

**Meeting of the Educational Character Committee,
at 4pm on Monday 26 January 2015,
in room 1B27, Technopark, London Road, SE1**

A G E N D A

<i>Item</i>	<i>Paper</i>	<i>Presenter</i>
1. Welcome & Apologies		Chair
2. Minutes of the meeting of 4 June 2014 (for publication)	EC.01(15)	Chair
3. Matters Arising		Chair
4. Overseas development update (to note)	Verbal update	VC
5. REF Outcome and Research Strategy (to note)	EC.02(15)	PVC(R&EE)
6. Student Equality, Diversity and Inclusion statistics (to note)	EC.03(15)	Dir of SS
7. Development of School structure	EC.04(15)	DVC
8. Change Programme update – Academic Environment (to note)	EC.05(15)	DVC
9. Sports provision (to note)	EC.06(15)	COO
10. Any Other Business		Chair
11. Date of next meeting – 3 June 2015, 4pm		Chair

Members: Douglas Denham St Pinnock (Chair), Ilham Abdishakur, Hilary McCallion and Mee Ling Ng.

With: Dave Phoenix - Vice Chancellor, Pat Bailey – Deputy Vice Chancellor, Phil Cardew - Pro Vice Chancellor (Students and Education), Stephen Hackett – Director of Student Services (for item 5), Paul Ivey – Pro Vice Chancellor (Research and External Engagement), Ian Mehrtens – Chief Operating Officer (for item 6), James Stevenson - University Secretary and Ruth Sutton - Governance Assistant.

	PAPER NO: EC.01(15)	
Board/Committee:	Educational Character Committee	
Date:	26 January 2015	
Paper title:	Minutes of the meeting of 4 June 2014	
Author:	James Stevenson, University Secretary and Clerk to the Board of Governors	
Board sponsor:	Douglas Denham St Pinnock, Chairman of the Educational Character Committee	
Recommendation:	That the committee approves the minutes of its last meeting and approves publication without redaction.	
Matter previously considered by:	N/A	N/A
Further approval required?	N/A	N/A
Communications – who should be made aware of the decision?	Published on the University's website	

Executive Summary

The Committee is asked to approve the minutes of its meeting of 4 June 2014. No redactions are suggested.

Minutes of a Meeting of the Educational Character Committee
held at 4pm on Wednesday, 4 June 2014
in Room 1B27, Technopark, London Road, London SE1

Present

Douglas Denham St Pinnock	Chair
Barbara Ahland	SU President
Steve Balmont	
Professor Hilary McCallion	
Mee Ling Ng	

Prof David Phoenix	Vice Chancellor and Chief Executive
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In attendance

Prof Phil Cardew	Pro Vice Chancellor (Academic)
Prof Mike Molan	Executive Dean, Arts and Human Sciences
James Stevenson	University Secretary and Clerk to the Board of Governors
Ruth Sutton	Governance Assistant

Welcome and Apologies

1. No apologies had been received.

Minutes of the last meeting

2. The minutes of the meeting of 12 February 2014 were confirmed as a correct record (paper **EC.09(14)**).

Matters Arising

3. The Chairman reported that the committee had had an informative pre-meeting with the Students' Union. The committee requested further information on the cost of travel for students and its impacts on attendance patterns. The committee requested more information about sport provision at LSBU.
4. The Chairman requested that detailed Equality, diversity and inclusion data was circulated to committee members outside the meeting, as requested at the meeting on 4 December 2013.

5. The committee discussed the NSS action plan for 2013/14, which had been circulated to committee members ahead of the meeting. The committee noted that the Change Programme will focus on student support and experience.

Report on Postgraduate Courses

6. The committee received a presentation on Postgraduate courses from the Pro Vice Chancellor (Academic). The presentation focused on progression and achievement, and faculty monitoring.
7. The committee discussed the monitoring of, and recruitment to, Postgraduate courses and noted that the portfolio review would have an impact on Postgraduate courses and that this was part of the corporate strategy.

Steve Balmont left the meeting

HESA performance indicators

8. The committee noted the HESA performance indicators (paper **EC.10(14)**). This was the first year that the committee had received the report.

Annual report on academic misconduct and appeals

9. The committee noted the annual report on academic misconduct and appeals (paper **EC.11(14)**).
10. The committee discussed appeals paper in detail, including the processes and the effect on student progression.

Annual committee report to the Board

11. The committee approved its annual report to the Board (paper **EC.12(14)**), which would be considered by the Board of Governors at its meeting of 8 July 2014.

Annual committee plan

12. The committee noted its Annual plan (paper **EC.13(14)**). The committee noted that its role would be reviewed as part of the forthcoming Governance Effectiveness Review.

Any other business

13. The committee noted that this was both Professor Mike Molan's and Barbara Ahland's last meeting and thanked both for their contributions to the committee.

Next Meeting

14. The date of the next meeting was confirmed as Wednesday 3 December 2014 at 4pm.

Confirmed as a correct record

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Chair



Committee Action Points

21 January 2015

14:59:55

Committee	Date	Minute	Action	Person Res	Status	
Educational Character	04/06/2014	4	EDI data to be circulated to committee members	Director of Student Services	In pack for 26 January 21015	<input checked="" type="checkbox"/> Completed
Educational Character	04/06/2014	11	Annual committee report to the Board to be considered by the Board of Governors at its meeting of 8 July 2014	Secretary		<input checked="" type="checkbox"/> Completed
Educational Character	04/06/2014	3	Update on sports provision to next meeting	COO	On agenda	<input checked="" type="checkbox"/> Completed



	PAPER NO: EC.02(14)
Paper title:	REF 2014 and Research Strategy
Board/Committee	Educational Character Committee
Date of meeting:	26 January 2015
Author:	Paul Ivey, Pro Vice Chancellor (Research and External Engagement)
Executive/Operations sponsor:	Paul Ivey, Pro Vice Chancellor (Research and External Engagement)
Purpose:	To report to the Committee on the outcome of the 2014 Research Excellence Framework and strategy

Executive Summary	
Context	The REF assesses the quality of research in UK Higher Education institutions.
Question	How did LSBU perform in the REF 2014? What is the strategy to improve our performance in future?
Conclusion & Recommendation	LSBU had a GPA of 2.52 meaning its research outputs are excellent/recognised internationally.

Matter previously considered by:	Operations meeting	On: 20 January 2015
Further approval required?		



London South Bank
University

REF2014 & Research Strategy

Educational Character Committee

26th January 2015

REF 2014 - What do we know?

Our Result?

4 world-leading 3*internationally excellent 2*recognised internationally in terms of originality, significance and rigour.*

LSBU GPA 2.52 - excellent / recognised internationally.

Outputs 2.49 Impact 2.83 & Environment 2.23

How good was it?

FTE (number of staff) +17%, GPA+ 13%, all UoA 4*, 50% (ish) intensity table (% FTE submitted)

REF2020 50% GPA – overall +11%, output +9%, impact +10%, environment +27%

What will we do? – Research strategy

- **8 UoAs** each with a senior external academic ‘mentor’.
- Annual support for each UoA for international / collaborative / multidisciplinary research – **citations, impact and grant success**.
- Professoriate, **Research College** (virtual) and Global Research Unit.
- UoA **annual reviews and impact audit** (presentation, critique and group application / withdrawals)
- Ph.D student monitoring, both **numbers and completions** / impact (academic and societal)
- **Active monitoring** of research outputs / strengths and comparative performance (Elsevier software).
- Annual staff research **performance / promotion review**.

	PAPER NO: EC.03(14)
Paper title:	Student Equality, Diversity and Inclusion statistics
Board/Committee	Educational Character Committee
Date of meeting:	26 January 2015
Author:	Stephen Hackett, Director of Student Services
Executive sponsor:	Ian Mehrtens, Chief Operating Officer
Purpose:	To reassure the Committee that the duties of the board under the 2010 Equality Act are discharged

Executive Summary	
Context	The University is a widening participation institution with a very diverse body.
Question	Is the committee satisfied that LSBU discharges its duty under the 2010 Equalities Act? Does the committee endorse a further investigation into equality and diversity?
Conclusion & Recommendation	To confirm the committee's satisfaction with the discharge of its duty and to endorse the commissioning of a detailed report into student outcomes. The report will take our data, plus various studies that have been done from time to time on the University, and contextualise them in the landscape of current UK Diversity issues. Given the recent changes in law and the rapid changes in equality politics we feel this is advisable.

Matter previously considered by:		
Further approval required?		On:

Student Equality and Diversity

1 Executive summary

The general duty placed on LSBU by the 2010 act in respect of its students is discharged; This is ensured by a combination of policy and procedure, environmental development and management, student support and promoted activity, careful monitoring and management of issues and engagement with protected groups, whose wellbeing is our general aim.

Collection and monitoring of data informs the development of analysis, investigation and action to increase understanding and potential resolution of issues. Both the University Committee structure and the executive management structure look in detail at the outcomes for protected groups. Over several years this has given the board the assurance that overall, the university does not have a problem in this area, but concerns persist that have not been resolved, or rather that can only be resolved in the context of a wider survey and deeper analysis.

The recommendation of this report is that a detailed survey of available data be commissioned. In order to understand the position of the University, its contextualisation in Higher Education and Society more generally should be attempted. The report will take our data, plus various studies that have been done from time to time on the University, and contextualise them in the landscape of current UK Diversity issues.

2 The Public Sector Equality Duty

Background

The public sector equality duty applies to LSBU because all HEIs are included in Schedule 19 of the Equality Act 2010. In summary, the duty means that LSBU has a legal responsibility to demonstrate that we are taking action on equality in policymaking, in the delivery of services to students and in public sector employment.

The general equality duty requires LSBU (as a “public authority” as defined by the Equality Act 2010) to have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity between different groups; and
- foster good relations between different groups.

The Equality Commission’s guidance states that: “The protected characteristics for the further and higher education institutions provisions are:

- Age

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Being married or in a civil partnership is NOT a protected characteristic for the further and higher education institutions provisions.”

The purpose of this report is to provide the committee with an update on LSBU’s action to fulfil the university’s Public Sector Equality Duty in respect of its students.

3 Compliance with the Equalities Act 2010

The Equality Act 2010 puts three general duties on public sector bodies (including Universities) and these are tabled below, with LSBU responses and actions.

Duty	LSBU Responses
eliminate unlawful discrimination, harassment and victimisation	Student Life Centre <ul style="list-style-type: none"> • Wellbeing Advisers • Disability and Mental Health Advisers • Counselling Service • Student Union, societies, advice and publicity • Publicity and awareness • High levels of security • Clear Disciplinary procedures and student on student complaint procedure • Clear Fitness to Study procedures
advance equality of opportunity between people who do and do not share a protected characteristic	Data collection for protected groups <ul style="list-style-type: none"> • Monitoring and analysis of protected groups’ outcomes, and investigation at committee and management level of issues or concerns. • Support for initiatives which seek to promote EO for protected groups • Policy and Procedure integrity • Address HEFCE Recommendations: Appendix 1 aligns LSBU actions with the HEFCE Equality and Diversity Action Plan, which is mainly concerned with Equality of Opportunity
foster good relations between people who share a protected characteristic (age, disability, gender reassignment, pregnancy)	Social Learning Spaces <ul style="list-style-type: none"> • Student Union and Student Services activities • Student Societies

and maternity, race, religion or belief, sex, and sexual orientation) and those who do not share a protected characteristic.	<ul style="list-style-type: none"> • Multi-Faith Advisory Board • Multi-faith and multi-cultural activities • Procedures and Policies • Engagement with Prevent • Press Office and Comms team: maintenance of public profile and reputation
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4 Diversity of Students and the success of protected groups

The equality of students might be measured at key points in the Student Journey – Application, Admission, Assessment, Progression, Graduation and Employment and further study. At the present time the whole picture of the student journey is not available, but considerable light may be shed on significant areas.

The analysis of applications and admissions over many years has shown that there is no discrimination at the point of entry to LSBU, with one exception – the disproportionate rejection of African Black Men. This has been explained as being an issue of visa refusal.

A HECSU Report into the University’s DLHE Survey was commissioned in 2014, and this showed, by looking in depth at the characteristics of students graduating and their destinations, that students from BME groups did as well as BME students from other universities – that is, not as well as other groups. The same was true of the success of women and men. Nevertheless, there was some concern in the report that in some individual courses the racial make-up of the graduating cohort was unusually white, and we know that in some subject areas there is a bias to one sex or another.

The following information is intended to provide the committee with a picture of the make-up of the student body and to inform the committee, at a high level, of the attainment of protected groups at the point of graduation from first degrees.

Data used is that of all enrolled students over three years and students graduating in the same three years. There is no tracking of individual students through to qualification, but nevertheless, the data indicates where inequalities may lie.

Sex

Enrolment data for the last three years shows that the University has remained steadily biased towards men (at 56%).

Of those receiving an award in the period however only 46% were men, evidencing higher attrition rates. Of those awarded a first class degree in the same period, 49% were men. Men therefore are more likely to drop out than women, but if they stay, will perform as well.

Race

The University has hardly changed in its racial make-up in three years.

Enrolled Students (that is all enrolled students in each year):

	11/12	12/13	13/14	Total	%
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	57	28	46	131	0.2
Arab	18	243	192	453	0.7
Asian or Asian British - Bangladeshi	232	364	452	1048	1.6
Asian or Asian British - Indian	860	829	749	2438	3.8
Asian or Asian British - Pakistani	637	608	584	1829	2.8
Black or Black British - African	4639	4243	3821	12703	19.7
Black or Black British - Caribbean	1512	1362	1196	4070	6.32
Chinese	583	471	440	1494	2.3
Gypsy or Traveller			1	1	0
Information refused	907	917	729	2553	3.4
Irish Traveller			2	2	0
Mixed - White & Asian	151	142	141	434	0.7
Mixed - White & Black African	220	231	215	666	1
Mixed - White & Black Caribbean	237	213	228	678	1
Not known	372	179	97	648	1
Other Asian background	1473	1407	1239	4119	6.4
Other Black background	296	281	263	840	1.3
Other Ethnic background	541	506	498	1545	2.4
Other Mixed background	302	312	310	924	1.4
Other White background	1292	895	765	2952	4.6
White	3842	4418	4713	12973	20
White - Scottish	58	44	62	164	0.2
White British	4286	3307	3041	10634	16.5
White Irish	372	352	349	1073	1.6
Grand Total	22887	21352	20133	64372	98.92

Grouping the racial groups into four give an easier view of the changes or rather consistency, over the last three years:

	11/12	12/13	13/14	Total
Black	30%	30%	28%	29%
Asian	15%	16%	16%	15%
White	43%	42%	44%	43%
Other	12%	12%	11%	12%

In terms of success BME students receive awards in the following proportions:

All	11/12	12/13	13/14	Total
Black	27%	28%	27%	28%
Asian	13%	16%	16%	15%
White	44%	41%	44%	43%
Other	14%	14%	12%	13%

The comparison does not tell us much – just that black students are proportionately slightly less likely to achieve an award (that is they leave the university), and that ‘Other Ethnic’ students are slightly more likely to achieve an award. This latter group includes Chinese and Arab, who both perform well.

Race and First Class Degrees

	11/12	12/13	13/14	Total
Black	14%	16%	15%	15%
Asian	13%	13%	12%	13%
White	56%	54%	59%	56%
Other	17%	17%	13%	16%

This table looks at the proportion of first class degrees awarded to each group and reveals a gap between the attainment of Black and also Asian groups against White and also Other Groups.

Disability

Of those enrolled over the last three years, 8% have a disability.

Of those qualifying in the same period 12% are disabled. 10% of firsts are awarded to disabled students, which is slightly disappointing, but also 15% of thirds are awarded to disabled students. So, while disabled students are less likely to drop out, they are also less likely to get good class degrees.

Sexual Orientation

The full statistics are as follows

	13/14	% of those recorded
Not recorded	8390	
Bisexual	147	1%
Gay men	144	1%
Lesbian	58	0%
Heterosexual	7472	63%
Information refused	3682	32%
Other	240	2%
Total	20133	

The figures for minority groups are so small as to make success analysis meaningless. Perhaps the most striking thing to note is the numbers refusing to record, which looks set to stabilise at about 6000 each year, or 30%. In terms of the character of the University, however, the figures overall suggest a very straight environment, or one in which students are wary of being openly not straight. This is surprising given the University's location at the heart of London, but is perhaps also partly reflective of BME cultures in South London and in the countries from which some international students come.

Religion

The full statistics are as follows:

	13/14	% of those recorded
Not recorded	10883	
Any other religion or belief	129	1%
Buddhist	65	0.5%
Christian	4264	46%
Hindu	270	3%
Information refused	895	10%
Jewish	36	0.5%
Muslim	1353	15%
No religion	2084	23%
Sikh	76	1%
Spiritual	78	1%
Grand Total	20133	

Again, it is difficult to draw any conclusions, without more contextualisation. The smaller proportion refusing religious information gives strength to the assertions made above.

Appendix 1

Appendix 1 HEFCE Equality and Diversity Action Plan for 2012-13 and LSBU
 The promotion of equality between different socio-economic groups as well as other groups under-represented in HE has long been part of HEFCE's widening participation policy as people from lower socio-economic groups are generally less likely to go into higher education. It is also an important aspect of protecting the interests of students, and improving social mobility through fairer access is an objective of the Government's White Paper on higher education, 'Students at the Heart of the System'.

HEFCE		LSBU
Aims	Actions	Position
2.1 To support the sector in achieving and maintaining an appropriately diverse student body and reducing inequalities of student opportunities and outcomes	<p>Monitor the extent to which certain groups of students participate in subjects defined as strategically important and vulnerable</p> <p>Widening participation: We will continue provision and support for disabled students through mainstream disability allocation and sector support.</p> <p>We will consider the outcomes of the disabilities projects we have funded and we will continue to oversee and support the Sector Strategy Group. We will ensure that the Sector Strategy Group acknowledges gaps left in disability support in the sector by Skill, LLNs</p>	<p>An analysis of the diversity of students in ESBE (mainly representing the STEM subjects to which HEFCE refers although some Business and Health courses could be included) shows that students are as diverse in terms of race as in other faculties, but gender imbalance is evident, although for part-time students the sponsorship of an employer is a critical factor, rather than ESBE's recruitment policy or practice</p> <p>An analysis of admissions data demonstrates that the diversity of students broadly reflects the diversity of applicants. LSBU's 2012 and 2013</p>

	<p>and Aim higher and looks to fill them where possible. Through the on-going development of widening participation strategic assessments, annual monitoring and further alignment with the Office for Fair Access's access agreements, we will encourage institutions to consider their equalities duties and promote equality and diversity.</p>	<p>Access Agreements are clearly targeted on students from reduced financial circumstances and on care leavers.</p>
<p>2.2 To enable fair access to higher education so that all students, regardless of their background, are able to access the institution or programme that best meets their needs and aspirations</p>	<p>Employment and skills: Monitor the extent to which sustainability of national subject provision impacts on accessibility. Widening participation: We will work with the sector and BIS in the ongoing development of the National Scholarship Programme. In particular we will include equalities analysis in the forthcoming evaluation of the scheme and we will analyse data regarding the recipients of the scheme from an equalities perspective. This will help to inform future discussions we have with institutions</p>	<p>LSBU is committed to maintaining a wide enough range and distribution of provision to enable access from our local community to all strategically important subject areas. Our aim is to balance diversity of provision against excellence of delivery (and institutional focus). Whilst we see no real barriers in access to NSP support from any group, we will, of course, monitor provision and determine whether it can be demonstrated that any groups are advantaged or disadvantaged.</p>

	<p>around equalities, as well as how our funding for widening participation and requirements for WP strategies could be further developed in future.</p>	
<p>2.3 White Paper challenges – throughout the period of transition, impact assess work streams and monitor the cumulative effect of new fees and funding mechanisms. Seek to</p> <p>Employment and skills: Monitor the extent to which there is concentration of SIVS in highly selective institutions.</p> <p>Our Strategically Important and Vulnerable Subject provision is focused within the area of Science, Technology, Engineering and Mathematics, which are subject areas which fit within our overall mission and strategic ambitions. We foresee little likelihood that we will diversify further within the SIVS area.</p> <p>23</p>	<p>Employment and skills: Monitor the extent to which there is concentration of SIVS in highly selective institutions.</p>	<p>Our Strategically Important and Vulnerable Subject provision is focused within the area of Science, Technology, Engineering and Mathematics, which are subject areas which fit within our overall mission and strategic ambitions. We foresee little likelihood that we will diversify further within the SIVS area.</p>

minimise disadvantages where they do occur.		
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	PAPER NO: EC.04(15)
Paper title:	School restructuring
Board/Committee	Educational Character Committee
Date of meeting:	26 January 2015
Author:	Pat Bailey, Deputy Vice Chancellor
Executive/Operations sponsor:	Pat Bailey, Deputy Vice Chancellor
Purpose:	To update ECC on the plans for School structures

Executive Summary

The proposed 'top level' School structure will have a School Executive Team (SET), comprising 4 members. As well as the Dean, there will be explicit roles for Directors of Education & Student Experience, and Research & Enterprise. The SET will also include an Executive Administrator (Grade 9), who will have responsibility for helping with the Local Delivery Plan, taking forward strategic initiatives, and ensuring that the professional services provide the necessary support. A consultation paper will also propose that Departments will not continue in their current form, but that academic areas will be replaced by Divisions with a modified remit.

Context	Having the appropriate School structures in place underpins all of the Corporate goals.
Question	Are there any specific issues relating to the proposed structure?
Conclusion & Recommendation	<ol style="list-style-type: none"> 1) Note the proposed structure/timetable. 2) Identify any opportunities or risks.

Matter previously considered by:		
Further approval required?	No	On:

School Structures

Schools are expected to develop a clear academic and professional identity, within the overall University mission and strategy. They will create a work environment where staff and students are engaged within a coherent academic community, and feel involved both in the strategic development and operational delivery in their School.

All Schools will engage in teaching, research and enterprise and will have a very applied, professional focus. However, the balance between these three core activities will be determined by the Schools to best reflect their discipline base and to enhance their reputation. Schools will engage in common processes and relationships with professional support services, although additional requirements from Professional, Statutory or Regulatory Bodies may require enhancement of process at School level.

1) School Executive Team

The Dean will provide the academic leadership for the School and will be a member of the University's Operations Board. Additionally, to fulfil responsibilities of operational delivery and aid institutional effectiveness, all Schools are expected to have a **core** executive structure (the School Executive Team – SET).

All SETs will comprise 4 members:

- **The Dean**
- **Director of Education & Student Experience**
- **Director of Research & Enterprise**
- **School Executive Administrator**

Based on School size and external professional requirements, there may be a Deputy Dean (e.g. in the School of HSC), who will be a member of the SET.

To ensure clarity of roles, there will be a RACI chart identifying key School activities so that, where common functions were required, there is clarity concerning responsibility and delivery. [RACI – who is **responsible** (for doing it), **accountable** (for it being done properly), **consulted**, and **informed**].

It would not be unusual for the SET to meet briefly each week or every other week to ensure a shared understanding of activity, but there should be at least 1 meeting a month with clear action point summaries. Attendance by appropriate **business partners** (i.e. the key link person in the Directorates) will be commonplace, as dictated by the SET meeting agenda, with the **Finance** and **HR** business partners frequent attendees.

2) SET roles

Dean

To provide the School with the academic leadership and operational management required to ensure the creation of a dynamic, research informed academic environment which will motivate staff and students, and underpin excellence in teaching, research and enterprise.

School Director of Education & Student Experience

This role will provide cross-School strategic leadership for issues related to curriculum development, student satisfaction, the assurance of standards and quality enhancement – focused particularly on retention, and achievement. They will have oversight of all aspects of the student experience, from application/admissions through to graduation and DLHE.

School Director of Research and Enterprise

This role will take provide cross-School leadership for operational issues related to research and enterprise, including the support for research students. They would also work closely with the appropriate professional support services in managing business partnerships and other external collaborations.

School Executive Administrator

This is a new Grade 9 role, which would have three main components:

- a) To work with the Dean and SET in strategic planning for the School, including pulling together data from the business partners to aid the planning process.
- b) To work with the Dean and SET in developing the early stages of new projects, and identifying new opportunities for the School.
- c) To be accountable for ensuring that the School operates successfully and efficiently, via the support provided by the various professional functions.

3) Membership of SET

The Dean, SEA and Director of ESE are substantive appointments (unless the latter holds a substantive Grade 11 post, in which case this might be a role within the remit of – for example- a professorial position). The Director of Research & Enterprise will be a role taken on by professorial staff as part of their leadership responsibilities, with 3/5 year appointments common; this has the advantages of giving executive opportunities to other professors (and refreshing of the SET), and mitigating the impact on research/enterprise that SET membership might cause. It is expected that SET members will be at Grade 11 (or 12, if holding a professorial position at that grade).

4) School Management Group

The School will be dependent on delivering its plans through a wide range of key senior staff who will provide academic management and leadership within the

individual disciplines in the School, including Heads of Division, Course Directors, and holders of Professorial and PL/Reader roles (as well as senior administrative staff, as appropriate). This wider School Management Group (SMG) should meet every 4-6 weeks during term-time, to ensure shared understanding of the strategy, direction and operational management of the School. The roles and responsibilities of these key senior staff members will be developed by the Schools.

5) Risks

The two greatest risks concern:

- a) achieving a smooth transition to the new structures, which will have to come into effect in parallel with the Faculty Office restructuring;
- b) HR issues relating to the new roles.

The first risk will simply need to be managed, but appointing the Executive Administrators soon might help, to have oversight of processes and activities. The second risk will need to be managed through close liaison with HR, and the DVC visited every School in late-October/early-November to discuss School planning, and has just completed a 45-day consultation with current Heads of Department.

6) Timescales

- Week of 16th November – contact all Heads of Department concerning SET and proposals concerning School restructuring (incl. the non-continuation of HoD roles), and send out information email to all academic staff
- 16th January 2015– completion of 45-day consultation period
- 20th January – generic internal adverts for the two academic SET posts/roles in all Schools all except HSC
- First 2 weeks of February 2015 – appointments to SET
- March 2015 – appointments to other key School roles, including Heads of Division (to be taken up by Grade 9 staff, and the role has been HERA'd at this grade).

Appendix: New Divisions within Schools

Pat Bailey
(22nd January 2015)

SCHOOLS: TOP LEVEL SUMMARIES

Each School Executive Team (SET) will comprise, Dean, Director of Education & Student Experience, Director of Research & Enterprise, and School Executive Administrator. There will be a wider management group that will include the Heads of Division, and a number of School-wide roles that are being finalized by the Deans (e.g. recruitment and marketing, admissions, internationalization ... to be adapted to suit each School).

School of Applied Science

Divisions

- Human Sciences
- Psychology
- Food Sciences (to include the National Bakery 'School')

School of Arts & Creative Industries

Divisions

- Film and Media
- Performing Arts
- Creative Technologies

School of Built Environment & Architecture

Divisions

- Architecture
- Construction, Property & Surveying
- Civil & Building Services Engineering

School of Business

Divisions

- Business & Enterprise
- Accountancy & Finance
- Management & Marketing

(Informatics may transfer to ENG, to form a computing/informatics division)

School of Engineering

Divisions

- Electrical and Electronics
- Mechanical & Design
- Petrochemical

(Informatics may transfer from BUS, to form a computing/informatics division)

School of Health & Social Care

Divisions

- Allied Health Sciences
- Mental Health & Learning Disability
- Adult Nursing & Midwifery
- Primary & Social Care
- Nursing
- Institute of Vocational Learning

School of Law and Social Science

Divisions

- Law
- Social Sciences
- UELS
- Education

(Final decision re School of LSS awaiting arrival of new Dean; the Weeks Centre is a research unit within the School, but is contained within the Social Sciences Division)

	PAPER NO: EC.05(15)
Paper title:	Change Programme update
Board/Committee	Educational Character
Date of meeting:	26 January 2015
Author:	Pat Bailey, Deputy Vice Chancellor and Tom Kelly, Senior Business Analyst
Executive sponsor:	David Phoenix, Vice Chancellor
Purpose:	To provide an update on projects within the <i>Developing the Academic Environment</i> and <i>Support for the Academic Environment</i> themes of the change programme.

Executive Summary	
Context	<p>This paper gives an update on project progress. This information is correct as of 14 January 2014.</p> <p>The change programme is delivering a range of projects – i.e. interventions outside our business-as-usual, defined by time and scope – to achieve those aspects of the corporate strategy that represent significant change.</p> <p>The <i>Developing the Academic Environment</i> projects aim to develop our teaching, learning and research to ensure it better positions the University within the HE environment, support the internationalisation of LSBU, and ensure our courses are structured to enable graduates to become more employable. These projects are currently:</p> <ul style="list-style-type: none"> • Portfolio review • Learning Pathway: curriculum structure • Partnerships, collaboration and reputation • Developing scholarship <p>The <i>Support for the Academic Environment</i> projects aim to make sure the way we support students is more ‘student focused’ whilst enhancing the services that manage these interactions, and ensure we support staff to deliver better customer service. These projects are currently:</p> <ul style="list-style-type: none"> • Learning Pathway: student support

	<ul style="list-style-type: none"> • Student journey • Course and student administration (previously professional service models)
Question	What is the current progress of Developing the Academic Environment and Support for the Academic Environment projects?
Conclusion & Recommendation	That the Board note progress to date.

Project status within these themes

Within the theme of *Developing the Academic Environment*, the Portfolio Review is now complete, and has transitioned to business-as-usual. The Review covered 657 courses at sub-degree, undergraduate and postgraduate taught level, for which financial and performance data were analysed. A wide range of performance data (such as applicant and student numbers, module marks and progression rates, NSS and DHLE scores) were presented to school review panels. Courses attracting less than five students in 2014 were considered further within schools, to check whether there were valid reasons to continue offering the course.

The value of the Portfolio Review has been its evidence-based approach: for the first time, academics have been able to review clear data on course performance over the last three years, all in one place. Of particular value was the modular information: number of modules available, average marks and MEQ scores. It was clear, however, that the format required further development for postgraduate taught programmes, and this needs to be revisited.

Following the panels and consideration in schools, 136 courses (21% of the overall portfolio) were identified for closure. In addition, more than 500 defunct modules have been identified and these can now be removed from the system. Processes have been put in place in each School to ensure that all course closure procedures are complied with. All Schools are continuing to review their portfolios, as part of developing their Local Delivery Plans, and over the next six months new courses (as distinct from modifications of existing courses) will be planned and taken through the approvals processes. Now that the Review is complete, further course development becomes part of the Local Delivery Planning process. An update report will be prepared by the Deputy Vice-Chancellor in summer 2015, when plans for new courses will be largely finalised.

Other projects in this theme are in development. Following extensive planning work, proposals to enhance our curriculum structure (the Learning Pathway project) will be presented to the Change Programme Board, 27 January 2015. The scope of the

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Partnerships, Collaboration, Reputation, and Developing Scholarship projects is in review by sponsor Paul Ivey.

Within the *Support to the Academic Environment* theme, projects are progressing quickly. The Student Support project aims to enhance the pathways through which we offer support to students, anticipating and mitigating issues that lead to students dropping out, including input from the predictive analytics tools introduced by the EDISON programme. A thorough pilot of the tools is underway, involving academics across the organisation; the outcomes of this work will inform the further development of the tools and the development of enhanced pathway processes. Plans for implementation will be presented to Programme Board 27 January 2015, and implemented by May 2015.

The Student Journey project, working with colleagues across LSBU, has mapped all processes through which we interact with students. This provides a holistic, evidence-based approach to enhancing the student experience. A range of improvement projects based on this analysis were presented for initial discussion at Change Programme Board, 6 January 2015. Proposals are being refined and will be agreed by Change Programme Board and Board of Governors for implementation from April 2015. Alongside specific improvement projects, the team of analysts are supporting the mapping of enhanced processes – the ‘to-be’ model – that will be developed through to Spring 2015.

The Course and Student Administration project was approved in December 2014. Formerly the Professional Service Models project, this project aims to ensure an effective transfer of functions from the previous faculty-based offices to the professional service functions. Functional analysis of the work of these teams was undertaken to ensure the smooth running of university administration; analysis showed that activity focusses on supporting and servicing courses, working with staff and directly with students.

Following project approval, 174 staff transferred to Student Support and Employment on 5 January 2015. Reviews of processes and systems will continue through the year to enhance the operation of team functions with a view to some functions transferring to other more appropriate professional service groups: for example, migrating the timetabling function to Estates and Academic Environment to provide an enhanced service to students and improve our estate utilisation rate.

	PAPER NO: EC.06(15)
Paper title:	Sports provision
Board/Committee	Educational Character Committee
Date of meeting:	26 January 2015
Author:	Ian Mehrtens, Chief Operating Officer
Executive/Operations sponsor:	Ian Mehrtens, Chief Operating Officer
Purpose:	To provide an overview of the Academy of Sports and how it engages with the University

Executive Summary	
Context	The report provides an overview of the Academy of Sport and how it engages with both the University and the Community.
Question	How does the Academy of Sport engage with the University
Conclusion & Recommendation	That Operations note the contents of the report.

Matter previously considered by:	Operations	20 January 2015
Further approval required?		

1. The Academy of Sport

1.1 Activity

- 1.1.1 The Academy of Sports located in London Road building provides fitness and sports hall activities for students, staff, alumni and the local community.
- 1.1.2 Bringing together educational opportunities, vocational placements and quality services, the Academy of Sport at London South Bank University is a hub for sports and activity provision for students, staff and community.
- 1.1.3 In addition, the Academy uniquely combines academic and leisure/fitness activities through taught courses, research units, sports science support services, sport development and facility staff.
- 1.1.4 The Academy offers:
- Sports Hall activities, including 5-a-side football, netball, badminton, basketball, cricket, table tennis and volley ball)
 - Fitness Suite that was recently refurbished with the benefit of three way funding from LSBU, LB Southwark and Sport England.
 - Weights Room
 - Dance Studio
 - Exercise Classes
 - Therapy Services (Sports therapy, osteopathy and homeopathy)
- 1.1.5 In addition the Academy offers a Human Performance Centre. This currently comprises a Perform Well Programme, a Live Well Programme and Product Testing and Development.
- 1.1.6 Perform Well is an exercise testing and training advice service for anyone involved in physical activity. With the use of our School staff expertise the programme offers services in biomechanics, physiology, nutrition, sports psychology strength and conditioning.
- 1.1.7 Live Well works with the University Occupational Health Providers, and Product Testing Centre) is a wellbeing programme that aims to improve lifestyle through a range of assessments and intervention programmes. Stress and weight management are amongst the many wellbeing issues that can be addressed. The programme can be tailored for individuals as well as whole organisations.

1.1.8 Product Testing and Development is staffed and supported by a range of School and external experts and external experts. Here development activities are driven and supported by research and this activity formed part of the Universities REF 2014 result. The university's scores for 'impact' were particularly strong in the areas of Sports & Exercise where 90% of LSBU REF entries got 4* or 3*.

1.1.9 This allows us to take a problem solving approach to developing and testing new technologies and providing performance feedback to product owners.

1.1.10 This demonstrates the very close relationship between the Academy, its student body and the academic/research activity of the University.

1.2 **Structural Context**

1.2.1 The Academy of Sport now forms an integral part of the Student Support and Employment professional service group (PSG) one of the three groups led by the Chief Operating Officer.

1.2.2 The Student Support and Employment PSG also manages the relationship and liaison with the Students' Union, and the Head of The Academy is part of the senior management team of the PSG.

1.2.3 This structural change, from the Pro Vice –Chancellor External Engagement as part of the overall restructuring activity within the University in the last 12 months, has brought the activity closer to the student body.

1.2.4 The Chief Operating Officer holds regular liaison meetings with the Students' Union officers and Executive, the relevant Student Services managers that includes in this instance the Head of the Academy of Sport.

1.2.5 These meetings ensure that the Academy is offering services that the students and staff of the University require and ensure that student expectations are managed.

1.2.6 In addition, the Sports Executive Committee that was established this year and comprises 4 sports club officials who represent all student clubs and their members. This group meets on a monthly basis and also hold open forums for any student to ask questions and make suggestions.

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- 1.2.7 The Chair of this group feeds into Student Council and Sports Board, meaning direct representation for the students
- 1.2.8 Finally, the Academy employs a large number of students as personal trainers and therapists ensuring total integration of the activity within the University.