, Education, Students' Union (or alternate)
- Director of Teaching~~Academic~~ Quality and Enhancement ~~(or alternate)~~
- Deputy Director of Academic Quality and Enhancement ~~(added Nov 2016)~~
- Deputy Director of Academic Quality and Enhancement, Technical ~~(added Jan 2018)~~
- ~~Academic Director for Collaborative Partnerships~~ Academic Dean, LSBU Global
- ~~Associate PVC International (or alternate) (added Aug 2018)~~
- Associate Director of Research and Head of The London Doctoral Academy ~~(or alternate) (added Jun 2017)~~
- Research Degrees Programme Manager and London Doctoral Academy Lead (added October 2021)

2.2 A quorum consists of 5.

2.3 The committee meets at least four times per year.

3. Reporting Procedures

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

Approved by the Academic Board on 8 July 2015
Updates approved by the Academic Board, 2 November 2016
Updates approved by the Academic Board, 24 February 2021
Updates approved to 2.1 by the Academic Board, 5 November 2021

EST 1892 LSBU

	INTERNAL
Paper title:	Student Experience Committee Terms of Reference
Board/Committee:	Academic Board
Date of meeting:	05 November 2021
Author(s):	Dominique Phipp, Governance Assistant
Sponsor(s):	Nicole Louis and Deborah Johnston, Co-Chairs of the Committee
Purpose:	For Approval
Recommendation:	The Board is asked to review and approve the proposed changes.

The changes proposed to the terms of reference are as follows:

- Removal of responsibility for approving Welcome Week plans. Instead, the Operations Board will assume responsibility for approval of the student welcome week and induction plans, as it meets more frequently than this Committee and could therefore offer better oversight.
- Addition of the University Director of Education and Student Experience
- Updates to various members job titles
- Updates to the regular SBSU attendees list
- References to number of schools removed in favour of language like “one per school”, to reduce the changes required when Schools are restructured (such as Health and Social Sciences this year).

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Student Experience Committee

Terms of Reference

1. Remit

1.1 The remit of the Committee is to:

1.1.1 ensure that the University's academic and non-academic provision anticipatesand 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; inpartnership with students monitor the implementation and achievement of underpinning policies, processes, and actions which enhance the broad studentexperience 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 tothe 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 andmonitor 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 overallimprovements in student engagement, satisfaction, and experience.

1.1.6 have oversight of the mechanisms for gathering and hearing student feedbackand 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~~1.1.7 review investment bids related to the student experience that sit outside ofroutine business operation, making recommendations to the University Executive, or relevant group, as appropriate.

~~1.1.9~~1.1.8 agree, commission, and follow up collaborative strategy, projects,

and activity toenhance the academic and non-academic student experience through working groups reporting to the Committee.

~~1.1.10~~1.1.9 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~~1.1.10 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~~ x1 per School)
- University Director of Education and Student Experience
- Director of Student Services ~~(Student Life and Administration)~~
- Director of Student Operations ~~Services (Employability, Wellbeing, Sport)~~
- ~~Director of Academic Related Resources~~ Group Director of Library and Learning 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~~Head of Membership, 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 eachof 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 effectivenessand 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 1. and 2.1 approved by the Academic Board on 5 November 2021

	INTERNAL
Paper title:	University Research Committee Terms of Reference
Board/Committee:	Academic Board
Date of meeting:	05 November 2021
Author(s):	Dominique Phipp, Governance Assistant
Sponsor(s):	Patrick Callaghan, Dean of the School of Applied Sciences
Purpose:	For Information
Recommendation:	The Committee is asked to note the document, which is unchanged.

The changes proposed to the terms of reference are as follows:

- Chair of the Committee to be the newly created role of Associate PVC (Research) going forward, rather than a Dean on rotation. Vice Chair role to remain as a Dean on rotation every two years.
- Addition to the Committee's remit of explicit support for the DORA principles and Open Research agenda.
- References to number of schools removed in favour of language like "one per school", to reduce the changes required when Schools are restructured (such as Health and Social Sciences this year).

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Research Committee

Terms of Reference

The Research Committee is responsible for overseeing all aspects of research at LSBU and ensuring that activity contributes to continuous improvement against the strategic goals of LSBU's Group Corporate Strategy, and compliance with the OfS's ongoing conditions of registration.

1. Remit

1.1.1 oversight of research systems/data capture for research outputs

1.1.2 reporting structure for research activities and performance in relevant research structures including Professoriate, Units of Assessment, Schools/Group and Research Centres across all academic research outputs and outcomes both scholastic and income generating insofar as it creates impact

1.1.3 assessment methodology for quality of research

1.1.4 annual assessment of research, both qualitative and quantitative, evidencing trends and impact of interventions

1.1.5 PGR student recruitment, progression, retention, and completions, and oversight of the appeals process for PhDs

1.1.6 PGR student satisfaction

1.1.7 research related responses to EU, RCUK and OfS

1.1.8 ethics of research

1.1.9 appointment of external examiners for annual Unit of Assessment review, Annual University Research Audit review, and REF ~~2020~~ preparation

1.1.10 participation and performance in major research assessment exercises, in particular the REF and its successors

1.1.11 management of the research environment through regular review of relevant policies and procedures and funding allocation methodologies

1.1.12 ensure alignment of research environment and research outputs with corporate strategy including commitments to EDI and support for SDG

1.1.13 promotion of research and reputation

~~1.1.13~~1.1.14 promotion of the San Francisco Directive on Research Assessment (DORA) principles and the Open Research Agenda.

The Research Committee is also responsible for informing the Academic Board's annual assurance report to the Board of Governors about the continuous improvement of the quality and standards of research at LSBU.

2. Membership

2.1 Membership consists of:

- ~~Dean~~ Associate PVC (Research) (Chair) ~~- position to rotate every two years~~
- Dean (Vice-Chair) – position to rotate every two years ~~- to succeed Chair~~
- School Directors of Research and Enterprise (~~x7,~~ x1 per school)
- Director for REI (or alternate)
- Head of the Research Office (or alternate)
- Chair of the University Ethics Panel
- Nominated representative of PGR students (x2) - LSBSU to nominate
- Nominated representative of Academic Related Resources
- Nominated representative of Professoriate (x2) - Professoriate to nominate
- Nominated representative of Post-Docs (x2)

2.2 The term of office of nominated members is three years.

2.3 A quorum consists of 5 members.

2.4 The committee meets three times per year.

3. Reporting Procedures

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

Approved by the Academic Board on 8 July 2015
Amendments to 1.1.8 and 2.1 approved by Academic Board on 2 November 2016
Amendments to 2.1 approved by the Academic Board on 19 June 2019
Amendments to 1. and 2.1 approved by the Academic Board on 24 February 2021.
Amendments to 2.1 approved by the Academic Board on 5 November 2021.

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EST 1892 LSBU

	INTERNAL
Paper title:	Academic Calendar 2022/23
Board/Committee:	Academic Board
Date of meeting:	05 November 2021
Author(s):	TQE team and Student Administration and Timetabling team
Sponsor(s):	Marc Griffith, Director for TQE
Purpose:	For Approval
Recommendation:	To approve the Academic Calendar 2022/23.

Executive summary

There are no structural changes to the Academic Calendar 2022/23. Stakeholders have been consulted on all the details and the Calendar has been considered by the TQE team's timetabling group consisting of fees and bursaries and the Student Administration and Timetabling team to ensure that the term dates comply with Student Finance Regulations.

The Academic Board is asked to approve the Academic Calendar 2022/23.

LSBU Academic Calendar 2022/2023 – Version 1 – 24/08/2022

Note that term dates are used by Student Finance only

LSBU Academic Calendar 2022/2023 (Staff Version)			
Week Numbers and Dates			Key Activities
7	Fri	09-Sep-2022	Welcome Week (including Enrolment and Induction) Begins
8	Mon	12-Sep-2022	Autumn Term Begins
8	Fri	16-Sep-2022	Welcome Week (including Enrolment and Induction) Concludes
9	Mon	19-Sep-2022	Semester 1 starts
			Late Enrolment
			Dispatch wholly assessed Semester 1 new coursework briefs to subject area External Examiners
11	Wed	15-Oct-2022	Module Registration Deadline
12	Fri	14-Oct-2022	Publish coursework submission and return dates
			Publish schedule of Exam Boards
13	Fri	21-Oct-2022	Submit exam timetable requirements for Semester 1 to the Exams and Conferments Office
			Finalise Exam Board dates with External Examiners
16	Fri	11-Nov-2022	Deadline for External Examiners to have received draft Semester 1 examination papers
19	Fri	02-Dec-2022	Submit approved and print-ready Semester 1 exam papers plus resit versions to the Exams and Conferments Office
20	Fri	09-Dec-2022	Autumn Term ends
21	Mon	12-Dec-2022	Christmas Vacation
22	Mon	19-Dec-2022	Christmas Vacation
23	Mon	26-Dec-2022	Christmas Vacation
24	Mon	02-Jan-2023	Spring Term begins
25	Mon	09-Jan-2023	Semester 1 Exams week 1
25	Fri	13-Jan-2023	Dispatch wholly assessed Semester 2 new coursework briefs to External Examiners
26	Mon	16-Jan-2023	Semester 1 Exams week 2
			Semester 2 Enrolment
26	Fri	20-Jan-2023	Semester 1 ends
27	Mon	23-Jan-2023	Semester 2 begins Moderation for all levels
27	Fri	27-Jan-2023	Deadline for Submission of Extenuating Circumstances Claims for Semester 1 only
28	Fri	03-Feb-2023	Deadline for submission of marks to student administrators for entry onto QL
29	Mon	06-Feb-2023	Subject Area Boards for Semester 1 to be held this week
30	Mon	13-Feb-2023	Marks released to students this week
30	Fri	17-Feb-2023	Submit exam timetable requirements for Semester 2 to the Exams and Conferments Office
32	Fri	03-Mar-2023	Deadline for External Examiners to have received draft Semester 2 examination papers
35	Fri	24-Mar-2023	Deadline for appeals relating to delivery of Semester 1 modules
			Spring Term ends for Student Finance purposes but teaching continues until Friday 31 March 2023 (week 36)
37	Mon	03-Apr-2023	Easter Vacation
38	Mon	10-Apr-2023	Easter Vacation
39	Mon	17-Apr-2023	Easter Vacation Resit examinations and submission of coursework for Semester 1 modules
40	Mon	24-Apr-2023	Summer Term Starts
40	Fri	28-Apr-2023	Submit approved and print-ready Semester 2 exam papers plus resit versions to the Exams and Conferments Office

			Deadline for submission of Sem 1 resit marks to Administrators for entry onto QL Deadline for Submission of Extenuating Circumstances Claims for Semester 1 resits only
41	Mon	01-May-2023	May Day Bank Holiday
41	Fri	05-May-2023	Deadline for publication of Sem 1 resit marks to students
43	Mon	15-May-2023	Semester 2 Exams Week 1
44	Mon	22-May-2023	Semester 2 Exams Week 2
45	Mon	29-May-2023	Recess Week
			Spring Bank Holiday on Monday 29/05/2023
45	Fri	02-Jun-2023	Semester 2 ends
			Summer Term ends
46	Mon	05-Jun-2023	Complete internal marking/moderation
46	Fri	09-Jun-2023	Deadline for Submission of Extenuating Circumstances Claims for Semester 2 only
47	Mon	12-Jun-2023	Submit all marks to course administrators to be entered onto QL
			Dispatch sample marked exam/coursework scripts to External Examiners
48	Mon	19-Jun-2023	Subject Area Boards until Thursday 22/06/2023
48	Fri	23-Jun-2023	Student Administrators prepare verified marks for Award and Progression Boards. Results that are ratified are released to students.
49	Mon	26-Jun-2023	Award and Progression Boards
			Exams and Conferments Team enter awards onto SRS
			Student Administrators enter exam board decisions onto QL for continuing students without Semester 2 resits
50	Fri	07-Jul-2023	Publish ratified results to students. Publish all referred/deferred coursework briefs to students.
51	Mon	10-Jul-2023	Resit examinations and submission of coursework for semester 2 modules **for HSC only**
51	Fri	14-Jul-2023	Exam Board Chairs verify and sign Exam Board minutes
52	Fri	21-Jul-2023	Deadline for Submission of Extenuating Circumstances Claims for Semester 2 Health and Social Care Resits only
1	Fri	28-Jul-2023	Deadline for appeals relating to delivery of Semester 2 modules
2	Thu	03-Aug-2023	Clearing begins (Date to be confirmed)
4	Mon	14-Aug-2023	Resit exam period for all Semester 2 modules plus exceptional 3rd attempts for HSC
5	Tue	22-Aug-2023	Deadline for Submission of Extenuating Circumstances Claims for Semester 2 Resits only and Health and Social Care 3rd attempts
5	Wed	23-Aug-2023	Submit all referred/deferred coursework marks to Student Administrators to be entered onto QL
6	Mon	28-Aug-2023	August Bank Holiday
6	Tue	29-Aug-2023	Resit Exam Boards
7	Mon	04-Sep-2023	Final date for entry of post-resit award and progression decisions on QL
7	Tue	05-Sep-2023	Post-resit results released to students
8	Mon	11-Sep-2023	Enrolment and Induction
		Oct/Nov 2023	Graduation Ceremonies (Dates to be Confirmed)

Room Booking and Timetabling Calendar 2022/2023

Week Number	Date	Terms	Semesters
7	05-Sep-2022		Welcome Week starts Friday 09/09/2022
8	12-Sep-2022	T1	Welcome Week concludes Friday 16/09/2022
9	19-Sep-2022	T1	S1
10	26-Sep-2022	T1	S1
11	03-Oct-2022	T1	S1
12	10-Oct-2022	T1	S1
13	17-Oct-2022	T1	S1
14	24-Oct-2022	T1	S1
15	31-Oct-2022	T1	S1
16	07-Nov-2022	T1	S1
17	14-Nov-2022	T1	S1
18	21-Nov-2022	T1	S1
19	28-Nov-2022	T1	S1
20	05-Dec-2022	T1	S1
21	12-Dec-2022	Christmas Vacation	
22	19-Dec-2022		
23	26-Dec-2022		
24	02-Jan-2023	T2	S1
25	09-Jan-2023	T2	S1 Exams
26	16-Jan-2023	T2	S1 Exams
27	23-Jan-2023	T2	S2
28	30-Jan-2023	T2	S2
29	06-Feb-2023	T2	S2
30	13-Feb-2023	T2	S2
31	20-Feb-2023	T2	S2
32	27-Feb-2023	T2	S2
33	06-Mar-2023	T2	S2
34	13-Mar-2023	T2	S2
35	20-Mar-2023	T2	S2
36	27-Mar-2023		S2
37	03-Apr-2023	Easter Vacation	
38	10-Apr-2023		
39	17-Apr-2023		S1 Resits
40	24-Apr-2023	T3	S2
41	01-May-2023	T3	S2
42	08-May-2023	T3	S2
43	15-May-2023	T3	S2 Exams
44	22-May-2023	T3	S2 Exams
45	29-May-2023	T3	Recess Week
46	05-Jun-2023		
47	12-Jun-2023		
48	19-Jun-2023		Subject Area Boards
49	26-Jun-2023		Award and Progression Boards
50	03-Jul-2023	Summer Vacation	
51	10-Jul-2023		S2 Resits HSC Only
52	17-Jul-2023		
1	24-Jul-2023		
2	31-Jul-2023		
3	07-Aug-2023		
4	14-Aug-2023		S2 Resits (3rd attempts for HSC)
5	21-Aug-2023		
6	28-Aug-2023		Award and Progression Boards from Tuesday 29/08/2023
7	04-Sep-2023		Welcome Week starts Friday 09/09/2023
8	11-Sep-2023	T1	Welcome Week concludes Friday 15/09/2023

The standard academic teaching periods are shown here using the following abbreviations:

Semester 1 = 9-20, 24-26	**S1**
Semester 2 = 27-36, 40-45	**S2**

First Term = 8-20	**T1**
Second Term = 24-35	**T2**
Third Term = 40-45	**T3**

For Non-standard periods specify the particular week numbers, e.g.

If you require weeks seven to nine inclusive enter: **7-9**

If you require weeks seven to nine inclusive plus weeks 18 **7-9,18,20**

Individual weeks are abbreviated as follows (eg): **20**

Spring Term ends Friday 24/03/2023 for Student Finance purposes but teaching continues until Friday 31/03/2023 (week 36)

Easter Weekend Friday 07/04/2023 to Monday 10/04/2023

May Bank Holiday Monday 01/05/2023

Spring Bank Holiday Monday 29/05/2023

August Bank Holiday Monday 28/08/2023

EST 1892 LSBU

	INTERNAL
Paper title:	Priorities for students and education
Board/Committee:	Academic Board
Date of meeting:	05 November 2021
Author(s):	Deborah Johnston PVC Academic Framework
Sponsor(s):	Prof Deborah Johnston PVC Academic Framework
Purpose:	For Discussion
Recommendation:	This paper provides an overarching framework of objectives for Academic Board. It presents the priorities around improvements in completion, award and employabililty for all students. It proposes that Academic Board ask for regular reporting on leading indicators of progress.

Executive summary

This paper sets out the existing objectives that LSBU has set and suggests an overarching set of four quantitative priorities for students and for education for 2021/22. However, these quantitative priorities are coupled with wider qualitative impacts and require new practices and resources to be deployed across the university.

Academic Board are reminded that priorities are set within three domains: the priorities of the LSBU SU; the KPIs set in each school that are key to achieving the education elements of the corporate strategy; and the wider priorities set by our external environment.

Specifically Academic Board is asked to discuss how it wants to gain assurance across the priorities. Specifically how will it know that we are moving in the right direction? Existing work on leading indicators is highlighted and this paper suggests that this should be widened.

Priorities for students and education: Academic Session 2021/22

1. Background

At any point in time, LSBU is working in the intersection of three sets of priorities: our corporate strategy sets out priorities and goals for the university; the relationship with our regulators require others; and our Students Union will also set out further goals.

From an external perspective, LSBU is measured against regulatory ratings, frameworks and benchmarks of both the OFSTED regimes (for education and apprenticeships) and against the benchmarks, baselines and metrics of OfS, HESA and TEF. Appendix 1 shows LSBU's performance against a variety of HE regulatory metrics such as OfS, HESA and TEF benchmarks and baselines.

These metrics require focus and improvement as:

- LSBU's performance against HE measures is below benchmark and also below sector average for the majority of regulatory metrics.
- Although LSBU currently exceeds the OfS B3 conditions of registration baselines, it is the OfS's stated intention to tighten these student outcomes baselines and to extend them to subject level; and potentially to use intervention powers to close down poorly performing subjects at providers.
- While still subject to consultation, the new TEF framework is targeted for implementation in 2022 and is likely to have tightened benchmarks or performance thresholds.
- The recent OFSTED review of Education resulted in a Requires improvement assessment, and for apprenticeships we need to maintain a improvement in the achievement rate.

The majority of regulatory indicators form part of our internal 2025 KPI framework.

Recommendation 1: Academic Board can ask for regular reports on our B3 conditions of registration.

2. Corporate Strategy education metrics and getting to a priority grouping

The 2025 Corporate Strategy has developed a wider set of KPIs, many of which relate directly to students and education. For example, among other things, it suggests that we will:

- Improve our ranking in against the UN SDG impact
- Positively impact 1million lives
- Improve in the social mobility index ranking
- Achieve our Access and Participation goals around progression and awarding gaps

- Embed employer relationships in our student experience
- Improve progression across the group
- Improve student outcomes in terms of progression, PGT completion, graduate outcomes and apprenticeship achievement.
- Improve outcomes in student surveys on teaching quality, services and learning resources.

This long list of KPIs can be overlaid with the regulatory perspective and our financial sustainability to produce a list of **priority student outcomes metrics.** These are critical to the institution from a regulatory and/or reputational and financial perspective:

- Progression of Undergraduates from Y1 to Y2 (as a more stringent internal proxy for the external Continuation measure)
- BME Awarding gap
- Graduate Outcomes results (high-skilled employment or further study)
- National Student Survey - Teaching related question areas

2025 Strategic Outcome	**Strategic KPI**	**Related regulatory metrics**			**Financial impact**
		OfS B3	TEF	APP	
Progression - Enable excellent educational outcomes and progression (at or above benchmark)	Y1-2 Progression rate %, FT UG students	✓ Continuation	✓ Continuation	✓ Non-continuation	Retention => Income
Learning experience - Provide an excellent learning experience, with top quartile results	NSS - Teaching related question areas % agree score	x	✓	x	League tables => Recruitment
Close awarding gaps - Close awarding gaps at all educational levels	BME awarding gap (FT students)	x removed in 2020 Quality & Standards consultation	(✓) tbc	✓	No direct impact
Employment and further study - Be in the top quartile for students progressing to employment or further study at all levels of education	GO Graduate level employment or PG study % (EPI cohort)	✓	✓	✓	League tables => Recruitment

Targets for these four priority metrics were agreed by LSBU Schools based on their current performance and relevant sector / subject benchmarks. These are shown in Appendix 2.

Recommendation 2: Academic Board can ask for regular reports on School success in meeting these four priority targets.

Crucially these priority metrics are generally reported with a lag – the longest being for Graduate Outcomes. Graduate Outcomes (GO) are calculated from a survey of graduates approximately 15 months after graduation (e.g. for those graduating in summer of 2020, the GO census week was 1-7th September 2021) and published almost a year later (e.g. the GO survey for 2021 will be likely published in summer of 2022).

For this reason, Quality and Standards Committee has asked its working group, Academic Delivery Group, to suggest *leading indicators* for each metric – i.e. indicators that suggest progress towards the priority metrics.

Recommendation 3: Academic Board can expect a report on possible leading indicators to more effectively measure progress.

Leading indicators may include predictive indicators (eg. Non-submission as an indicator of non-progression) as well as process indicators to let us know how far we are succeeding in introducing new approaches and resources. So we may want to know if we are being successful in implementing new approaches to: inclusion and decolonising; employability; and progression.

3. Understanding the wider context for the priority metrics and the role of student voice

These four priority metrics are of course necessary but not sufficient as a way of understanding a wider set of goals for education at LSBU. Importantly, they do not capture as set of changes in the way that students experience their time at LSBU. To understand how students experience their education at LSBU, it is worth reflecting on the goals of the LSBU Students Union which has summarised its goals for 21/22 as:

- Positioning the Union as a key delivery partner of the University, working together to achieve shared goals.

- Collaboratively developing Student Voice as a lever for positive change, to drive improvements for all student outcomes - student satisfaction, retention, attainment and employability.

- Creating a communities of course-based support - making a useful contribution to student retention and satisfaction by building social capital through developing networks; encouraging peer-to-peer support and embedding a sense of belonging and pride.

Being able to understand better how students experience their time with us will be crucial to our success. As such, we should look not only *to good outcomes* in our student surveys but also *high response rates* as this is illustrative of an environment in which students believe that their views matter.

It will be important to consider what the leading indicators are of a strong student voice. We might look beyond the standard student surveys (such as NSS, PTES and PRES), we also need to consider:

- Response rates and views from the mid-semester review
- Response rates and views from the module evaluation questionnaire
- Issues being raised in the Student Issue Tracker
- The recruitmet of course reps and their participation in course boards.

Recommendation 4: Academic Board can ask for a regular assessment of the health of the student voice and our responsiveness to it.

4. Conclusion and recommendations

This paper has presented the matrix of KPIs and regulatory metrics that form our external and internal objectives. It has presented four priority metrics for students and education and reported on the way they have been set by the Deans of each school. Academic Board will want to consider the leading indicators by which progress towards these priority indicators have be assessed in advance. In addition, the paper suggests that we should regularly look at the health of our student voice in order to proxy for the wider set of qualitative factors that underpin our student experience. Specifically:

Recommendation 1: Academic Board can ask for regular reports on our B3 conditions of registration.
Recommendation 2: Academic Board can ask for regular reports on School success in meeting these four priority targets.
Recommendation 3: Academic Board can expect a report on possible leading indicators to more effectively measure progress.
Recommendation 4: Academic Board can ask for a regular assessment of the health of the student voice and our responsiveness to it.

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Appendix 1: LSBU HE regulatory metrics (as at April 2021)

Population: First degree, FT, UK domiciled students (EPI cohort). NSS results cover all respondents.
Variances in red are adverse

Student Life Cycle stage - Metric	LSBU Outcome KPI	Year of latest data	**LSBU performance %**	**Access & Participation Plan** Target*	Variance	**OfS B3 Conditions** Baseline**	Variance	**TEF** Benchmark***	Variance	**OfS / HESA benchmarks** Benchmark	Variance	**Sector average** Average	Variance
Access										*HESA*			
- Young entrants from state schools		19/20	97.7	99	-1.3					94.7	3.0	90.1	7.6
- Offer rate gap White v Black applicants		20/21	8	11	3								
Continuation (inc. transfers)	✓	18/19	87.5			85	2.5	87.4	0.1	88.9	-1.4	91.1	-3.6
Completion		18/19	72			60	12					78.9	-6.8
Awarding gap	✓	19/20											
- White v Black students			17	16	-1.0							18.3	1.3
- White v Asian students			11	12.5	1.5							7.7	-3.3
Graduate Outcomes (B3 definition)	✓	17/18	68.4			50	18.4	73.6	-5.2			75.0	-6.6
Student Satisfaction / NSS		19/20								*OfS*			
The teaching on my course	✓		80.0					84.7	-4.7	83.1	-3.0	83.9	-3.9
Assessment and feedback	✓		71.4					73.2	-1.8	72.9	-1.5	72.6	-1.2
Academic support	✓		77.7					80.0	-2.3	79.1	-1.4	79.4	-1.8
Student voice			73.7					74.6	-1.0	73.8	-0.1	73.6	0.1
Learning resources	✓		82.2					86.5	-4.3	85.6	-3.4	85.8	-3.6

* 2019/20 APP for State School entrants; 2020/21-2024/25 APP for the other targets

** "of concern" baseline published in October 2019. The "of significant concern" thresholds are:
Continuation <75%
Completion <40%
Graduate Outcomes <50%
The OFS intends to tighten the B3 baselines.

*** TEF benchmarks date from the most recent data release in January 2019 (TEF subject level pilot 2). The Graduate Outcomes benchmark relates to the DLHE survey.

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Appendix 2: LSBU Schools – Targets for priority student outcome metrics

2025 Strategic Outcome	Strategic KPI	School	Actual 2019/20*	Total improvement required	End of Strategy target 2024/25	Annual target milestones 2021/22	2022/23	2023/24	2024/25
Progression - Enable excellent educational outcomes and progression (at or above benchmark)	Y1-2 Progression rate %, FT UG students	Allied and Community Health	83.1	3.0	86.1	85.0	86.1	86.1	86.1
		Applied Sciences	72.2	12.8	85.0	76.1	80.0	82.5	85.0
		Arts and Creative Industries	80.5	9.5	90.0	84.0	87.0	88.5	90.0
		Built Environment and Architecture	73.3	9.1	82.4	78.0	79.5	80.9	82.4
		Business School	80.9	4.1	85.0	82.0	83.2	84.3	85.0
		Engineering	80.6	0.6	81.2	81.2	81.2	81.2	81.2
		Law and Social Sciences	77.8	7.9	85.7	82.0	83.8	84.7	85.7
		Nursing and Midwifery	89.4	0.3	89.7	89.7	89.7	89.7	89.7
		LSBU	**79.7**	**5.3**	**85.0**	**80.0**	**82.0**	**84.0**	**85.0**
Learning experience - Provide an excellent learning experience, with top quartile results	NSS - Teaching related question areas % agree score	Allied and Community Health	75.2	12.2	87.4	80.0	83.7	85.6	87.4
		Applied Sciences	78.3	7.2	85.6	80.7	83.2	84.4	85.6
		Arts and Creative Industries	79.4	7.0	86.4	80.0	82.1	84.3	86.4
		Built Environment and Architecture	75.8	7.7	83.5	78.4	80.9	82.2	83.5
		Business School	76.4	7.8	84.2	80.0	82.1	83.2	84.2
		Engineering	82.1	0.0	82.1	82.1	82.1	82.1	82.1
		Law and Social Sciences	81.1	4.1	85.2	83.2	85.2	85.2	85.2
		Nursing and Midwifery	78.4	7.7	86.1	81.0	83.6	84.8	86.1
		LSBU	**77.9**	**8.1**	**86.0**	**81.0**	**82.0**	**84.0**	**86.0**
Close awarding gaps - Close awarding gaps at all educational levels	BME awarding gap (FT students)	Allied and Community Health	25.6	-20.6	5.0	11.0	8.0	6.5	5.0
		Applied Sciences	20.5	-15.5	5.0	15.3	10.2	7.6	5.0
		Arts and Creative Industries	12.8	-10.8	2.0	10.1	6.1	4.0	2.0
		Built Environment and Architecture	22.6	-17.6	5.0	16.7	10.9	7.9	5.0
		Business School	-1.9	0.0	0.0	0.0	0.0	0.0	0.0
		Engineering	12.6	-7.6	5.0	10.1	7.5	6.3	5.0
		Law and Social Sciences	19.9	-14.9	5.0	14.9	10.0	7.5	5.0
		Nursing and Midwifery	-0.5	0.5	0.0	0.0	0.0	0.0	0.0
		LSBU	**13.9**	**-8.9**	**<5.0**	**11.0**	**9.0**	**7.0**	**<5.0**
Employment and further study - Be in the top quartile for students progressing to employment or further study at all levels of education	GO Graduate level employment or PG study % (EPI cohort)	Allied and Community Health	88.7	0.0	88.7	88.7	88.7	88.7	88.7
		Applied Sciences	47.6	12.5	60.1	49.7	51.8	56.0	60.1
		Arts and Creative Industries	49.6	28.4	78.0	56.0	62.0	70.0	78.0
		Built Environment and Architecture	64.7	9.7	74.4	68.0	69.3	71.9	74.4
		Business School	37.7	32.3	70.0	50.0	54.0	62.0	70.0
		Engineering	53.3	16.2	69.5	56.0	58.7	64.1	69.5
		Law and Social Sciences	53.8	11.2	65.0	55.7	57.6	61.3	65.0
		Nursing and Midwifery	99.0	0.0	99.0	99.0	99.0	99.0	99.0
		LSBU (benchmarked)	64.9	8.9	73.8	66.4	67.9	70.8	73.8
		LSBU (stretch target)	**64.9**	**20.1**	**85.0**	**75.0**	**78.0**	**82.0**	**85.0**

* The Actual values for Employment and further study are the Graduate Outcomes survey results published in 2021 (2018/19 graduate cohort)

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	INTERNAL
Paper title:	Update on apprenticeship provision and recriutmenet 2021/22
Board/Committee:	Academic Board
Date of meeting:	05 November 2021
Author(s):	Sammy Shumo, Group Director of Apprenticeships
Sponsor(s):	Tara Dean, Provost
Purpose:	For Discussion
Recommendation:	The Board is asked to review the report.

Intro

An apprenticeship is a learning programme which requires apprentices to spend at least 20% of their paid time on off the job learning. Apprenticeships are funded via the Government through the apprenticeship levy and as such are regulated and monitored differently to normal programme. LSBU started offering apprenticeships in 2016. As a provider we have to comply with the ESFA funding rules for apprenticeships and can be inspected for the quality of provision by Ofsted. LSBU was inspect for the level 4 and 5 provision in Feb 2019 where it achieved a grade 2 (Good) rating.

Apprenticeship feedback

Employers regard apprenticeships highly in general and the ESFA has recorded 398 reviews by employers which represents about 50% of all our employers that have apprentices at LSBU. The results are:

75	excellent	19%
284	good	71%
35	poor	8.9%
4	very poor	1%

So 359 think LSBU is excellent or good which is 90% of employers.

Strengths identified by employers:

1. Training facilities
2. Improving apprentice skills
3. Getting new apprentices started

Things to improve:

1. Reporting on progress of apprentices

Furthermore, LSBU has been ranked 35th in the RateMyApprenticeship Top 50 Training Providers awards 2021/22. This places LSBU in the top 2% alongside other prestigious institutions.

The RateMyApprenticeship Awards, now in its seventh annual year, celebrates training providers who have gone the extra mile in the delivery of their apprenticeship training programmes. The awards are entirely based on the reviews of apprentices submitted on the RateMyApprenticeship website. The training providers with the highest scoring reviews are then featured in the top 50.

Growth and numbers

LSBU offers a wide range of apprenticeships from Level 4 to Level 7 in all the schools. In the academic year 2021/22 5 new apprenticeships are introduced with another 9 in 2022/23. LSBU's growth strategy is focused on:

1. Offer apprenticeships that are aligned to LSBU's mission and strategy
2. Offer apprenticeships where there are local and national skills shortages
3. Apprenticeships that build on existing successful programmes at LSBU
4. Provide apprentices with sustainable careers
5. Strong focus on quality of provision and availability of resources and facilities

2021/22 application period saw a strong bounce from the impact of COVID. In the lead up to this cycle the apprenticeship team signed contracts with 177 new businesses making a total of 805 businesses with apprentices at LSBU.

We have received a total of 950 applications for apprenticeships.

We have a total of 715 applicants with unconditional offers who are progressing through the enrolment process and these are in the following schools:

562	BEA	
37	Business	
43	Engineering	
50	LSS	
17	HSC	(5 more intakes in the year for HSC)
6	ACI	

The target for apprenticeship enrolment for semester 1 is 639 and we are on track to meet and exceed this target with the September intake, Nursing Associate intake at the end of October and Nurse Degree intake in December.

This success represents a challenge because we have Skills Coaches across LSBU who are managing existing apprentices without capacity for the new intake. The risk of not providing regular reviews and support to apprentices can be summarised as below:

1. Lower achievement and retention
2. Financial loss if apprentices don't attempt the end point assessment (20% of overall funding)
3. ESFA can stop the provision if there is concern regarding quality and support offered.

Current apprentices

The last submitted return to the ESFA was R13. Below is a summary of the total number of existing apprentices:

	Learner Start Date								
			Continuing		Continuing Tot	Completed	Withdrawn	Interrupted	Grand Total
			(blank)	Passed Planned End					
R13	2016		30	15	45				45
	2017		83	33	116	1	9	3	129
	2018		264	26	290	49	10	15	364
	2019		628	9	637	79	23	33	772
	2020	Jan	44		44		4	17	65
		Feb	6		6				6
		Apr	9		9				9
		May	1		1				1
		Jun	52		52		12	7	71
		Jul	40		40		6	1	47
		Aug				6			6
		Sep	320		320		6	2	328
		Oct	156		156		9	1	166
		Nov	4		4		2	1	7
	2021	Jan	8		8				8
		Feb	20		20				20
		Mar	5		5				5
		Apr	50		50				50
		May	1		1				1
		Jun	23		23				23
R13 Total			1744	83	1827	135	81	80	2123
R12			1739	82	1821	134	79	79	2113
Variance			5	1	6	1	2	1	10

Our current achievement rate is 57.1% which is higher than the sector average however we are implementing processes and systems to improve this including skills coaches, better apprentice and employer inductions and stronger monitoring of workplace support.

Prog Type Name	App Standard Name	Hybrid End	Standard Achievement Overall %	Continuing	Complete
Apprenticeship standard	Architectural Assistant (degree) - 299	20/21	100.0	0	3
Apprenticeship standard	Building Services Design Engineer (degree) - 198	20/21	71.4	3	7
Apprenticeship standard	Building Services Engineering Technician - 275	20/21	46.7	17	7
Apprenticeship standard	Chartered Surveyor (degree) - 050	20/21	0.0	45	0
Apprenticeship standard	Construction Site Engineering Technician - 259	20/21	22.2	4	4
Apprenticeship standard	Digital and Technology Solutions Professional (integrated degree) - 025	20/21	0.0	0	0
Apprenticeship standard	Healthcare Assistant Practitioner - 102	20/21	0.0	5	0
Apprenticeship standard	Nursing Associate - 208	20/21	69.1	8	94
			57.1	**82**	**115**

LSBU apprenticeships have an average of 93% retention and again we expect this to improve further with the introduction of skills coaches and better monitoring of workplace training and support.

App Standard	App Standard Name	Contin	Withdrawn	Withdrawn After Qualifying Period	Withdrawn In Qualifying Period	Plan Break	Xfr	Complete	Ret In Yr %S
313	Rail and Rail Systems Senior Engineer (degree) - 313	57	3	3	0	0	0	0	95.0
468	Construction Quantity Surveying Technician - 468	38	0	0	0	0	0	0	100.0
501	Construction Site Management	20	0	0	0	0	0	0	100.0
107	Embedded Electronic Systems Design and Development Engineer	28	0	0	0	0	0	0	100.0
050	Chartered Surveyor (degree) - 050	526	4	3	1	2	0	0	99.4
102	Healthcare Assistant Practitioner - 102	5	15	15	0	0	0	0	25.0
198	Building Services Design Engineer (degree) - 198	175	5	5	0	0	0	1	97.2
200	Civil Engineer (degree) - 200	167	5	5	0	2	0	0	97.1
025	Digital and Technology Solutions Professional (integrated degree)	22	5	5	0	0	0	0	81.5
208	Nursing Associate - 208	100	40	40	0	13	0	124	84.9
252	Advanced Clinical Practitioner (degree) - 252	13	5	5	0	4	0	0	72.2
055	Chartered Manager - 055	31	1	1	0	1	0	0	96.9
434	Nursing Associate (NMC 2018) - 434	97	30	29	1	7	0	0	77.0
236	Senior Leader - 236	28	3	3	0	0	0	0	90.3
424	Chartered Town Planner (degree) - 424	136	2	2	0	2	0	0	98.6
276	Building Services Engineering Site Management (Degree) - 276	13	0	0	0	0	0	0	100.0
345	Rail and Rail Systems Engineer - 345	22	2	2	0	1	1	0	91.7
277	Civil Engineering Site Management (Degree) - 277	2	0	0	0	0	0	0	100.0
300	Architect (degree) - 300	60	5	3	2	2	0	0	95.2
500	Construction Design and Build Technician	9	0	0	0	0	0	0	100.0
293	Digital Marketer integrated degree - 293	47	2	2	0	0	0	0	95.9
299	Architectural Assistant (degree) - 299	44	1	1	0	0	0	3	97.9
482	Construction Quantity Surveyor (degree) - 482	7	0	0	0	0	0	0	100.0
275	Building Services Engineering Technician - 275	81	4	4	0	1	0	3	95.5
259	Construction Site Engineering Technician - 259	44	3	3	0	1	0	4	94.1
502	Construction Site Supervisor	24	0	0	0	0	0	0	100.0
128	Associate Project Manager - 128	7	1	1	0	0	0	0	87.5
442	Post Production Technical Operator - 442	23	0	0	0	0	0	0	100.0
		1826	**136**	**132**	**4**	**36**	**1**	**135**	**93.7**

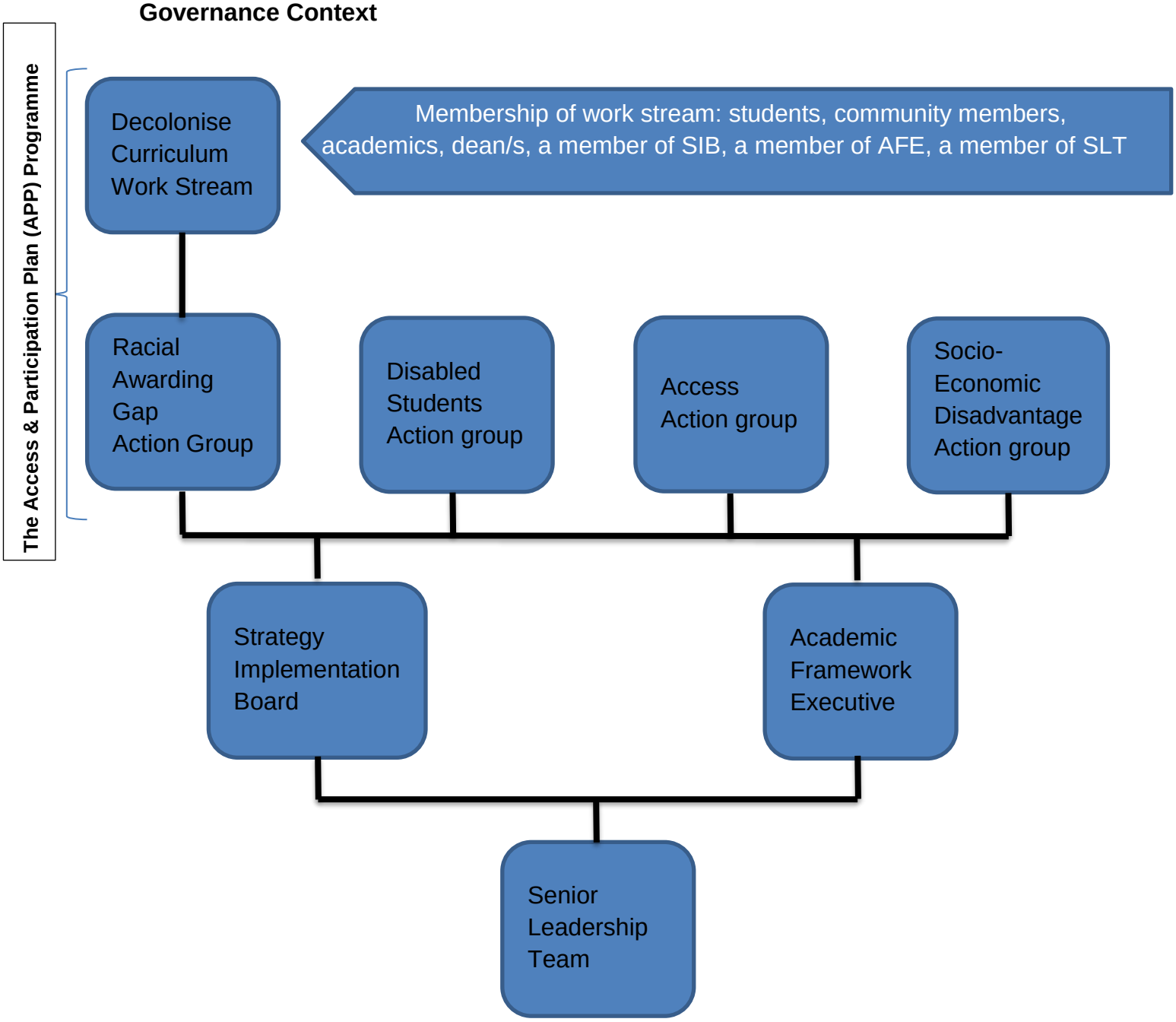
The biggest risk to the provision at the moment is in BEA due to the following:

Lack of skills coaches until recently

Apprentices who are undertaking the Chartered Surveyor apprenticeship leaving after completing the degree and without doing the end point assessment. LSBU has been engaging ESFA and UVAC in this matter which is a national issue. The review of Degree apprenticeship which is currently ongoing will address this issue if all degree apprenticeships become integrated.

	INTERNAL
Paper title:	LSBU's Decolonising the Curriculum Approach
Board/Committee:	Academic Board
Date of meeting:	05 November 2021
Author(s):	Deborah Johnston, Pro Vice Chancellor (Education) Rachel Picton, Dean School of Allied and Community Health Sanchia Alasia, Acting Group Director of Equality, Diversity and Inclusion Ferdous Jannatul, Vice President Welfare and Equalities Tony Moss, University Director Education and Student Experience Gemma Aggett, APP Programme Manager
Sponsor(s):	Deborah Johnston, Pro Vice Chancellor (Education)
Purpose:	For Discussion
Recommendation:	Review the proposed approach for decolonising the curriculum at LSBU, provide feedback and support the direction of travel.

Governance Context



Background

The racial awarding gap, a measure that compares the percentage of 'good' honours degrees awarded to an identified group of students to the percentage awarded to the rest, is one of LSBU's largest inequality gaps, specifically when comparing white and black students. LSBU has made external commitments to the OFS to reduce this awarding gap in line with other universities – and more than this, our Corporate Strategy reasserts that we will eliminate awarding gaps over time.

At Academic Board in February 2021, it was agreed that a framework to Decolonise the University was required as a key intervention in making an impact on the Racial Awarding Gap by developing and embedding a diversity of knowledge and cultural perspectives across the curricula, to enable students to gain an understanding of how these knowledges frame the worldview. Decolonising, that broadening of knowledge producers and knowledge systems, would help ensure the integrity of our discipline and the relevance of our courses.

Since February 2021, progress on this project has been somewhat limited as a result of the constraints of the IT issues, lack of staff availability due to ongoing COVID-19 impacts and delays in research projects. However, we are now in a position to plan next stages of the project, prioritise activities and begin a culture of change.

How we have informed our work so far

Racial Awarding Gap Action Group	Following extensive discussion in April 2021, members of this group (staff and students) drew up an initial list of potential interventions that were to be aligned / updated / revised in light of the student feedback.
Student Workshops	12 weeks of student steering programme workshops were completed from April 2021 by community researchers Unifying Seed to gain insight into the experiences of students whilst studying at LSBU and provide qualitative feedback. In June 2021, external consultants Cosmos carried out co-production workshops with current students and alumni to discuss detailed design of the programme, provide a list of interventions to consider and inform questions for the upcoming survey. Following the survey analysis, Phase 3 of workshops will be completed in November 2021 where staff, students and alumni will discuss the proposed interventions in detail to prioritise actions and inform the programme of work.

Student Survey	In October 2021 Cosmos conducted a survey to gain insight into the experiences of B.A.M.E students currently studying at LSBU. The survey provided 8 key interventions that had been prioritised by students marking each on 'importance to me' and 'level of positive impact. Decolonising the Curriculum was included in the survey, with students marking it as being a high 'impact' intervention, with a moderate 'importance to me' score. This means that students value the large-scale positive impact it could have, but perhaps do not fully understand how it benefits them on a personal level. This will be considered in our engagement plan when communicating to students about the project.

The Proposed Approach

At Academic Board in February 2021 the vision statements were presented and agreed upon. These statements have been mapped to the ADKAR[1] change model (Hiatt, 2006) which will inform the Change Programme, producing a road map of key activities, actions and intervention planning.

The Decolonising the Curriculum work will be integrated with all relevant frameworks and strategies across LSBU, including the EDI strategy, NERUPI framework, Course Development Plans and the Academic Framework to ensure a fully embedded approach that can be measured, evaluated and reported on.

ADKAR	Mapped Vision Statement	Planned Activities
Awareness	LSBU recognises the role that race, racism and racialisation have played within the Higher Education sector and we will reject it, stand against it and be actively anti-racist	- Wider adoption of vision - Engagement Plan with staff and students - Website content
Desire	LSBU will play a noteworthy role in the sector to develop both aspiration and the tools for new decolonised approaches This vision on tackling racism and inequity in the curricula will be aligned with LSBU's EDI strategies	- Sharing our approaches and tools externally (e.g. our webpages) - Engaging in sector conversations (such as TASO roundtable) - Engaging in subject conversations (e.g. HSC) - Networking across the sector to share good learning

[1] The word ADKAR is an acronym of Awareness, Desire, Knowledge, Ability, and Reinforcement.

		- Membership of Nerupi – so approach is grounded in recognised models of best practice - Our EDI strategy outlines the measures and KPI's that will be monitored to ensure that we are on the right track
Knowledge	LSBU will engage our students as partners, working closely, collaboratively and openly to change the hierarchy by flattening the lines of communication to experts and senior staff, making them accessible for collaborative working Recognising that colleagues will have different capabilities and are at different stages of engagement with the debate, LSBU will support all colleagues to engage with the decolonised vision	-Staff training -Education Forum - Educational event/workshops for students
Ability	LSBU will support the challenging implementation of this vision to lead to sustainable structural change in policies and practices We will change our teaching and learning, building a globally relevant Inclusive Curriculum, including student voices in the way that we teach	-Toolkit materials -Subject discussions
Reinforcement and Review	LSBU expects all courses to engage with and reflect on whether they are meeting the principles of our inclusive and decolonised vision	- Course Development Plans – monitoring - Course validation/revalidation process - Oversight of awarding gaps Student surveys and qualitative responses

How will we measure success?

Quantitative KPI's related to reducing the racial awarding gap will be embedded within Course Development Plans and reported internally via dashboards as well as within the annual Access & Participation Plan return for OfS.

While key quantitative indicators provide insight into the extent to which the awarding and progression gaps narrow, it is also important to investigate how other qualitative measures can be used. Certainly, the differential in existing surveys by ethnicity will be key, and LSBU will also look to sector developments. TASO is currently overseeing how rigorous instruments can be used to assess changes in the sense of a students belonging for example, and this measure is being used in at least one university as a way to assess the impact of decolonising activities.

Review of Risks, Mitigations and Actions

Risk	Actions to date	Mitigations
What Works funding not confirmed as being ring-fenced to fund essential implementation role (research fellow)	What Works funding has now been ring-fenced and recruitment for a Decolonising Research Fellow has begun	Risk Mitigated
Capacity of staff to support implementation	Decolonising Research Fellow role ready to recruit to support project. Permanent 0.8FTE Access & Participation Programme Manager recruited to oversee workstream.	- Roadmaps will outline required resource to deliver and funding requests will be submitted where relevant - Implementation schedules will stretch according to existing capacity restrictions
Competing priorities faced by course teams who will be asked to decolonise their curriculums. How do we value staff time that is inputted into the project?		- Support for colleagues to be built into the delivery roadmap - Co-creation of implementation plans with Deaneries to ensure a realistic and acceptable pace of change depending on individual School workloads / priorities - Actions to be included within Course Development plans to streamline
Lack of understanding of what Decolonising	Raising Awareness and Knowledge is written into the Change	- Planned engagement and activities to inform students of work and communicate benefits and impact.

the Curriculum means to staff and students.	Programme structure with mapped vision statements and planned activities to engage with staff and students	- Planned communications and training for staff, with toolkits and ongoing support available.

The Academic Board is requested to:

- Review the proposed LSBU Decolonising Approach
- Provide feedback and requests for updates / clarification
- Approve the approach
- Future updates on progress / implementation of the decolonising vision will be provided twice yearly to Academic Board

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	INTERNAL
Paper title:	National Student Survey 2021
Board/Committee:	Academic Board
Date of meeting:	05 November 2021
Author(s):	Karen McLernon, Head of Performance Analysis
Sponsor(s):	Deborah Johnston, Pro Vice Chancellor (Education)
Purpose:	For Review
Recommendation:	For the Board to note the results and consider improvement actions.

Executive summary

- The 2021 sector results are the lowest in NSS history, reflecting the impact of the pandemic on the student experience. The Average % agree score declined from 77.7% to 71.9% (-5.8%) while Overall Satisfaction decreased more steeply from 82.6% to 75.4% (-7.2%).
- While the majority of LSBU students remained satisfied with their course experience, the decline in LSBU's scores was more pronounced than the sector's driven by the combined adverse impacts of the pandemic and cyber-attack. LSBU's Average % agree score fell from 75.9% to 67.1% (-8.8%); Overall Satisfaction declined from 79.5% to 66.3% (-13.2%). Other institutions reported as having suffered cyber-attacks also saw above-sector declines in Average score and Overall Satisfaction.
- The Schools of Arts and Creative Industries and Engineering achieved Average scores above their subject sector benchmark. All other Schools scored below benchmark.
- LSBU scored at or above sector average in the additional NSS questions on Covid-19, with the exception of access to learning resources.
- The Provost will lead on actions to improve NSS scores. An institutional action plan is expected to be formulated by end of October. An integral part of the institutional response are course development plans which, as part of the portfolio review, will introduce a new approach to promote continuous development, enhancements and oversight of courses. Annual targets to 2024/25 have been agreed at School level for the NSS teaching related questions which are part of the Priority Student Outcomes metrics suite.
- The 2021 NSS results were used in the Guardian and Times league tables published in September. LSBU's Guardian rank declined to 113 out of 121,

down from 93 last year. The Times rank declined to 127 out of 132, down from 123 last year.

National Student Survey 2021

1. Introduction

This year's NSS was open to students from January to April 2021. Questions were asked on a five point scale: Definitely agree; Mostly agree; Neither agree nor disagree; Mostly disagree; Definitely disagree. The core set of questions was consistent with previous year, but an optional set of six questions about students' experience during the pandemic was added.

The sector response rate remained stable at 69%. LSBU's response rate remained above sector average but declined slightly from 74% in 2020 to 72% in 2021.

The OfS reviewed both the 2020 and 2021 NSS results for the impact of Covid-19 and did not find evidence that the reliability of the statistics had been impaired by the pandemic. In 2020 NSS results remained stable at sector level, mainly because the majority of respondents had answered the survey before the first lockdown. The entire 2021 survey period coincided with a national lockdown which had significant implications for the student experience. Given the circumstances under which the 2021 survey was undertaken, the OfS advises that "the data should be used with sensitivity and caution"[1].

The OfS is currently conducting a review of the NSS which examines the questions asked to ensure they remain relevant and fit for purpose, the way information is published and other aspects of the survey.

2. NSS results

The 2021 **sector** results are the lowest in NSS history, reflecting the impact of the pandemic on the student experience. Scores declined across all question areas, on average by -5.8%. Overall Satisfaction decreased more steeply by -7.2%. See Table 1 below. Only five providers managed to improve their Average scores in 2021; all other providers' scores declined year-on-year.

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

[1] https://www.officeforstudents.org.uk/media/1480/insight-brief-10-nss-finalforweb.pdf

Table 1: LSBU vs Sector results

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

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

LSBU's scores were below the **OfS** provider-specific **benchmarks** for all ten question areas and all but one of the 27 individual questions (question 22, 'I have had the right opportunities to work with other students as part of my course'). Six question areas and 17 questions have negative flags for statistically significant adverse variances to benchmark. In 2020, LSBU had negative flags only for the Learning resources question area and for four individual questions.

The Average scores of the other **London Modern** universities fell by between -1.4% and -8.8%. Only UAL has lower Average and Overall Satisfaction scores than LSBU.

Within LSBU, the **Schools** of Engineering and Arts and Creative Industries achieved Average and Overall Satisfaction scores above their subject sector benchmark. All other Schools scored below benchmark. See Table 2.

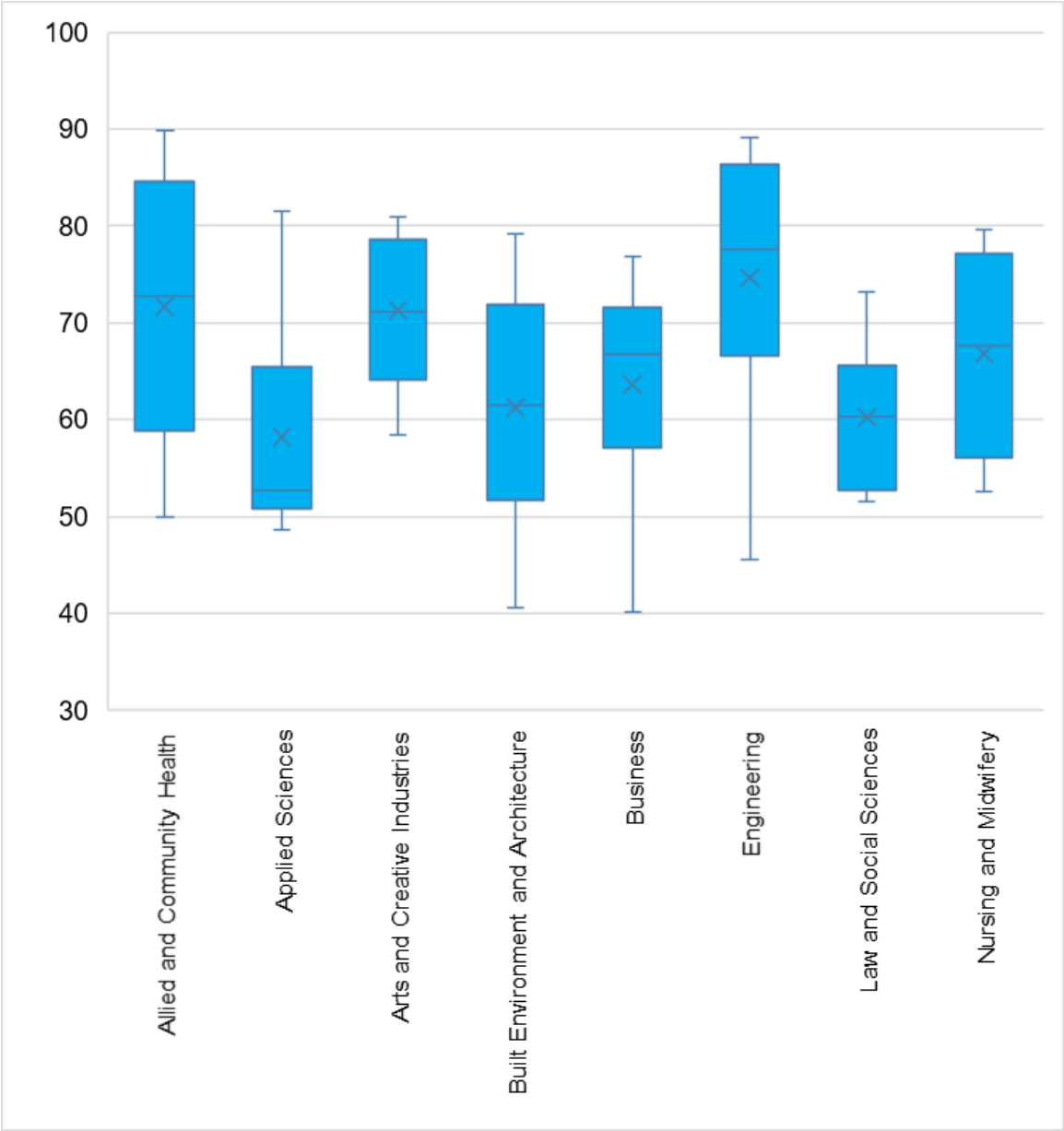
Table 2: School results vs Sector benchmarks

(in descending order of 2021 Average score)

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

The variation of results at **course** level is significantly higher than between Schools, with Average course scores ranging from 89.9% to 40.1% (see Figure 1) and Overall Satisfaction scores ranging from 100% to 9.1%. Students' verbatim comments acknowledge the great effort of many academic staff to provide a high quality learning experience despite the pandemic and the cyber-attack.

Figure 1: Course level Average score distribution by School



LSBU scored at or above sector average in the additional 2021 questions on **Covid-19**, with the exception of access to learning resources. For example, Covid-related physical safety measures achieved a 79% Agree score. See Table 3.

Table 3: 2021 optional Covid-19 questions

Question	LSBU % agree	Sector % agree	LSBU vs Sector
COVID1. I have received useful information about changes to my course from my university or college during the Covid-19 pandemic.	73.9	73.1	0.8
COVID2. I have received timely information about my course from my university or college during the Covid-19 pandemic.	64.8	63.8	1.0
COVID3. My university or college has taken sufficient steps to support my mental wellbeing during the Covid-19 pandemic.	50.2	41.9	8.3
COVID4. My university or college has taken sufficient steps to protect my physical safety from the virus during the Covid-19 pandemic (e.g. providing protective equipment such as masks, social distancing on campus, offering distance learning opportunities).	79.0	79.8	-0.8
COVID5. I am content with the delivery of learning and teaching of my course during the Covid-19 pandemic.	52.1	47.6	4.5
COVID6. I have been able to access the learning resources I need (lecture notes, course materials, journals, Virtual Learning Environment) for my course during the Covid-19 pandemic.	46.1	78.1	-32.0

3. Use of NSS results

The 2021 NSS results have been used in the Guardian and Times university league tables that were published in September. LSBU's Guardian rank declined by 20 places to 113 out of 121, driven by the combination of poor NSS results and a low Continuation rate. The Times rank dropped from 123 to 127 out of 132, again largely driven by the above-sector decline in NSS results.

Overall Satisfaction scores are displayed on the Discover Uni website's course pages which are intended to help prospective students decide where to study.

The OfS consultation on TEF due in Autumn 2021 will define the proposed new TEF metrics which may include elements of the NSS in relation to academic experience and learning environment.

4. Action plans

The Provost will lead on actions to improve NSS scores. An institutional action plan is expected to be formulated by end of October.

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

Targets for 2021/22 to 2024/25 have been set for each School for four priority Student Outcome Priority metrics which include the teaching-related NSS questions. The agreed School targets are covered in a separate QSC paper.

Appendices (separate documents)

Appendix 1: NSS Report 2021

Appendix 2: NSS Course Performance vs Sector 2021

London South Bank University

EST 1892

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%
Average score	**67.1%**	**75.9%**	***-8.8%***	**71.9%**	**77.7%**	***-5.8%***	**-4.7%**	**-1.8%**

Average score is based on average of all questions except Overall Satisfaction.
Scores may differ slightly from the OfS dashboard due to aggregation methodology.

Above 0 Below 0

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.

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

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%***

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.

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

3. School performance % agree scores

		Allied and Community Health	Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Law and Social Sciences	Nursing and Midwifery	Not Known	**LSBU Overall**
The teaching on my course	% Agree	82.1%	67.0%	76.2%	60.1%	70.6%	81.1%	72.8%	77.3%	70.5%	**73.0%**
	YoY Change	*4.8%*	*-15.6%*	*-2.9%*	*-14.9%*	*-8.4%*	*-1.2%*	*-13.0%*	*-4.8%*	*-9.7%*	*-7.1%*
Learning opportunities	% Agree	86.1%	65.5%	80.7%	67.7%	73.3%	81.6%	73.4%	84.7%	72.2%	**76.5%**
	YoY Change	*2.0%*	*-11.2%*	*-0.6%*	*-10.4%*	*-10.0%*	*-3.4%*	*-12.5%*	*-1.5%*	*-7.3%*	*-5.8%*
Assessment and feedback	% Agree	74.5%	60.8%	74.9%	62.9%	61.2%	76.2%	67.4%	70.4%	65.4%	**67.7%**
	YoY Change	*7.6%*	*-13.7%*	*1.8%*	*-11.3%*	*-5.3%*	*0.3%*	*-4.9%*	*-2.7%*	*-2.3%*	*-3.7%*
Academic support	% Agree	76.2%	62.1%	82.0%	64.2%	67.0%	79.0%	68.3%	68.4%	66.3%	**69.9%**
	YoY Change	*3.6%*	*-17.4%*	*-2.0%*	*-11.8%*	*-8.4%*	*-6.3%*	*-16.0%*	*-3.9%*	*-11.7%*	*-7.8%*
Organisation and management	% Agree	63.6%	63.0%	68.9%	60.1%	63.8%	77.1%	62.6%	59.5%	61.4%	**64.1%**
	YoY Change	*0.8%*	*-17.4%*	*3.6%*	*-12.5%*	*-14.6%*	*3.1%*	*-21.1%*	*0.8%*	*-9.0%*	*-5.7%*
Learning resources	% Agree	61.3%	47.2%	57.6%	52.8%	53.1%	74.2%	50.9%	57.6%	54.2%	**56.7%**
	YoY Change	*-13.4%*	*-35.5%*	*-23.0%*	*-27.1%*	*-31.5%*	*-11.5%*	*-33.7%*	*-28.7%*	*-27.0%*	*-25.6%*
Learning community	% Agree	77.0%	55.7%	73.6%	61.3%	61.8%	79.3%	51.4%	71.4%	60.4%	**66.1%**
	YoY Change	*6.6%*	*-20.6%*	*-2.3%*	*-13.9%*	*-16.4%*	*-4.3%*	*-16.9%*	*-9.1%*	*-11.5%*	*-9.7%*
Student voice	% Agree	68.4%	59.6%	69.6%	57.9%	66.1%	75.3%	64.9%	61.8%	63.8%	**65.1%**
	YoY Change	*3.0%*	*-19.9%*	*-7.3%*	*-13.6%*	*-9.9%*	*-4.3%*	*-17.2%*	*-9.8%*	*-6.2%*	*-8.6%*
Student union	% Agree	51.9%	44.2%	52.0%	45.1%	60.6%	70.0%	42.6%	53.7%	48.3%	**53.5%**
	YoY Change	*4.1%*	*-16.6%*	*-0.4%*	*-10.0%*	*-8.6%*	*-2.6%*	*-18.5%*	*-8.7%*	*-1.7%*	*-4.8%*
Overall Satisfaction	% Agree	71.8%	57.1%	69.7%	55.2%	66.8%	78.3%	69.2%	65.9%	64.0%	**66.3%**
	YoY Change	*1.9%*	*-29.4%*	*-7.1%*	*-20.5%*	*-14.3%*	*-5.7%*	*-22.8%*	*-12.1%*	*-17.4%*	*-13.2%*
Average score	**% Agree**	**73.0%**	**60.0%**	**72.3%**	**60.3%**	**64.7%**	**77.7%**	**64.1%**	**68.6%**	**64.1%**	**67.1%**
	YoY Change	***2.1%***	***-18.4%***	***-3.8%***	***-14.2%***	***-12.3%***	***-3.2%***	***-16.4%***	***-7.2%***	***-9.8%***	***-8.8%***
Teaching related questions	**% Agree**	**79.7%**	**63.8%**	**78.4%**	**63.7%**	**68.0%**	**79.5%**	**70.5%**	**75.2%**	**68.6%**	***71.8%***
	YoY Change	***4.5%***	***-14.5%***	***-0.9%***	***-12.1%***	***-8.0%***	***-2.6%***	***-11.6%***	***-3.2%***	***-7.7%***	***-6.1%***

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

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

4. School performance compared to Sector benchmark

		Allied and Community Health	Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Law and Social Sciences	Nursing and Midwifery	Not Known
The teaching on my course	**% Agree**	**82.1%**	**67.0%**	**76.2%**	**60.1%**	**70.6%**	**81.1%**	**72.8%**	**77.3%**	**70.5%**
	Variance	***-0.9%***	***-14.3%***	***0.5%***	***-16.1%***	***-6.6%***	***3.9%***	***-6.5%***	***-0.9%***	
1. Staff are good at explaining things.	% Agree	84.2%	70.0%	82.4%	64.8%	77.7%	82.2%	75.2%	79.2%	73.3%
	Variance	*-0.5%*	*-15.8%*	*0.4%*	*-14.6%*	*-5.9%*	*1.6%*	*-8.8%*	*-0.7%*	
2. Staff have made the subject interesting.	% Agree	84.2%	68.1%	80.6%	52.8%	66.8%	78.7%	65.8%	76.2%	63.5%
	Variance	*2.3%*	*-12.5%*	*2.5%*	*-18.4%*	*-6.0%*	*8.1%*	*-10.7%*	*-0.5%*	
3. The course is intellectually stimulating.	% Agree	80.0%	73.0%	72.0%	60.4%	68.2%	81.8%	76.4%	75.5%	74.9%
	Variance	*-5.2%*	*-10.6%*	*0.5%*	*-17.2%*	*-9.0%*	*1.0%*	*-5.8%*	*-3.0%*	
4. My course has challenged me to achieve my best work.	% Agree	80.0%	56.7%	69.7%	62.2%	69.9%	81.8%	73.8%	78.4%	70.5%
	Variance	*-0.2%*	*-18.4%*	*-1.4%*	*-14.2%*	*-5.7%*	*4.7%*	*-0.6%*	*0.7%*	
Learning opportunities	**% Agree**	**86.1%**	**65.5%**	**80.7%**	**67.7%**	**73.3%**	**81.6%**	**73.4%**	**84.7%**	**72.2%**
	Variance	***2.0%***	***-12.2%***	***4.0%***	***-8.8%***	***-5.2%***	***4.7%***	***-4.6%***	***2.8%***	
5. My course has provided me with opportunities to explore ideas or concepts in depth.	% Agree	84.9%	65.2%	81.9%	67.0%	73.1%	80.1%	75.2%	81.5%	70.0%
	Variance	*3.7%*	*-13.4%*	*5.6%*	*-8.6%*	*-5.0%*	*3.9%*	*-4.6%*	*3.3%*	
6. My course has provided me with opportunities to bring information and ideas together from different topics.	% Agree	83.3%	69.5%	79.6%	69.1%	74.9%	85.3%	71.8%	83.8%	76.7%
	Variance	*0.3%*	*-11.9%*	*0.9%*	*-9.7%*	*-7.5%*	*5.9%*	*-8.8%*	*3.5%*	
7. My course has provided me with opportunities to apply what I have learnt.	% Agree	90.0%	61.7%	80.6%	67.0%	72.0%	79.3%	73.2%	88.8%	69.7%
	Variance	*1.9%*	*-11.3%*	*5.5%*	*-8.2%*	*-3.0%*	*4.1%*	*-0.5%*	*1.8%*	
Assessment and feedback	**% Agree**	**74.5%**	**60.8%**	**74.9%**	**62.9%**	**61.2%**	**76.2%**	**67.4%**	**70.4%**	**65.4%**
	Variance	***2.7%***	***-7.0%***	***5.1%***	***-1.4%***	***-6.8%***	***11.5%***	***0.2%***	***-0.6%***	
8. The criteria used in marking have been clear in advance.	% Agree	76.7%	58.3%	73.5%	67.0%	64.8%	76.9%	72.3%	78.2%	69.7%
	Variance	*4.7%*	*-12.3%*	*5.2%*	*-0.5%*	*-6.8%*	*10.6%*	*2.1%*	*6.0%*	
9. Marking and assessment has been fair.	% Agree	67.5%	62.9%	76.3%	65.5%	61.7%	74.8%	65.8%	68.2%	68.3%
	Variance	*0.4%*	*-3.8%*	*7.8%*	*-2.1%*	*-7.2%*	*5.6%*	*0.4%*	*3.2%*	
10. Feedback on my work has been timely.	% Agree	75.8%	59.4%	71.4%	62.2%	55.6%	75.3%	62.2%	64.5%	59.0%
	Variance	*1.4%*	*-6.4%*	*3.6%*	*3.7%*	*-10.6%*	*15.4%*	*-3.5%*	*-10.9%*	

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%

4. School performance compared to Sector benchmark

		Allied and Community Health	Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Law and Social Sciences	Nursing and Midwifery	Not Known
11. I have received helpful comments on my work.	% Agree	78.2%	62.6%	78.2%	57.0%	62.5%	78.0%	69.4%	70.5%	64.6%
	Variance	*4.2%*	*-5.6%*	*3.8%*	*-6.8%*	*-2.8%*	*14.4%*	*1.7%*	*-0.5%*	
Academic support	**% Agree**	**76.2%**	**62.1%**	**82.0%**	**64.2%**	**67.0%**	**79.0%**	**68.3%**	**68.4%**	**66.3%**
	Variance	***2.2%***	***-10.6%***	***8.2%***	***-7.5%***	***-7.1%***	***6.0%***	***-1.5%***	***0.1%***	
12. I have been able to contact staff when I needed to.	% Agree	78.3%	68.1%	88.6%	71.7%	71.7%	81.8%	77.9%	70.7%	69.8%
	Variance	*0.5%*	*-12.0%*	*8.4%*	*-7.2%*	*-9.3%*	*-0.3%*	*0.4%*	*-0.4%*	
13. I have received sufficient advice and guidance in relation to my course.	% Agree	78.3%	59.6%	78.7%	61.3%	64.8%	78.8%	67.1%	69.8%	66.7%
	Variance	*5.2%*	*-10.7%*	*7.4%*	*-8.5%*	*-7.8%*	*8.1%*	*-0.8%*	*2.4%*	
14. Good advice was available when I needed to make study choices on my course.	% Agree	71.8%	58.6%	78.6%	59.2%	64.6%	76.4%	59.9%	64.5%	62.4%
	Variance	*0.9%*	*-9.1%*	*8.9%*	*-7.1%*	*-4.1%*	*10.2%*	*-4.1%*	*-2.0%*	
Organisation and management	**% Agree**	**63.6%**	**63.0%**	**68.9%**	**60.1%**	**63.8%**	**77.1%**	**62.6%**	**59.5%**	**61.4%**
	Variance	***-2.8%***	***-7.9%***	***6.1%***	***-8.4%***	***-11.0%***	***7.6%***	***-7.7%***	***3.1%***	
15. The course is well organised and is running smoothly.	% Agree	58.3%	53.2%	56.4%	46.7%	57.2%	68.5%	55.7%	44.1%	49.0%
	Variance	*-0.5%*	*-11.0%*	*3.1%*	*-15.9%*	*-13.3%*	*6.3%*	*-9.9%*	*-1.4%*	
16. The timetable works efficiently for me.	% Agree	66.7%	73.0%	82.0%	73.9%	66.8%	79.7%	67.1%	74.7%	71.5%
	Variance	*-7.0%*	*-4.0%*	*10.1%*	*0.8%*	*-11.4%*	*5.2%*	*-8.2%*	*6.6%*	
17. Any changes in the course or teaching have been communicated effectively.	% Agree	65.8%	62.9%	68.2%	59.6%	67.4%	83.3%	65.1%	59.8%	63.7%
	Variance	*-0.8%*	*-8.9%*	*5.0%*	*-10.1%*	*-8.3%*	*11.4%*	*-5.0%*	*4.2%*	
Learning resources	**% Agree**	**61.3%**	**47.2%**	**57.6%**	**52.8%**	**53.1%**	**74.2%**	**50.9%**	**57.6%**	**54.2%**
	Variance	***-12.9%***	***-26.8%***	***-9.3%***	***-20.6%***	***-23.1%***	***-1.4%***	***-20.4%***	***-18.7%***	
18. The IT resources and facilities provided have supported my learning well.	% Agree	55.0%	43.9%	45.7%	46.7%	45.8%	70.1%	45.9%	50.5%	47.5%
	Variance	*-16.8%*	*-28.4%*	*-19.0%*	*-23.7%*	*-29.1%*	*-5.0%*	*-23.3%*	*-22.4%*	
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.	% Agree	70.0%	54.7%	60.5%	58.4%	58.9%	78.5%	56.8%	66.0%	59.5%
	Variance	*-7.5%*	*-21.3%*	*-10.3%*	*-17.6%*	*-18.3%*	*2.6%*	*-16.8%*	*-14.9%*	
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	% Agree	58.8%	43.2%	66.7%	53.3%	54.7%	74.1%	50.0%	56.4%	55.6%
	Variance	*-14.5%*	*-30.8%*	*1.5%*	*-20.5%*	*-21.9%*	*-1.8%*	*-21.1%*	*-18.6%*	

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

Colour coding is based on the variance from Sector benchmark.

4. School performance compared to Sector benchmark

		Allied and Community Health	Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Law and Social Sciences	Nursing and Midwifery	Not Known
Learning community	**% Agree**	**77.0%**	**55.7%**	**73.6%**	**61.3%**	**61.8%**	**79.3%**	**51.4%**	**71.4%**	**60.4%**
	Variance	***2.1%***	***-10.3%***	***5.2%***	***-4.9%***	***-6.9%***	***10.6%***	***-6.5%***	***1.6%***	
21. I feel part of a community of staff and students.	% Agree	70.6%	42.1%	62.9%	40.8%	52.1%	71.4%	46.6%	64.1%	51.2%
	Variance	*3.3%*	*-14.5%*	*1.9%*	*-13.4%*	*-7.0%*	*13.1%*	*-4.9%*	*1.5%*	
22. I have had the right opportunities to work with other students as part of my course.	% Agree	83.3%	69.3%	84.3%	81.2%	71.4%	87.1%	56.2%	78.8%	69.6%
	Variance	*0.9%*	*-6.2%*	*8.5%*	*3.1%*	*-7.0%*	*8.0%*	*-8.1%*	*1.8%*	
Student voice	**% Agree**	**68.4%**	**59.6%**	**69.6%**	**57.9%**	**66.1%**	**75.3%**	**64.9%**	**61.8%**	**63.8%**
	Variance	***-1.9%***	***-7.7%***	***4.7%***	***-6.0%***	***-3.0%***	***9.2%***	***1.7%***	***-0.6%***	
23. I have had the right opportunities to provide feedback on my course.	% Agree	84.0%	69.3%	79.1%	72.5%	73.1%	79.3%	73.6%	72.6%	77.5%
	Variance	*1.8%*	*-12.1%*	*3.3%*	*-5.1%*	*-7.3%*	*-0.5%*	*-2.3%*	*-4.7%*	
24. Staff value students' views and opinions about the course.	% Agree	69.5%	63.1%	75.4%	58.7%	71.8%	77.9%	70.1%	62.3%	64.1%
	Variance	*-1.9%*	*-6.0%*	*6.9%*	*-7.2%*	*0.9%*	*11.9%*	*3.5%*	*0.3%*	
25. It is clear how students' feedback on the course has been acted on.	% Agree	51.3%	46.4%	54.3%	42.5%	53.4%	68.4%	51.0%	50.5%	49.8%
	Variance	*-5.8%*	*-4.9%*	*3.8%*	*-5.7%*	*-2.8%*	*16.2%*	*3.9%*	*2.5%*	
Student union	**% Agree**	**51.9%**	**44.2%**	**52.0%**	**45.1%**	**60.6%**	**70.0%**	**42.6%**	**53.7%**	**48.3%**
	Variance	***-4.1%***	***-11.8%***	***1.7%***	***-2.5%***	***1.4%***	***17.5%***	***-10.6%***	***-2.1%***	
26. The students' union (association or guild) effectively represents students' academic interests.	% Agree	51.9%	44.2%	52.0%	45.1%	60.6%	70.0%	42.6%	53.7%	48.3%
	Variance	*-4.1%*	*-11.8%*	*1.7%*	*-2.5%*	*1.4%*	*17.5%*	*-10.6%*	*-2.1%*	
Overall Satisfaction	**% Agree**	**71.8%**	**57.1%**	**69.7%**	**55.2%**	**66.8%**	**78.3%**	**69.2%**	**65.9%**	**64.0%**
	Variance	***-4.4%***	***-19.0%***	***2.2%***	***-18.2%***	***-9.7%***	***3.9%***	***-5.4%***	***-3.1%***	
27. Overall, I am satisfied with the quality of the course.	% Agree	71.8%	57.1%	69.7%	55.2%	66.8%	78.3%	69.2%	65.9%	64.0%
	Variance	*-4.4%*	*-19.0%*	*2.2%*	*-18.2%*	*-9.7%*	*3.9%*	*-5.4%*	*-3.1%*	
Average score	**% Agree**	**73.0%**	**60.0%**	**72.3%**	**60.3%**	**64.7%**	**77.7%**	**64.1%**	**68.6%**	**64.1%**
	Variance	***-1.3%***	***-12.1%***	***2.9%***	***-9.1%***	***-8.3%***	***6.9%***	***-5.6%***	***-1.7%***	

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.

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)
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.

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

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)	Allied and Community Health	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)	Allied and Community Health	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)	Nursing and Midwifery	90.2%	93.8%	82.4%	76.2%	73.5%	67.3%	83.3%	71.0%	68.5%	85.2%	79.7%	11	54

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.

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

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)	Allied and Community Health	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)	Nursing and Midwifery	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

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

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) 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
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)	Nursing and Midwifery	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)	Allied and Community Health	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

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

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) 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
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)	Business	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)	Nursing and Midwifery	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

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

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) 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
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)	Allied and Community Health	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)	Nursing and Midwifery	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

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

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 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
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)	Nursing and Midwifery	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

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

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) Physiotherapy (FT)	Allied and Community Health	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
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)	Business	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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Colour coding is based on the difference from question area average of all courses.

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

NSS performance: Course ranking

School: School of Allied and Community Health

Course	Subject (CAH3)	Overall Satisfaction					2021					
		17/18	18/19	19/20	20/21	Trend	No. of respondents (FPE)	Response Rate	Rank	Sector Subject Overall Satisfaction	Course Quartile	Number of Institutions
School Overall		**79.6%**	**86.1%**	**69.9%**	**71.8%**		**120**	**80.0%**				
BSc (Hons) Occupational Therapy (PT)	counselling, psychotherapy and occupational therapy	100.0%	100.0%	76.9%	100.0%		12	85.7%	1	76.3%	1	52
BSc (Hons) Occupational Therapy (FT)	counselling, psychotherapy and occupational therapy	80.0%	96.0%	82.8%	91.2%		34	87.2%	2	76.3%	1	52
BA (Hons) Social Work (FT)	social work	80.6%	85.7%	63.3%	78.6%		15	62.5%	3	74.8%	2	77
BSc (Hons) Diagnostic Radiography (FT)	medical technology	70.0%	89.2%	88.9%	62.5%		33	71.7%	4	78.0%	4	25
BSc (Hons) Operating Department Practice (FT)	health sciences (non-specific)	85.7%	100.0%	92.9%	58.3%		12	100.0%	5	71.3%	4	61
BSc (Hons) Physiotherapy (FT)	physiotherapy			34.8%	28.6%		14	93.3%	6	80.7%	4	40
BSc (Hons) Health and Social Care: Administration and Management (FT)	health studies		76.9%	50.0%								
BSc (Hons) Therapeutic Radiography (FT)	medical technology	75.0%	46.7%	45.5%								

NSS performance: Course ranking

School: School of Applied Sciences

Course	Subject (CAH3)	Overall Satisfaction					2021					
		17/18	18/19	19/20	20/21	Trend	No. of respondents (FPE)	Response Rate	Rank	Sector Subject Overall Satisfaction	Course Quartile	Number of Institutions
School Overall		**72.4%**	**74.6%**	**86.5%**	**57.1%**		**141**	**72.7%**				
BSc (Hons) Forensic Science (FT)	forensic and archaeological sciences	80.0%	89.3%	100.0%	100.0%		22	73.3%	1	77.1%	1	39
BSc (Hons) Sport and Exercise Science (FT)	sport and exercise sciences	75.0%	70.0%	91.7%	73.3%		15	57.7%	2	78.5%	4	86
BSc (Hons) Psychology (FT)	psychology (non-specific)	70.3%	76.9%	89.3%	58.8%		34	79.1%	3	75.8%	4	113
BSc (Hons) Psychological Counselling (FT)	counselling, psychotherapy and occupational therapy				58.3%		13	92.9%	4	76.3%	4	52
BSc (Hons) Bioscience (FT)	biosciences (non-specific)		77.8%	88.9%	40.9%		22	64.7%	5	77.0%	4	30
BSc (Hons) Psychology - Clinical (FT)	psychology and health	72.2%		91.7%	36.4%		11	84.6%	6	73.2%	4	10
BSc (Hons) Psychology (Forensic Psychology) (FT)	applied psychology				30.0%		10	62.5%	7	72.9%	4	32
BSc (Hons) Human Nutrition (FT)	nutrition and dietetics		71.4%	30.0%	28.6%		14	77.8%	8	77.6%	4	40
BSc (Hons) Psychology - Child Development (FT)	developmental psychology	71.4%										
BSc (Hons) Sports Coaching and Analysis (FT)	sport and exercise sciences	85.7%	53.8%									
FdSc Baking Technology Management (FT)	food and beverage production	58.8%	54.5%									

NSS performance: Course ranking

School: School of Arts and Creative Industries

Course	Subject (CAH3)	Overall Satisfaction					2021					
		17/18	18/19	19/20	20/21	Trend	No. of respondents (FPE)	Response Rate	Rank	Sector Subject Overall Satisfaction	Course Quartile	Number of Institutions
School Overall		**80.9%**	**78.6%**	**76.8%**	**69.7%**		**211**	**74.3%**				
BA/BSc (Hons) Game Design and Development (FT)	design studies		100.0%	80.0%	84.6%		26	72.2%	1	71.8%	1	78
BA (Hons) Drama and Performance (FT)	drama	86.1%	93.0%	82.6%	80.0%		35	76.1%	2	70.6%	2	77
BA (Hons) Journalism (FT)	journalism		87.5%	62.5%	80.0%		15	68.2%	2	73.1%	2	60
BA (Hons) Film Practice (FT)	cinematics and photography		69.2%	62.3%	64.9%		57	75.0%	4	60.0%	2	76
BA (Hons) Photography (FT)	cinematics and photography		54.5%	80.6%	64.3%		14	66.7%	5	60.0%	2	76
BA (Hons) Film Studies (FT)	media studies	100.0%	84.6%	94.1%	63.6%		22	78.6%	6	67.3%	3	89
BA/BSc (Hons) Music and Sound Design (FT)	music				60.0%		15	71.4%	7	73.4%	4	74
BA (Hons) Fashion Promotion with Marketing (FT)	design studies				60.0%		10	71.4%	7	71.8%	4	78
BA (Hons) Creative Advertising with Marketing (FT)	marketing			100.0%	58.8%		17	85.0%	9	70.6%	4	88
BA (Hons) Arts and Festival Management (FT)	tourism, transport and travel	62.5%	70.0%									
BA (Hons) Digital Design (FT)	design studies		52.2%									
BA (Hons) Digital Film and Video	cinematics and photography	75.6%										
BA (Hons) Digital Media Arts (FT)	design studies	70.0%										
BA (Hons) Digital Photography	cinematics and photography	94.4%										
BA (Hons) English with Creative Writing (FT)	creative writing	87.0%	93.3%	93.8%								
BA (Hons) Game Cultures	design studies	69.2%										
BA (Hons) Multimedia Journalism	journalism	88.9%										
BA/BSc (Hons) Sound Design (FT)	music		100.0%									

NSS performance: Course ranking

School: School of Built Environment and Architecture

Course	Subject (CAH3)	Overall Satisfaction					2021					
		17/18	18/19	19/20	20/21	Trend	No. of respondents (FPE)	Response Rate	Rank	Sector Subject Overall Satisfaction	Course Quartile	Number of Institutions
School Overall		**79.3%**	**83.9%**	**75.7%**	**55.2%**		**230**	**81.3%**				
BSc (Hons) Architectural Technology (FT)	architecture	100.0%	100.0%		81.8%		11	91.7%	1	75.9%	2	51
BEng (Hons) Civil Engineering (FT)	civil engineering	96.7%	100.0%	91.7%	73.3%		45	70.3%	2	76.7%	3	60
BSc (Hons) Quantity Surveying (FT)	building				70.0%		10	90.9%	3	70.1%	2	35
BSc (Hons) Quantity Surveying (PT)	building	80.0%	80.0%	80.0%	66.7%		15	75.0%	4	70.1%	3	35
BSc (Hons) Commercial Management (Quantity Surveying) (PT)	building		88.9%	77.8%	60.0%		15	93.8%	5	70.1%	4	35
BA (Hons) Architecture (FT)	architecture	63.0%	78.8%	60.9%	59.1%		22	71.0%	6	75.9%	4	51
BEng (Hons) Civil Engineering (TAC Design Apprenticeship) (PT)	civil engineering				54.5%		11	100.0%	7	76.7%	4	60
BSc (Hons) Quantity Surveying 5yrs (Surveying Apprenticeship) (PT)	building			81.0%	47.1%		68	87.2%	8	70.1%	4	35
HND Building Services Engineering (PT)	engineering (non-specific)	74.4%	72.4%	70.0%	31.8%		22	91.7%	9	78.8%	4	29
BSc (Hons) Construction Management (PT)	building			61.9%	9.1%		11	68.8%	10	70.1%	4	35
BEng (Hons) Building Services Engineering (PT)	engineering (non-specific)	67.6%	74.1%	88.2%								
BEng (Hons) Building Services Engineering (TAC Design Apprenticeship) (PT)	engineering (non-specific)			66.7%								
BEng/BEng (Hons) Civil Engineering (PT)	civil engineering		100.0%									
BSc (Hons) Architectural Technology (PT)	architecture			60.0%								
BSc (Hons) Civil Engineering (FT)	civil engineering	93.3%	92.3%	91.7%								
BSc (Hons) Construction Management (FT)	building			58.3%								
BSc (Hons) Property Management (Building Surveying) (FT)	building	90.0%										

NSS performance: Course ranking

School: School of Business

Course	Subject (CAH3)	Overall Satisfaction					2021					
		17/18	18/19	19/20	20/21	Trend	No. of respondents (FPE)	Response Rate	Rank	Sector Subject Overall Satisfaction	Course Quartile	Number of Institutions
School Overall		**87.1%**	**84.9%**	**81.0%**	**66.8%**		**385**	**72.8%**				
BA (Hons) Marketing (FT)	marketing	86.7%	85.7%	90.9%	90.9%		11	68.8%	1	70.6%	1	88
BA (Hons) Business Management with Marketing (FT)	business studies		78.6%	80.0%	83.3%		24	96.0%	2	73.4%	1	100
BA (Hons) Tourism and Hospitality Management (FT)	tourism, transport and travel			75.0%	77.8%		18	69.2%	3	75.1%	2	63
BA (Hons) Accounting and Finance (with placement) (FT)	finance	89.6%	92.6%	94.1%	72.7%		129	72.5%	4	77.6%	3	85
BA (Hons) Business Management with Accounting (FT)	business studies			72.7%	70.0%		10	58.8%	5	73.4%	3	100
BA (Hons) Business Management with HR (FT)	business studies		70.0%	81.8%	70.0%		20	74.1%	5	73.4%	3	100
BA (Hons) Marketing with Advertising & Digital Communications (FT)	marketing				64.7%		17	77.3%	7	70.6%	3	88
BA (Hons) Business Management (FT)	business studies		63.6%	62.2%	61.5%		80	72.1%	8	73.4%	4	100
BA (Hons) Business Management with Project Management (FT)	business studies				61.5%		13	76.5%	8	73.4%	4	100
BA (Hons) Business Management with Enterprise & Entrepreneurship (FT)	business studies		81.8%	71.4%	55.0%		20	69.0%	10	73.4%	4	100
BA (Hons) Business Management with Finance (FT)	business studies		80.0%		54.5%		11	73.3%	11	73.4%	4	100
BSc (Hons) Economics with Finance (FT)	economics				53.8%		13	56.5%	12	74.9%	4	81
BA (Hons) Events and Entertainment Management (FT)	tourism, transport and travel				31.6%		19	82.6%	13	75.1%	4	63
BA (Hons) Business Administration (FT)	business studies	93.8%										
BA (Hons) Business Studies (FT)	business studies	90.9%										
BA (Hons) Business Studies (PT) (SAT)	business studies	87.5%										
BA (Hons) Tourism, Hospitality and Leisure Management (FT)	tourism, transport and travel	75.6%	88.9%									
BSc (Hons) Economics (FT)	economics	78.6%	80.0%									
FdA In Accounting - London South Bank University (FT)	accounting	84.6%										
HND Business Studies (FT)	business studies	85.7%	89.5%									

NSS performance: Course ranking

School: School of Engineering

Course	Subject (CAH3)	Overall Satisfaction					2021					
		17/18	18/19	19/20	20/21	Trend	No. of respondents (FPE)	Response Rate	Rank	Sector Subject Overall Satisfaction	Course Quartile	Number of Institutions
School Overall		**76.4%**	**83.4%**	**84.0%**	**78.3%**		**232**	**74.6%**				
BSc (Hons) Engineering Product Design (FT)	design studies	87.5%	90.9%	90.0%	95.0%		20	74.1%	1	71.8%	1	78
BEng (Hons) Chemical and Process Engineering (FT)	chemical, process and energy engineering	76.3%	92.1%	94.1%	88.6%		35	64.8%	2	76.1%	1	32
BEng (Hons) Mechanical Engineering (FT)	mechanical engineering	76.5%	95.3%	93.8%	87.1%		62	81.6%	3	74.6%	1	67
BEng (Hons) Advanced Vehicle Engineering (FT)	mechanical engineering				83.3%		12	100.0%	4	74.6%	1	67
BSc (Hons) Product Design (FT)	design studies	76.9%	75.0%	90.5%	81.8%		22	78.6%	5	71.8%	1	78
BEng (Hons) Electrical and Electronic Engineering (FT)	electrical and electronic engineering	60.0%		88.2%	75.0%		17	77.3%	6	75.4%	2	71
HND Electrical and Electronic Engineering (PT)	electrical and electronic engineering	58.3%	62.5%	54.5%	72.7%		11	73.3%	7	75.4%	2	71
BEng (Hons) Electrical Engineering and Power Electronics (FT)	electrical and electronic engineering	61.5%	100.0%		70.0%		10	76.9%	8	75.4%	3	71
BSc (Hons) Information Technology (FT)	information technology				63.6%		22	68.8%	9	80.8%	4	18
BSc (Hons) Computer Science (FT)	computer science		54.5%	84.6%	35.0%		21	65.6%	10	68.7%	4	102
BEng (Hons) Electrical and Electronic Engineering (PT)	electrical and electronic engineering		60.0%	45.5%								
BEng (Hons) Petroleum Engineering (FT)	chemical, process and energy engineering	84.4%	100.0%	83.3%								
BSc (Hons) Information Technology (with Placement) (FT)	computer science	76.2%	69.6%									
HND Electrical and Electronic Engineering (FT)	electrical and electronic engineering	90.0%										

NSS performance: Course ranking

School: School of Law and Social Sciences

Course	Subject (CAH3)	Overall Satisfaction					2021					
		17/18	18/19	19/20	20/21	Trend	No. of respondents (FPE)	Response Rate	Rank	Sector Subject Overall Satisfaction	Course Quartile	Number of Institutions
School Overall		**87.5%**	**82.6%**	**91.9%**	**69.2%**		**149**	**60.6%**				
LLB (Hons) Law (FT)	law	96.1%	84.9%	95.0%	83.6%		62	54.9%	1	73.3%	1	105
BSc (Hons) Criminology (FT)	sociology	71.4%	94.7%	81.8%	80.0%		26	76.5%	2	71.3%	2	105
BSc (Hons) Criminology with Psychology (FT)	sociology	80.0%	80.0%		61.5%		13	76.5%	3	71.3%	4	105
BSc (Hons) Sociology (FT)	sociology	92.9%			54.5%		11	64.7%	4	71.3%	4	105
BA (Hons) Education Studies (FT)	education	78.1%	71.8%	90.0%	52.2%		24	54.5%	5	78.8%	4	80
BA (Hons) Education Studies (Work Based) (FT)	education	100.0%	92.9%	100.0%	30.8%		13	61.9%	6	78.8%	4	80
BA (Hons) Housing Studies (FT)	planning (urban, rural and regional)	100.0%	80.0%									
BSc (Hons) Sociology with Criminology (FT)	sociology		81.8%									

NSS performance: Course ranking

School: School of Nursing and Midwifery

Course	Subject (CAH3)	Overall Satisfaction					2021					
		17/18	18/19	19/20	20/21	Trend	No. of respondents (FPE)	Response Rate	Rank	Sector Subject Overall Satisfaction	Course Quartile	Number of Institutions
School Overall		**84.7%**	**82.6%**	**78.0%**	**65.9%**		**400**	**73.7%**				
BSc (Hons) Mental Health Nursing (FT)	mental health nursing	90.2%	71.4%	87.5%	85.2%		54	79.4%	1	68.2%	1	64
FdSc Nursing Associate (Apprenticeship) (PT)	nursing (non-specific)			65.8%	79.7%		60	63.8%	2	74.9%	2	35
BSc (Hons) Adult Nursing (FT)	adult nursing	88.1%	81.3%	85.7%	68.5%		169	79.7%	3	66.0%	3	73
BSc (Hons) Children's Nursing (FT)	children's nursing	76.6%	86.6%	73.0%	54.7%		54	76.1%	4	69.0%	4	52
FdSc Nursing Associate (Apprenticeship) (NMC) (PT)	nursing (non-specific)				40.7%		27	51.9%	5	74.9%	4	35
BSc (Hons) Midwifery (FT)	midwifery	84.8%	78.9%	76.0%	37.1%		36	78.3%	6	69.5%	4	51
BSc (Hons) Learning Disabilities Nursing (FT)	learning disabilities nursing	93.8%	100.0%									
FdSc Health (Apprenticeship) (PT)	nursing (non-specific)		94.6%									

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	INTERNAL
Paper title:	2021 League Table Performance
Board/Committee:	Academic Board
Date of meeting:	05 November 2021
Author(s):	SPP team
Sponsor(s):	Prof. Tara Dean, Provost
Purpose:	For Information
Recommendation:	For the Committee to note the league table performance and linkage to Student Outcome metrics.

Executive summary

This report summarises LSBU's performance in the main domestic and international league tables published in 2021.

LSBU's strategic target is to in the top 50% of domestic rankings and in the top 500 institutions internationally. Current rankings are on a downward trajectory, with the exception of the latest THE World University Ranking. Significant improvement will be required in student outcomes in order to achieve the domestic ambition and in research outputs and academic reputation in order to increase rank internationally.

1. Headlines for 2021 published tables

LSBU is outside the top 100 and near the bottom in each of the main **domestic league tables**:

- The Complete University Guide: LSBU decline by 21 places, from 89th/130 to **110th**/130
- The Guardian: LSBU has declined by 20 places this year, moving from 93rd/121 to **113th**/121
- The Times Good University Guide: LSBU has declined by 4 places from rank 123rd/131 to **127th**/132

The principal factors in LSBU's low and declining position in all three domestic tables are very low entry tariff, poor continuation rates and poor student experience as measure by the NSS – see the Impact of measures charts in the body of the report.

In domestic subject rankings, only Social Work features in the top 50 percentile in all three tables. Mechanical Engineering, Sports Science and Building are in the top 50 percentile in two of the three tables. All other subjects are ranked in the bottom 50 percentile, with a significant number within the bottom quartile.

LSBU is in the 801-1000 banding of the two **international tables** it appears in:

- QS World University Ranking (QS WUR): LSBU has declined in overall rank from 751-800 to **801-1000**

- Times Higher Education World University Ranking (THE WUR): LSBU has re-entered the rank **801-1000** from rank 1000+ for the first time since 2018, despite a 9% increase in the number of ranked institutions to 1662

The international tables are heavily weighted towards research outputs (measured through citation scores) and academic reputation. LSBU's increase in rank in the THE WUR resulted mainly from an increase in the citation score which is worth 30% of the total in this league table. THE WUR subject ranks have also improved this year for Engineering and Clinical and Health.

2. The Complete University Guide – Published 8th June 2021

LSBU declined by 21 places, from 89th to 110th, out of 130.

The measures which have shown the largest decline YoY at LSBU are **Graduate Prospects – Outcomes** (-64 places, from 4th to 68th) and **Student Satisfaction** (-45 places from 42nd to 87th), this was expected due to the change from DLHE to Graduate Outcomes and the decline in NSS scores in 2020[1].

Due to the removal of the Good Honours measure, the remaining measures have an increased weighting.

LSBU CUG - Overall Performance

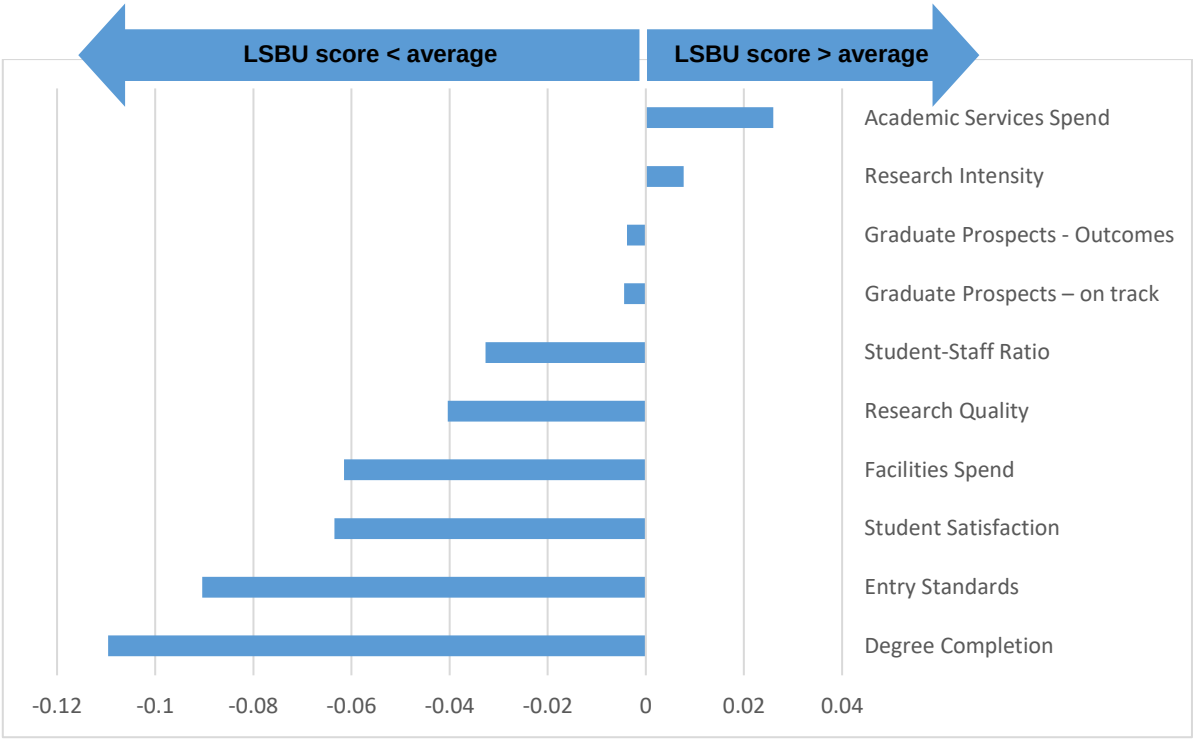
		Score			
Measure	**Weighting (%)**	**2021**	**2022**	**Change in score**	**Change in rank**
Overall	**100%**	**556**	**481**	**-75**	**-21**
Entry Standards	13%	107	106	-1	5
Student Satisfaction	19%	4.08	3.99	-0.09	-45
Research Quality (REF2014)	13%	2.52	2.52	0	0
Research Intensity (REF2014)	6%	0.41	0.41	0	0
Graduate Prospects – Outcomes (2021 score based on DLHE, 2022 score based on GO)	8%	87.7	70	-17.7	-64
Graduate Prospects – on track	4%	-	68	-	-
Student-Staff Ratio	13%	16.3	16.8	0.5*	-5
Academic Services Spend	6%	1927	1927	0	0
Facilities Spend	6%	263	263	0	0
Good Honours (discontinued)	0%	70.7	-	-	-
Degree Completion	13%	76.4	75.3	-1.1	-6

*An increase in score here is a deterioration.

[1] The 2021 NSS results were not available at the time of publication of the CUG in early June.

Impact of measures on the overall rank for LSBU

The chart below shows the impact each measure had on LSBU's overall ranking, taking into account percentile score and the weighting given to the measure by the CUG:



LSBU CUG - Subject table performance (sorted high to low for percentile rank in the latest year)

	2021			2022				
CUG Subject	**Rank**	**Number in subject**	**Percentile Rank**	**Rank**	**Number in subject**	**Percentile Rank**	**Change in Rank**	**Change in Percentile Rank**
Overall	**89**	**130**	**68%**	**110**	**130**	**85%**	-21	-16%
Social Work	20	83	24%	25	79	32%	-5	-8%
Sports Science	40	84	48%	37	85	44%	3	4%
Building	6	36	17%	17	37	46%	-11	-29%
Mechanical Engineering	28	72	39%	35	74	47%	-7	-8%
Sociology	59	102	58%	50	105	48%	9	10%
Counselling, Psychotherapy & Occupational Therapy	-	-	-	24	47	51%	-	-
Tourism, Transport, Travel & Heritage	26	54	48%	33	57	58%	-7	-10%

Studies (Renamed)								
Architecture	33	59	56%	36	58	62%	-3	-6%
Food Science	31	39	79%	27	43	63%	4	17%
Law	39	103	38%	66	104	63%	-27	-26%
Education	20	81	25%	54	84	64%	-34	-40%
Music	51	85	60%	56	87	64%	-5	-4%
Politics	57	85	67%	57	86	66%	0	1%
Drama, Dance & Cinematics	53	102	52%	69	103	67%	-16	-15%
Psychology	61	118	52%	81	118	69%	-20	-17%
General Engineering	20	32	63%	22	31	71%	-2	-8%
Electrical & Electronic Engineering	51	72	71%	51	71	72%	0	-1%
Communication & Media Studies	57	97	59%	70	97	72%	-13	-13%
Nursing	42	72	58%	56	77	73%	-14	-14%
Civil Engineering	38	57	67%	46	58	79%	-8	-13%
Town & Country Planning and Landscape Design	21	25	84%	19	23	83%	2	1%
Forensic Science	23	34	68%	29	34	85%	-6	-18%
Art & Design	32	86	37%	73	85	86%	-41	-49%
Accounting & Finance	64	103	62%	91	105	87%	-27	-25%
Marketing	51	84	61%	80	92	87%	-29	-26%
Computer Science	73	110	66%	101	113	89%	-28	-23%
Biological Sciences	91	103	88%	91	100	91%	0	-3%
Economics	66	78	85%	77	80	96%	-11	-12%
Physiotherapy	26	39	67%	38	39	97%	-12	-31%
Business & Management Studies	83	123	67%	120	122	98%	-37	-31%
Chemical Engineering	22	31	71%	34	34	100%	-12	-29%
Creative Writing	8	53	15%	-	55	-	-	-

English	46	106	43%	-	100	-	-	-
Occupational Therapy (discontinued)	18	30	60%	-	-	-	-	-

3. The Guardian – Published 11th September 2021

The Guardian have made a number changes to the methodology this year, including changes to the measure weightings: the Continuation measure has increased from 10% to 15% and the total NSS weighting has been reduced from 25% to 20%. The latest Graduate Outcomes Survey results have not been included due to the timing of the publication and the impact of the pandemic on results. The Guardian have stated that they do not intend to average Graduate Outcomes Survey over several years (unlike their treatment of NSS results); therefore we can assume that the 2018/19 GO results will not be used in future editions of the Guardian ranking either.

The Guardian 2022 edition uses data from the 2019/20 HESA Staff, Student and Finance returns, Continuation rates of 2018/19 entrants, aggregate NSS 2020 and 2021 scores and the 2017/18 Graduate Outcomes results (re-used from last year's edition).

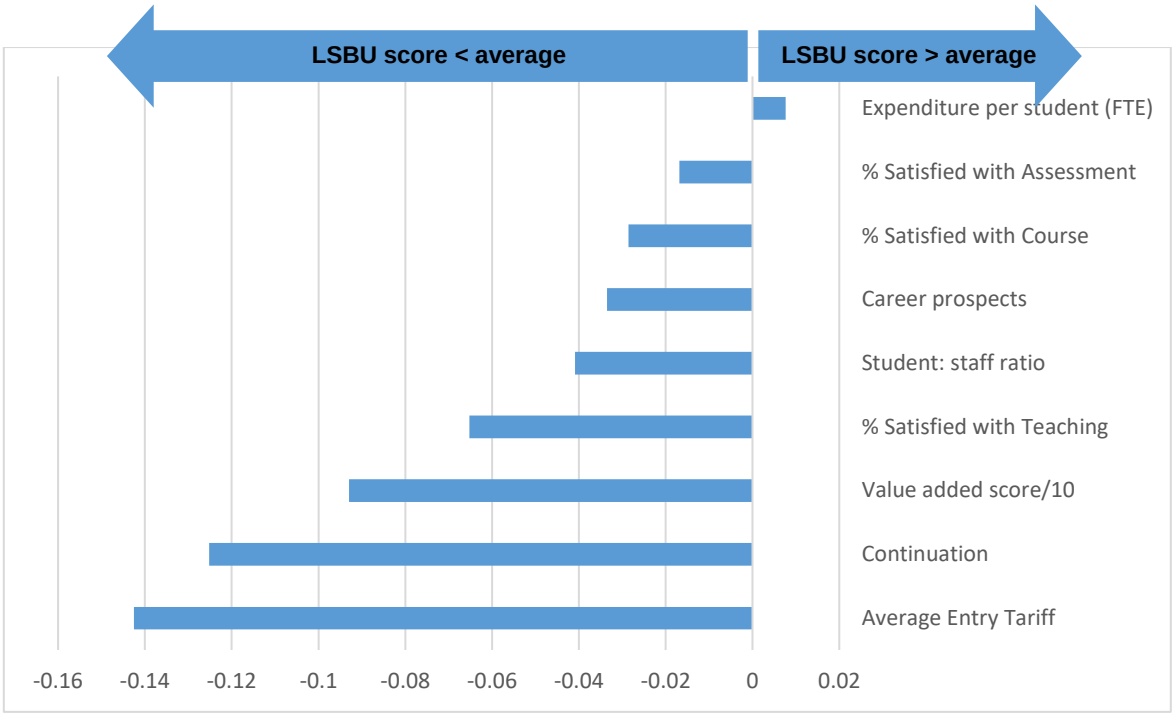
LSBU Guardian - Overall Performance

		Score			
Measure	**Weighting (%)**	**2020/21**	**2021/22**	**Change in score**	**Change in rank**
Rank		**93**	**113**		**-20**
Overall Score		**52.3**	**55.9**	**3.6**	
% Satisfied with Teaching	8	81.9	77.3	-4.6	-14
% Satisfied with Course	4	81.6	73.7	-7.9	-22
% Satisfied with Assessment	8	72.8	69.4	-3.4	-11
Continuation	15	88.3	87.5	-0.8	-8
Expenditure per student (FTE)	5	5.5	5.6	0.1	4
Student: staff ratio	15	16.3	16.8	0.5*	-5
Career prospects	15	75	75	-	-
Value added score/10	15	5.2	4.4	-0.8	-30
Average Entry Tariff	15	103	101	-2	-1

*An increase in score here is a deterioration.

Impact of measures on the overall rank for LSBU

The chart below shows the impact each measure had on LSBU's overall ranking, taking into account percentile score and the weighting given to the measure by the Guardian:



LSBU Guardian - Subject table performance (sorted high to low for percentile rank in the latest year)

	2020/21			2021/22			Rank Change	Percentile Change
Guardian Subject	**Rank**	**Total**	**Percentile**	**Rank**	**Total**	**Percentile**		
Overall	**93**	**121**	**77%**	**113**	**121**	**93%**	**-20**	**-16%**
Engineering: Electronic & Electrical	5	60	8%	4	61	7%	1	1%
Social work				15	81	19%		
Engineering: Mechanical	15	69	22%	15	70	21%	0	1%
Sports science	70	78	90%	29	81	36%	41	54%
Accounting & Finance	22	98	22%	42	98	43%	-20	-21%
Journalism, publishing & public relations	21	57	37%	26	54	48%	-5	-11%
Forensic science & archaeology	23	44	52%	22	42	52%	1	0%
Media & film studies	19	90	21%	46	86	53%	-27	-32%
Film production & photography	44	67	66%	40	68	59%	4	7%

Building and town and country planning	21	44	48%	27	44	61%	-6	-13%
Criminology	26	75	35%	49	75	65%	-23	-30%
Nursing & midwifery	55	69	80%	51	73	70%	4	10%
Drama & dance	67	83	81%	58	83	70%	9	11%
Design & crafts	57	73	78%	51	71	72%	6	6%
Engineering: chemical	6	26	23%	21	29	72%	-15	-49%
Economics	22	71	31%	57	69	83%	-35	-52%
Law	53	101	52%	84	101	83%	-31	-31%
Health professions	63	75	84%	62	71	87%	1	-3%
Architecture	46	53	87%	43	49	88%	3	-1%
Business, management & marketing	111	123	90%	112	121	93%	-1	-3%
Education	70	80	88%	79	83	95%	-9	-7%
Hospitality, event management & tourism	33	48	69%	45	47	96%	-12	-27%
Psychology	95	115	83%	111	115	97%	-16	-14%
Engineering: civil	35	53	66%	51	52	98%	-16	-32%
Biosciences	94	105	90%	102	102	100%	-8	-10%
Computer science & information systems	106	109	97%	111	111	100%	-5	-3%
English & creative writing	23	101	23%	-	-	-	-	-
Sociology	45	92	49%	-	-	-	-	-

4. The Times – Published 17th September 2021

The Times league table measures are based on the 2019/20 Staff and Student returns, the 2018/19 and 2019/20 Finance returns, NSS 2021 and Graduate Outcomes 2017/18 and 2018/19 (the overall ranking only uses the latest GO data). The completion measure is based on the 2018/19 entrants. The Good Honours measure used two years of data in the calculation this year to partially offset the inflation in classifications for the class of 2020 due to pandemic disruption. There have been no other changes to the methodology this year.

LSBU has declined in the majority of measures. NSS measures saw the largest decline (-12.4 for student experience and -6.1 for teaching quality), this is followed by Graduate Outcomes (-5.2). The remaining measures saw smaller declines in score or in the case of

expenditure per student a slight improvement but still resulting in a decline in rank. LSBU's highest ranking measure is research quality (64th) which remains based on the 2014 REF results.

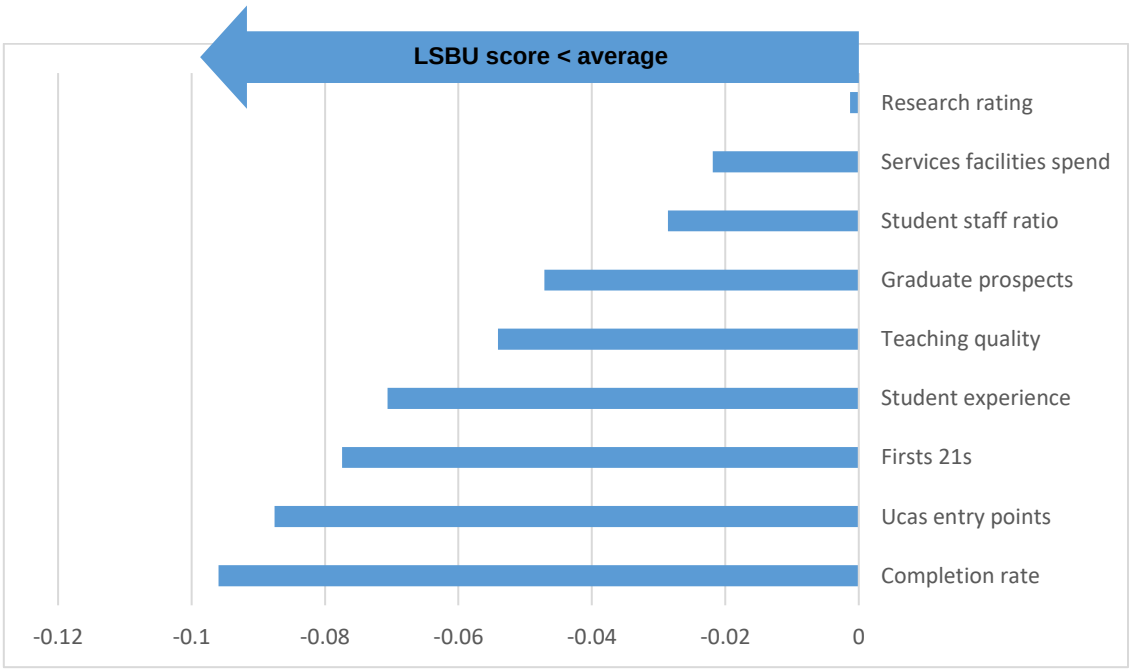
LSBU Times - Overall Performance

		Score			
Measure	**Weighting**	**2020/21**	**2021/22**	**Change in score**	**Change in rank**
Rank		**123**	**127**		**-4**
Overall Score		**388**	**389**	1	
Teaching quality (%)	0.75	77.9	71.8	-6.1	-14
Student experience (%)	0.75	75.5	63.1	-12.4	-18
Research rating	1.5	9	9	0	0
Ucas entry points	1	107	106	-1	2
Graduate prospects (%)	1	70.6	65.4	-5.2	-7
Good Honours (Firsts / 2:1s) (%)	1	70.7	71.2	0.5	-9
Completion rate (%)	1	76.4	75.2	-1.2	-5
Student staff ratio	1	16.3	16.8	0.5*	-5
Services facilities spend	1	2327	2391	64	-4

*An increase in score here is a deterioration.

Impact of measures on the overall rank for LSBU:

The chart below shows the impact each measure had on LSBU's overall ranking, taking into account percentile score and the weighting given to the measure by the Times:



LSBU Times - Subject Performance (sorted high to low for percentile rank in the latest year)

	2020/21			2021/22			YoY Change	
Subject	**Rank**	**Number of Institutions**	**Percentile**	**Rank**	**Number of Institutions**	**Percentile**	**Rank**	**Percentile**
Overall	**123**	**131**	**94%**	**127**	**132**	**96%**	**-4**	**-2%**
Social Work				19	73	26%		
Building	20	32	63%	16	32	50%	4	13%
Mechanical Engineering	25	67	37%	39	68	57%	-14	-20%
Criminology	44	70	63%	53	87	61%	-9	2%
Subjects allied to medicine	58	77	75%	50	82	61%	8	14%
Sociology	70	92	76%	61	96	64%	9	13%
Law	74	101	73%	63	99	64%	11	10%
Nursing	56	72	78%	49	72	68%	7	10%
Art and Design	68	83	82%	59	82	72%	9	10%
Music	47	76	62%	59	80	74%	-12	-12%
Radiography	20	25	80%	19	25	76%	1	4%
Communication and Media Studies	69	95	73%	70	89	79%	-1	-6%
Chemical Engineering	30	30	100%	25	31	81%	5	19%
Drama, Dance and Cinematics	81	93	87%	81	97	84%	0	4%
Hospitality, Leisure, Recreation and Tourism	48	56	86%	48	56	86%	0	0%
Sports science	33	80	41%	71	82	87%	-38	-45%
Architecture	39	51	76%	45	50	90%	-6	-14%
Civil Engineering	45	53	85%	47	52	90%	-2	-5%
Psychology	94	115	82%	111	116	96%	-17	-14%
Electrical and Electronic Engineering	44	62	71%	58	60	97%	-14	-26%
Accounting and Finance	89	96	93%	95	98	97%	-6	-4%
Education	79	84	94%	83	84	99%	-4	-5%
Biological Sciences	97	99	98%	97	97	100%	0	-2%

Business, management and marketing	118	120	98%	119	119	100%	-1	-2%
Computer Science	106	108	98%	109	109	100%	-3	-2%
Physiotherapy	36	36	100%	35	35	100%	1	0%
Archaeology and Forensic Science	50	53	94%					
Creative Writing	29	48	60%					
English	56	101	55%					
General Engineering	28	39	72%					

5. QS World Rankings – Published 8th June 2021

LSBU has declined in overall rank from 751-800 to **801-1000**. This is a return to the 2018 position and is due to declining scores in the majority of QS metrics and the increase in ranked institutions.

The overall standardised score for LSBU has declined from 14.9 to **13.6**. This is due to declining scores in the majority of the metrics and the increase in ranked institutions. The largest declines in standardised scores were in:

- **Faculty Student Ratio** -3.9 due to a decline in SSR from 14.4 to 16.1 – this is due to an increase in student numbers in 2019/20,
- **Citations per Faculty** -2.8, this is due to a fall in the normalised citation count even though the raw counts have improved,
- **International Faculty** -2, the raw count increased, as has the rank for this measure, therefore this decrease in standardised score is due to better performance by the top ranked institutions.

Improvements in standardised scores were in:

- **International Students** +1.5, student headcount grew by 22% for LSBU,
- **Employer Reputation** +1.4, the raw data is not available but the score indicates an improvement in the survey nominations for LSBU.

LSBU QS Overall and Sub-Metric – Score and Rank Performance YoY

		Score out of 100			Rank		
	Weighting	**2021**	**2022**	**Change**	**2021**	**2022**	**Change**
Overall score		**14.9**	**13.6**	**-1.3**	**751-800**	**801-1000**	**-50**
Academic reputation	40%	3.4	3.3	-0.1	501+	501+	-
Employer reputation	10%	1.8	3.2	1.4	501+	501+	+
Faculty student ratio	20%	16.6	12.7	-3.9	601+	601+	-
International faculty	5%	68.9	66.9	-2.0	261	238	+23
International students	5%	92.4	93.9	1.5	99	95	+4
Citations per faculty	20%	9.5	6.7	-2.8	601+	601+	-

LSBU Raw data Performance YoY

Category	2021	2022	Change
Students	11105	13067	1962
International Students	3699	4521	822
Faculty Staff	773	814	41
International Faculty	207.8	226	18.2
Citations (Normalised)	20634	18460	-2174
Citations (Excluding Self-Citations)	7922	9953	2031
Citations (Including Self-Citations)	9844	12274	2430
Papers Published	1616	1792	176

See Appendix A for full description of each metric.

6. Times Higher World Rankings – Published 2nd September 2021

LSBU made a first appearance in the ranking in the 2017 edition at 801-1000, maintained this score in 2018, declined to 1000+ in 2019 and has remained this rank for a further two editions. In the 2022 edition, LSBU has re-entered the rank 801-1000 and improved in the majority of measures despite an increase of 135 (+9%) ranked institutions to 1662.

LSBU has improved in score in the majority of measures, including the teaching and research measures derived from the academic reputation survey, income measures, research productivity and international measures – see table below.

Citation impact (worth 30%) has improved the most YoY, from a standardised score of 30 to 43.3, and gained 161 places in rank. This is a continuation of the positive trend seen in this measure over the last few years (from 15.8 in 2019 to 43.3 in 2022).

The only measures to decline are both within the Teaching pillar:

- Doctorates awarded to academic staff (worth 6%)
- Students to academic staff ratio (worth 4.5%)

Despite the increases in scores, LSBU declined in rank in the Teaching pillar (-59) and saw slight declines in the Research and Industry Income pillars. This may be related to either an increase in ranked Institutions or others improving at a faster rate than LSBU

LSBU THE WUR Overall and Measure Areas YoY

	2020	2021	2022	Change 2022 v 2021
Rank	**1001+**	**1001+**	**801-1000**	**200**
Overall	10.7–22.1	10.3–25.0	27.2–31.9	
Overall Score	**19.7**	**23.9**	**29.0**	**5.1**
Teaching (30%)	15.4	16.8	17.4	0.6
Research (30%)	10.4	10.9	12.1	1.2
Citations (30%)	18.1	30	43.3	13.3
Industry Income (2.5%)	34.8	33.7	35.4	1.7
International Outlook (7.5%)	75.3	76.7	84.2	7.5

All of the competitors, both London Moderns and aspirational institutions, have maintained overall rank this year. LSBU is the only institution in the group to improve in rank and is now ahead of East London, Westminster and Kingston for the citations score.

Methodology and cohort information:

There are 5 pillars with percentage weightings outlined in the table above. See Appendix B for the detailed metrics within each pillar and the individual weightings.

Staff, Student and Financial information is based on the 2018/19 HESA returns.

Citations information is based on all indexed publications between 2016 and 2020. Citations to these publications made in the six years from 2016 to 2021 are also collected.

The reputation survey was administered between November 2020 and February 2021. It informs both the Teaching Reputation (peer perceived prestige of teaching) metric and Research Reputation (peer perceived prestige of research). The responses were statistically representative of the global academy's geographical and subject mix. The 2021 data are combined with the results of the 2020 survey, giving almost 22,000 responses in total for the survey. LSBU does not have any influence over the list of contacts who receive the survey, unlike the QS surveys where we can submit contacts.

Times Higher Subject Performance:

Published 16th September 2021:

- **Clinical and Health** improved rank from 601+ to **401-500**
- **Psychology** maintained rank at **401–500**

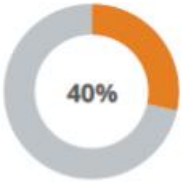
Published 6th October 2021:

- **Engineering** improved rank from 801-1000 to **601–800**

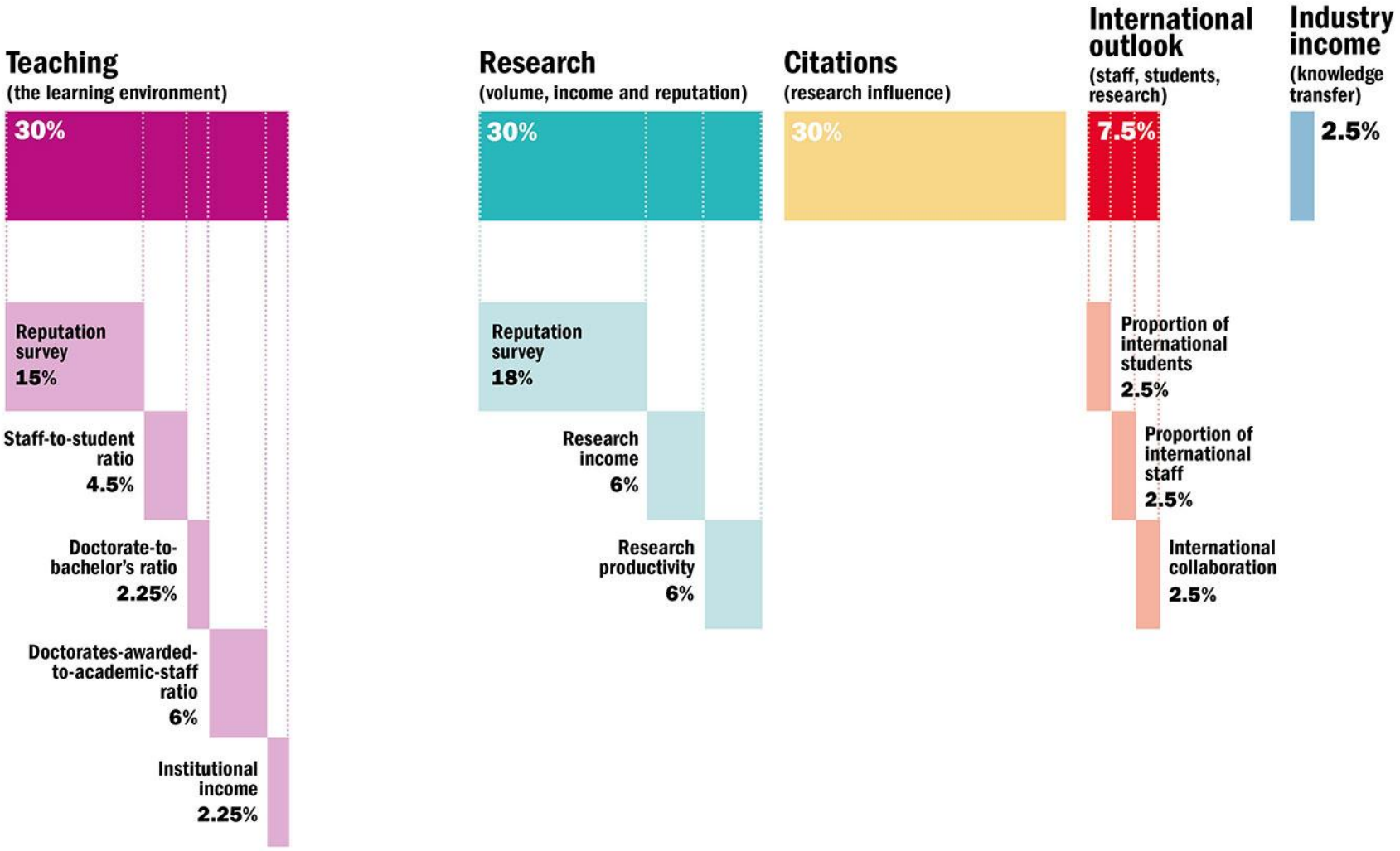
Published 13th October 2021:

- **Social Sciences** maintained rank at **601+**

Appendix A: QS World Ranking Methodology

Academic Reputation	Taken from the annual survey conducted by QS designed to evaluate the perceptions of academics from around the world regarding the best institutions in terms of research. In this edition, responses from over 130,000 academics were recorded globally.	
Employer Reputation	Taken from the annual QS survey aimed at gathering the views of employers around the world on the institutions providing the best professionals. For the 2022 edition, responses from over 75,000 employers were analysed.	
Faculty Student	This is the ratio between the number of academic staff and number of students. A higher number of academics per student is an indirect indicator of the commitment of the institutions to high-quality teaching.	
Citations per Faculty	This ratio measures the average number of citations obtained per faculty member, and is an estimate of the impact and quality of the scientific work produced by universities. This indicator is calculated using data from Scopus. To avoid anomalous results, an affiliation cap is applied discarding papers with an unusually high number of affiliations. Self-citations are excluded and citation counts are normalized, ensuring that citations achieved in each of the five broad faculty areas are weighted equally (more information: bit.ly/1RbERtx).	
International Faculty	The International Faculty Index is simply based on the proportion of faculty members that are international. It is a proxy measure for how internationally attractive the university is to academic staff. Universities based in locations known for attracting high proportions of expatriates perform well here such as those in Hong Kong, Switzerland and UAE.	
International Students	Similar in nature to the International Faculty Index, the International Students Index is based on the proportion of students that are international. It is a proxy measure for how internationally attractive the university is to students. Attracting international faculty and students can be challenging for institutions that are more nationally or regionally focussed.	

Appendix B: Times Higher World Ranking Methodology



EST 1892 LSBU

	INTERNAL
Paper title:	Academic Portfolio Update
Board/Committee:	Academic Board
Date of meeting:	05 November 2021
Author(s):	Deborah Johnston, PVC Academic Framework, Marc Griffith, Group Director Teaching Quality and Enhancement, Tabby Hussain, Project Manager Portfolio Project. Kathryn Cook, Change Communications Manager, Curriculum Framework project
Sponsor(s):	Prof Deborah Johnston, PVC Academic Framework
Purpose:	For Information
Recommendation:	To discuss in particular the Education Forum and agree future sessions

Executive summary

This paper reports on the Portfolio Review and Curriculum Framework project which looked at undergraduate courses at LSBU. There are three key headlines:

- The portfolio change is now completed, but with ongoing work on the representation in the Student Records System and on embedding new ways of working.
- The first stage in the curriculum framework, which involved qualifications mapping, is complete. The next stages are to provide support for greater delivery for embedded: employability approaches; teaching on the sustainable development goals; and inclusion.
- The Education Forum was a key offshoot of the Academic Board response to the Curriculum Framework and the first was held in October. Academic Board are asked to consider the topics for future sessions.

EST 1892 LSBU

Update on Portfolio and Curriculum Project

This paper serves to update on the latest position with the undergraduate portfolio review and the implementation of the curriculum framework. It provides information on progress since the last Academic Board in July 2021.

1. **The Portfolio of courses**

The suite of new courses in Law and Social Sciences have been validated successfully and these are:

Course	**Pathway**
BSc (Hons) Criminology with Psychology	
BSc (Hons) Criminology	Criminology
	Sustainability
	Black Studies
	Social Policy
BA (Hons) Education	
BA (Hons) International Relations	International Relations
	Sustainability
	Black Studies
	Social Policy
LLB Law	Law
	Business Law
	Criminology
	Criminal Law
BA (Hons) Politics	Politics
	Sustainability
	Black Studies
	Social Policy
BA (Hons) Politics and International Relations	
BSc (Hons) Sociology	Sociology
	Criminology
	Sustainability
	Black Studies
	Social Policy
BA (Hons) Urban Environment & Planning	

The validation event for the four new courses in Arts and Creative Industres is scheduled for 26th October.

There are now 76 parent courses and 45 pathways.

This new approach is intended to reduce administrative burden and this year, we will work to put in practices to:

- allow easier student transfer between course pathways after year 1
- allow easier academic reporting on the course grouping (ie parent course and pathways)
- allow more efficient course oversight

This will involve joint work with Registry, integration in our new Student Record System, and work with Course Directors.

2. **Curriculum Framework**

The mapping against the Qualifications Framework is complete. The next stage is to embed the academic principles that underpin new teaching, learning and assessment practices that really support the central goals of the new academic and skills frameworks. In particular,:

- We need implement the course development planning process to enable visbility of planned course developments across each school.
- We need to support colleagues in the final design and in the delivery of modules based on the course developments, for example the embedding of employability, as well as ensure that the wider institutional framework is supportive (i.e. that any necessary placements are available). We will ask DESEs to the course development plans to assess what the any needs within the school.
- We need to develop an institutional approach to embedding sustainability appropriately across all our courses. A paper will come to the next Academic Board.
- We need to develop effective approaches on inclusion and this will be taken forward through the course development process.

3. **Education Forum**

The Education Forum was proposed by Academic Board as part of the first response to the Curriculum Framework. The first forum was held with a good turn out – 90 having signed up for the forum and 55 dialing into the forum. As requested at Academic Board, the discussion centred on Embedding Employability in the Curriculum. The next Education Forum will continue this discussion, but the subject of

further fora needs to be steered by Academic Board.

Academic Board are asked to consider which of the following topics might be more appropriate: education for sustainability; inclusive pedagogy; online delivery or another topic.

22ND OCTOBER 2021

EST 1892 LSBU

	INTERNAL
Paper title:	Update and feedback on semester start from the SU 2021/22
Board/Committee:	Academic Board
Date of meeting:	05 November 2021
Author(s):	Maxwell Smith, SU President
Sponsor(s):	South Bank Students Union
Purpose:	For Information
Recommendation:	The Board is asked to note this update from the SBSU.

Executive summary

This paper aims to provide an overview of the first few weeks of S1 2021/22 and some of our aims going forward:

- Academic experience so far
- Student Officer Updates
- Issues we're facing
- Plans going forward

EST 1892 LSBU

Update and feedback on the start of the Semester from SBSU President, Max Smith

1. Introduction

1.1. In this report, I'm trying to share some important issues and provide you with some insight into what we at the union are doing to try and help. Additionally, I'd really like it to become part of the role of a sabbatical officer to submit and present papers at the various boards.

1.2. We are of course the most appropriate student representatives; we are on the ground effectively students ourselves and I think it's very important that we share our perspective in these meetings as much as possible.

2. Request to the board

2.1. This paper is to share an overview from our perspective and is to be discussed. The Board is invited to **note** this paper.

3. Summary

3.1. We've experienced a positive start to the semester, with very high student engagement in a variety of academic and non-academic activities.

3.2. We've far exceeded many of our own targets and are working on a lot going forward. Now five weeks into the semester, we can see a lot of changes in student attitude to before the pandemic and a lot of excitement about being back on campus and having that full student experience again.

3.2.1. Including;

	Target	Actual
SU Welcome & Induction for new students as part of:		
- LSBU Central inductions	100	30
- SU standalone induction	500	0
- Enrolment	n/a	1100
- Course-based inductions	n/a	240
- Halls move-in	200	500
Total *new student* engagement in SU led activity	**800**	**1870**
% of new students engaged (4139 at end of SU Freshers period)		**45%**
SU Led Freshers activity for new and returning students		
- Social events programme	700	850
- Course-based events programme	300	650
- Freshers Fair	1000	3000
- Havering Freshers	100	30
Total engagement in SU led activity	**2900**	**6400**
% of whole student body engaged (forecast fig of 17,000 provided by LSBU)		**38%**

3.2.2. The Fresher's Fair was our headline event. We had one spectacular day, engaging with about 3,000 students and sharing our societies and services with many. Hopefully, most on-campus got to see what we were doing.

4. Officer and department updates:

4.1. VP Education, Md Fazle Rabbi:

4.1.1. Academic Integrity Campaign,
On the 21st of October, South Bank Students' Union organised a campaign in partnership with LSBU and NUS to build awareness of academic integrity among LSBU students and academics.

In this first campaign, 543 students joined the webinar session on academic integrity, and the SU has placed 500 posters across the University reflecting on academic misconduct.

4.1.2. Course Representatives Pilot Election in BEA
The Students' Union is currently running a pilot election in BEA school, focusing on creating more student engagement with part-time and apprentice students. Historically, part-time and apprentice students are not well engaged in student activities

4.2. VP Welfare and Equalities, Jannatul Ferdous:
4.2.1. Language Hub for International Students

4.3. Advice Service:
4.3.1. The union advice team is seeing a surge in requests for advice, a lot of academic appeals and a lot of fitness to practice requests.
4.3.2. As the year goes on, the Advice team will be working with the academic representation team to work out the themes of issues as they are coming up and how best to work with the University to resolve issues as quickly as possible

5. Officer Feedback

5.1. I've been a student for three years and have now been in this role for a little over four months, so far I've found it very insightful. I think that some of the action taken does trickle down and make an impact on the day-to-day lives of students, but that there is a disconnect.
5.2. I reached out to my own student base ahead of writing this report to try and gain a wider sense of what the issues (if any) are facing our students right now. There were positive responses, especially from first-year students saying that things were great and that they're really enjoying their experience so far. However, there are certainly issues that students are upset about, and it mostly comes down to how accessible and streamlined their experience is.
5.3. Many students do experience significant IT issues that are affecting their daily lives. How much time and effort does it take for a student that's already mature, got carer responsibilities and already got a job to then worry about their university experience not being as streamlined as it could be.
5.4. Students are pleased with their courses, most of their content, lectures, and class leaders. The most significant disconnect I think, comes through the IT systems. I've had dozens of students getting in touch regarding issues all year

long but even more lately, during the enrolment process, that their IT simply doesn't work.

5.4.1. Earlier in the year during the IT outage and in the months following, many students couldn't access a variety of the university sites, with them just constantly loading.

5.4.2. During enrolment, many students had still not received login information by the time their classes started.

5.4.3. Often students still struggle to access different university sites depending on the web browser and network they're using.

5.5. For an organisation of our size, this shouldn't be expected.

5.6. Students are satisfied overall, and it's been fantastic for me to meet so many of the incredibly committed and driven members of staff that work so hard behind the scenes to help continue to improve on the already life changing offer that we as a university give.

6. Going forward

6.1. SBSU has a wide range of plans and campaigns that we're hoping to run over the coming year, including:

6.1.1. Student Issue tracker relaunch to gather and respond to student feedback alongside University colleagues.

6.1.2. The university facilities campaign will focus on students' perspectives of what is available on campus since returning from the pandemic.

6.1.3. We are working with the University to continue to decolonise the curriculum and institution as well as continuing to work on eliminating the University's Awarding Gap.

EST 1892 LSBU

	INTERNAL
Paper title:	Emeritus professor appointments
Board/Committee:	Academic Board
Date of meeting:	5 November 2021
Author:	Dominique Phipp, Governance Assistant Schools' Directors of Operations
Sponsor:	Tara Dean, Provost
Purpose:	For information
Recommendation:	The Board is requested to note the list of current emeritus professors

Executive Summary

What is an Emeritus Professor? The title is granted to distinguished staff on retirement, and nominees should have a sustained record of performance at senior Professor level (meeting the criteria for Level B or C Professor under the Academic Framework), and would usually have been employed by LSBU at that level for a minimum of 5 years. Nominations for Emeritus Professors come from the Schools and are approved by the Deputy Vice Chancellor.

The title of Emeritus Professor does not include any rights or access to LSBU facilities. It is awarded in perpetuity, but Emeritus Professors who need access to University facilities would also need to register under Visiting status. Emeritus academics are not employees of the University.

The information presented was provided by the Directors of Operations from each School.

Emeritus professors appointed since 2019

Prof. Alex Murdock, LSBU Business School [start date 01/01/2022]

Surname	Middle Name	Forename	Title	Emeritus/Visiting Prof Title	School	Department /Division /Expertise	Start Date
Shield		Bridget	Professor	Emeritus Professor	School of Built Environment and Architecture		10/10/2014
Redding	George	Barry	Professor	Emeritus Professor	School of Built Environment and Architecture	Built Environment	03/09/2014
Gunn		Michael	Professor	Emeritus Professor	School of Built Environment and Architecture	Urban Engineering	17/05/2013
Warwick		Jon	Professor	Emeritus Professor	LSBU Business School	Accounting, Finance and Economics	2018/19
Molan		Mike	Professor	Emeritus Professor	LSBU Business School	Business and Enterprise	2017/18
D'Silva		Kenneth	Professor	Emeritus Professor	LSBU Business School	Accounting, Finance and Economics	01/01/2016
Koch		Karl	Professor	Emeritus Professor	LSBU Business School	Business and Enterprise	01/01/2016
Lane		Vic	Professor	Emeritus Professor	LSBU Business School	Accounting, Finance and Economics	01/01/2016
Lloyd		Bruce	Professor	Emeritus Professor	LSBU Business School	Management, Marketing and People	01/01/2016
Letto-Gillies		Grazia	Professor	Emeritus Professor	LSBU Business School	Business and Enterprise	01/01/2016
Murdock		Alex	Professor	Emeritus Professor	LSBU Business School	Management, Marketing and People	01/01/2022
Banissi		Ebad	Professor	Emeritus Professor	School of Engineering		2018/19
Bao		Yuqing	Dr	Emeritus Professor	School of Engineering		tbc
Bhamidimarri		Rao	Professor	Emeritus Professor	School of Engineering		2018/19
Bowen		Jonathan	Professor	Emeritus Professor	School of Engineering		tbc
Bridge		Bryan	Professor	Emeritus Professor	School of Engineering	Engineering and Design	01/01/2009
Dunne		Laurence	Professor	Emeritus Professor	School of Engineering		2018/19
Fradkin		Larissa	Professor	Emeritus Professor	School of Engineering	Engineering and Design	05/03/2013

Gawne		David	Professor	Emeritus Professor	School of Engineering		2018/19
Imhof		Robert	Professor	Emeritus Professor	School of Engineering	Engineering and Design	07/08/2013
Nazha		Marouan	Professor	Emeritus Professor	School of Engineering	Engineering and Design	11/03/2015
Reehal	Singh	Haricharan	Professor	Emeritus Professor	School of Engineering		2018/19
Sattar		Tariq	Professor	Emeritus Professor	School of Engineering	Control Engineering, Robotics and Mechatronics.	tbc
Robinson		Nicola	Professor	Emeritus Professor	School of Health and Social Care		2018/19
Harriss		Anne	Professor	Emeritus Professor	School of Health and Social Care		2018/19
Lovegrove		Mary	Professor	Emeritus Professor	School of Health and Social Care		2016/17
Chricton		Nicola	Professor	Emeritus Professor	School of Health and Social Care		2016/17
Eakin		Pamela	Dr	Emeritus Professor	School of Health and Social Care		2016/17
Baillie		Lesley	Professor	Emeritus Professor	School of Health and Social Care		2016/17
Popple		Keith	Professor	Emeritus Professor	School of Health and Social Care		2016/17
Curzio		Joan	Dr	Emeritus Professor	School of Health and Social Care		01/10/2016
Leiba		Tony	Professor	Emeritus Professor	School of Health and Social Care	Mental Health & Learning Disabilities	15/10/2009
Couchman	Anne	Wendy	Professor	Emeritus Professor	School of Health and Social Care	Primary and Social Care	01/01/2009
Harpham		Trudy	Professor	Emeritus Professor	School of Law and Social Science	Weeks Centre for Social and Policy Research	01/01/2009
Holland		Janet	Professor	Emeritus Professor	School of Law and Social Science	Weeks Centre for Social and Policy Research	01/01/2009
Lyon		E. Stina	Professor	Emeritus Professor	School of Law and Social Science	Weeks Centre for Social and Policy Research	01/01/2009
Hammond		Phil	Professor	Emeritus Professor	School of Arts and Creative Industries	Media & Communications	tbc

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LSBU media coverage report

Drunk witnesses to crime 'just as accurate' as sober witnesses, study suggests

Researchers say witnesses who have consumed alcohol are less confident and remember fewer details than those who have not, but are just as unlikely to make mistakes when they recall what they have seen.

By Alexa Phillips, news reporter

Why you can trust Sky News

Drunk witnesses to crime are as accurate as sober people when recalling details of what they have seen, a study has suggested.

Researchers at Abertay University and London South Bank University discovered that although people who have consumed alcohol are less confident and remembered fewer details they are

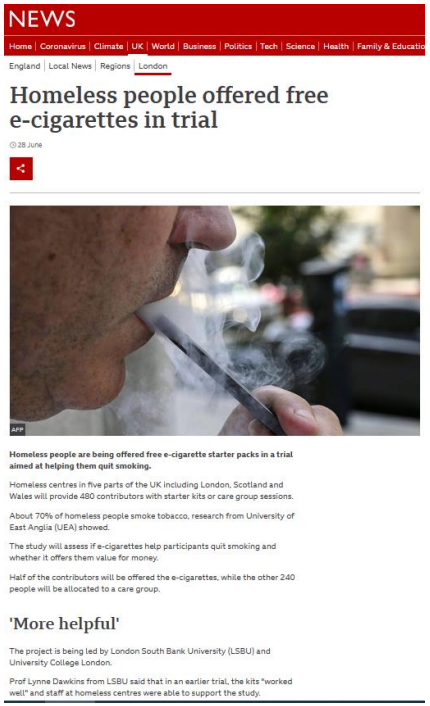
Evening Standard

FOOD FOR LONDON

Food For London Now: Expert warns 500,000 children face hunger this Christmas unless action taken to tackle food poverty

Half a million children in London will go hungry in the run up to Christmas if nothing is done to help them, a child poverty expert warned today.

Andrew Read, head of education at London South Bank University, warned that the number of children living in food poverty will rise by 100,000 as a result of the pandemic unless urgent action is taken.



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Homeless people offered free e-cigarettes in trial

28 June

Homeless people are being offered free e-cigarette starter packs in a trial aimed at helping them quit smoking.

Homeless centres in five parts of the UK including London, Scotland and Wales will provide 480 contributors with starter kits or care group sessions.

About 70% of homeless people smoke tobacco, research from University of East Anglia (UEA) showed.

The study will assess if e-cigarettes help participants quit smoking and whether it offers them value for money.

Half of the contributors will be offered the e-cigarettes, while the other 240 people will be allocated to a care group.

'More helpful'

The project is being led by London South Bank University (LSBU) and University College London.

Prof Lynne Dawkins from LSBU said that in an earlier trial, the kits "worked well" and staff at homeless centres were able to support the study.

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Women's sport: Too much focus on physical appearance, says study

26 August 2021 | Sport

The research suggests specific female-focused training for all coaches and PE teachers can help keep more women and girls involved in sport for longer

A study looking into women's participation in sport says there is too much emphasis on their physical appearance.

The 'This Girl can can't sha' study suggests ways to encourage more girls to partake in sport beyond school.

Clothing, changing facilities and unsupportive staff were also found to be barriers to participation.

The research says confidence, stress-levels and happiness should have more significance.

The study, carried out by academics at London South Bank University (LSBU), says changes to marketing campaigns, diversity in advertising and the delivery of physical activity in schools, gyms and sporting clubs can all make a difference to participation numbers.

Sport England says girls' participation in team sports is only 41%, compared to 63% for boys. Only 34% of girls in school years 9-11 enjoy taking part in sport and exercise, compared to 55% of boys.

LSBU suggested more training for physical exercise leaders and PE teachers to allow them to support women and girls better.

METR #JUST1

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Save £30 on the Samsung Galaxy A52s 5G

'Zoom fatigue' is a real thing, says study

Comment

Uzzie Thomson
Friday 13 Nov 2020 10:52 am

No wonder we are so exhausted from video calls (Picture: Ella Byworth for Metro.co.uk)

If only we'd all bought shares in Zoom at the beginning of the year, think how much richer we'd be.

This time last year, nobody had really heard of Zoom – 12 months on and it's become a verb.

Are we Zooming tonight? became the catchphrase of the first lockdown as we embarked on endless Zoom quizzes and wondered why we couldn't stop staring at ourselves on the screen.

Media coverage - key points

Total number of media stories about LSBU:

- The number of media stories about or referring to LSBU rose 154% year on year between August 2019 and September 2021
- There were 3146 media stories about LSBU between September 2020 to September 2021 and 1239 media stories about LSBU between August 2020 to August 2019.

The number of positive, neutral and negative stories about LSBU in the past year:

- Over the past year there were 2367 positive stories about LSBU.
- 75% of all media coverage about LSBU has been positive, 19% neutral and 5% negative.

The top six positive media stories about LSBU in the past year (Academic lead, School / PSG) were:

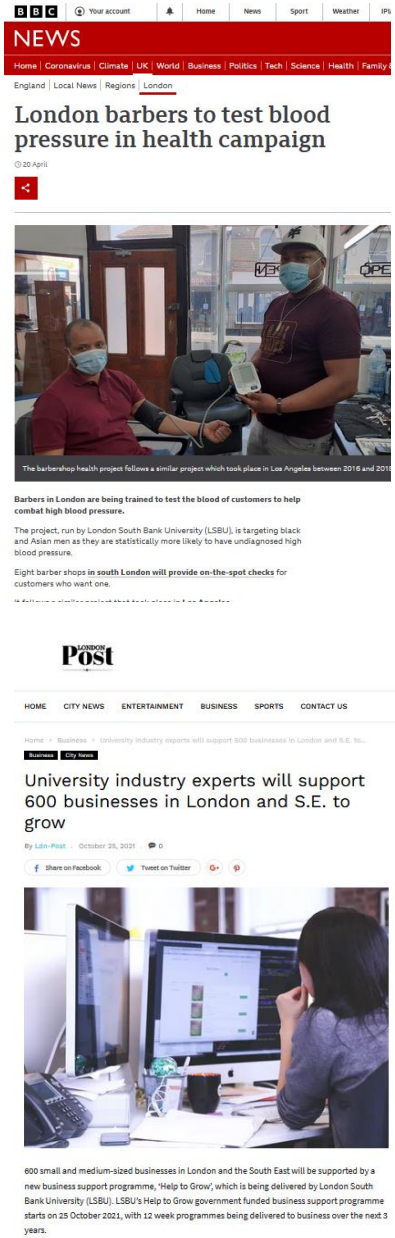
- Covid Anxiety Syndrome research - 156 stories (Marcantonio Spada, School of Applied Sciences)
- E-cigarette research study - 127 stories (Lynne Dawkins, School of Applied Sciences)
- Kidney Disease Smartphone App research - 68 stories (Nicola Thomas, Institute of Health & Social Care)
- Barbershop Blood Pressure Test research - 35 stories (Nicola Thomas, Institute of Health & Social Care)
- Corporate Deviance research report - 31 stories (Karin Moser, LSBU Business School)
- LSBU Croydon new campus to open - 24 stories (David Phoenix and Deborah Johnston, LSBU).

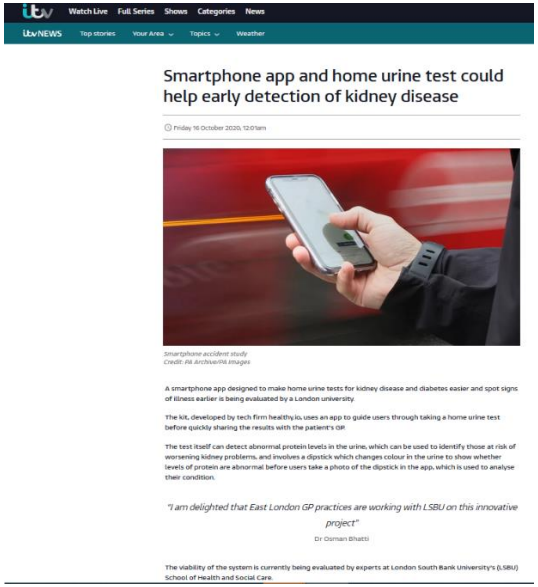
The top six issues that LSBU media stories were about over the past year were:

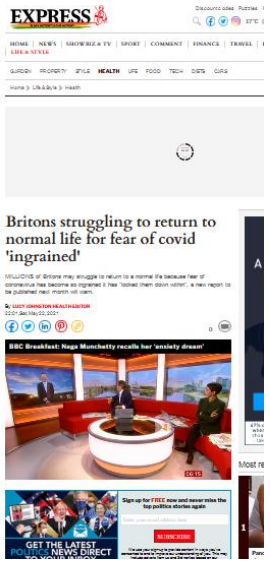
- Health - 1491 stories / 46%
- Equality - 387 stories / 11%
- Environment / Sustainability - 335 stories / 10%
- Pathways - 155 stories / 5%
- Digital - 134 stories / 5%
- Other - 835 stories / 23%.

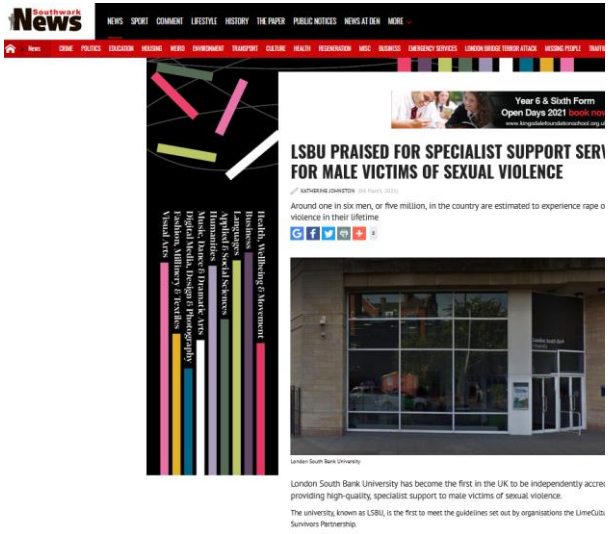
Media coverage by LSBU school / PSG between September 2020 to September 2021:

- School of Applied Sciences - 697 stories / 22%
- PSG / Other - 611 stories / 19%
- Institute of Health and Social Care - 462 stories / 15%
- LSBU Business School - 403 stories / 12%
- School of Law and Social Sciences - 311 stories / 10%
- School of Engineering - 266 stories / 9%
- School of The Built Environment and Architecture - 201 stories / 6%
- School of Arts and Creative Industries - 192 stories / 6%.









For more information about LSBU media coverage please contact: Kath Mills, Group Director Brand and Communications (kath.mills@lsbu.ac.uk) or Joe Derrett, Media Manager (derrettj@lsbu.ac.uk).

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	INTERNAL
Paper title:	Sub-committee reports
Board/Committee:	Academic Board
Date of meeting:	05 November 2021
Author(s):	Dominique Phipp, Secretary to the Academic Board and Sub-Committees
Sponsor(s):	Pat Bailey Provost (until 30 June 2021) Deborah Johnston, interim Provost and PVC (Academic Framework (until 31 August 2021) Tara Dean, Provost (from 1 September 2021)
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the reports.

Please find summaries of sub-committee meetings held since the last Academic Board meeting. Full minutes are available on request by any internal colleagues.

Student Experience Committee, 13 October 2021

The Committee discussed:

- A report on the quantity and type of student complaints received since the last meeting. It requested further detail on the basis for complaints and their outcome in future reports.
- PTES 2021 Key Findings. The Committee recommended that a cross-University group is formed to coordinate the response to the Survey. It supported including a review of postgraduate students' environment and experience as part of the planned strategic review of LSBU's PGT and PGR offer.
- YTD withdrawals and interruptions data and considered how the University could capture students' reasons for withdrawing.
- The auto re-enrolment pilot feedback and received an update on the support available to students for re-enrolment.
- The new Integrated Customer Service Model in development to improve engagement with students. The Committee requested that an update on

customer services' statistics, enquiry volumes and key trends, and performance against its KPIs is added as a new standing item to its agenda.

The Committee noted:

- An update on student re-enrolment.
- An update on NSS Action Monitoring.
- A report on the OfS conditions of Registration A1 and A2, which highlighted that the OfS has approved the APP monitoring return submitted in April 2021 and has removed enhanced monitoring.
- Reports from the SBSU on its incorporation, freshers fair, performance against 2020/21 KPIs, development of a revised Student Voice data tracker, and planned activities for student engagement in 2021/22.
- An update from Student Services & Operations

Quality and Standards Committee, 6 October 2021

The Committee approved:

- A proposal that Local Protocols for exam boards should include explicit reference to any PSRB regulations on which they are based.
- Fitness to Practice Policies for MSc Addiction Psychology and Counselling and MSc in Clinical Associate in Psychology courses.
- The Committee terms of reference and annual work plan.

The Committee discussed:

- Schools' KPI targets 2021/22 to 2024/25. The Committee questioned how the targets align with existing or in-development action plans and whether action plans are being implemented. It requested a report at the next meeting to identify actions that contribute to achievement of the targets and to consider if targets are appropriately phased, achievable, and sufficiently ambitious.
- Any quality and standards issues that had arisen since the last meeting. The Committee praised online delivery of course and partnership validations panels.
- The approach to development of a training e-module on students' policies, which would be compulsory for all staff with student-facing responsibilities. The Committee agreed to have oversight of the training provision and the support for student-facing academic and PSG colleagues.
- The draft LSBU apprenticeship self-assessment report, September 2021. It asked for reports at the November and January Committee meetings demonstrating the University's preparedness for the Ofsted review process.

The Committee noted:

- The NSS 2020/21 course and sector performance results.
- An update on the Ofsted regime on Education, including the impact of the 'requires improvement' rating received for LSBU's PGCE course in 2019.

- An update that a review of LSBU's approach to students' assessment and feedback would be carried out in 2021/22, and that assessment deadlines in QL had been collated as part of the LEAP project and some consistency discrepancies had been addressed.

Supplementary items included for information, but not discussed:

- Course monitoring reports.
- School of BEA quality and standards assurance review report.
- Validations annual report
- Academic planning panel activities update
- TNE and LSBU Global activities update
- A copy of the Academic Regulations and Assessment and Examinations procedure for 2022/23 [approved by Chairs' action on 29 September]
- A copy of the Late Submission and Extenuating Circumstances Notification Procedure [approved via Chairs' action on 29 September]
- Annual external reviewer report for Achieve
- Annual school PSRB audit and accreditation reports
- Annual school MOC reports
- SASC meeting minutes and minute summaries

Quality and Standards Committee, 29 September 2021 – Written resolution

The Chair approved by Chairs' action:

- The Academic Regulations and Assessment and Examinations procedure for 2022/23
- Late Submission and Extenuating Circumstances Notification Procedure

Research Committee, 29 September 2021

The Committee approved:

- A proposal to make it explicit that the University supports the San Francisco Directive on Research Assessment (DORA) by embedding the DORA principles and compliance with the Open Access policy into the academic framework, highlighting the importance of DORA and the Open Research Agenda into staff training, and updating the Committees' terms of reference to indicate its support.
- The draft Annual Statement of Researcher Integrity Compliance 2020/21, which is required for compliance with UKRIO.

The Committee discussed:

- A proposal to equalise international and home PhD fees. It was supportive of the proposal, subject to an investigation of any legal costs and recirculation to the Committee via email before it progresses to the Academic Board for approval with the Committee's support.

- Any challenges that have arisen following students' return to face-to-face research on and off campus. It noted that social distancing cannot be maintained during research involving human participants, that clarity is needed on the available technical support for research students, and that greater scrutiny is needed of the budget for technical support included in grant bids to ensure that there is sufficient resource for completion of research.
- Whether to carry out an appraisal of its own performance, for instance whether it is making decisions fairly, openly, and transparently. The Committee supported a review via an online survey.
- A proposal to introduce a peer-review process for grant bids. The Committee was supportive of the proposal in principle and recommended that a pilot is carried out within one or two Schools.
- ICT issues affecting research colleagues. It requested that the Head of IT attends the next meeting to respond to the Committee's concerns.
- How to improve research groups' web presence. It noted that a member of the web team would attend the next meeting to respond to the Committee's concerns.

The Committee noted:

- A review of the relationship between ethnicity and gender and levels of academic participation in the University's research activities in the performance areas of funder bid, wins and publications.
- The findings of a survey reviewing the University's REF 2021 preparations. A roadmap for the next REF would be brought to the next meeting.
- An update on the research funding environment.
- An update on research grants and awards.
- An update on the PGR environment, academic progression, completions, and oversight of PhD students' appeals.
- An update on Open Access compliance.
- The annual forward plan for 2021/22 and its terms of reference (unchanged).

Student Experience Committee, 21 July 2021

The Committee approved:

- The Committee's revised terms of reference. Changes to the document included removal of responsibility for approving Welcome Week plans, addition of the University DESE, and minor amendments to the job titles of existing members.

The Committee discussed:

- An update from Student Services & Operations.
- The objectives and development of the Integrated Student Development Framework.

- YTD withdrawals and interruptions data. Discussion focused on how the new Students Records system could be used to understand students' reasons for leaving and support students to return to their studies.
- Plans developed by a cross-University working group for Welcome Week, pre-sessional student events and academic orientation.
- NSS Annual Survey results. The Committee discussed how messaging to staff could be approached, as the results would be disheartening for colleagues who have worked extremely hard during the pandemic and IT outage to support students.

The Committee noted:

- A report on the quantity and type of student complaints received since the last meeting.
- The Student Voice report, capturing student issues and student feedback, and issues action tracker

Quality and Standards Committee, 25 June 2021 - Extraordinary meeting

The Committee approved:

- The Student Disciplinary procedure 2021/22
- The Fitness to Practice Procedure for the School of HSC 2021/22
- The Student Pregnancy, Maternity, Paternity, and Adoption policy 2021/22, subject to changes agreed to the appendices.
- The Interruption and Withdrawal Procedure 2021/22, subject to clarification of the policy for students attempting to interrupt after their assignment submission dates have passed and the addition of an addendum stating at which point in the academic year PGR students can re-join their studies.
- The Student Complaints Procedure 2021/22

The Committee discussed:

- Any quality and standards issues that had arisen since the last meeting. The Committee discussed the progress and difficulties experienced in preparing for exam boards.
- Development of new L4 and L5 pathways within the LSBU Technical College.
- LSBU's OfS Proceed metric projected result.
- A proposal to continue using the PGR online viva protocols procedure developed and implemented during the COVID-19 pandemic. The Committee supported continued use of the protocols.

The Committee noted:

- The Apprenticeship Quality Improvement Plan, which reflected on in-year performance against KPIs and summarised strategies for further improvement in areas requiring development.
- An update on plans for development of LSBU's academic portfolio.

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