

Meeting of the Academic Board

2.00 pm on Wednesday, 28 October 2020
via MS Teams

Agenda

| No. | Item | Pages | Presenter |
|-----------------------------|--|----------------------------|-----------|
| 1. | Welcome and apologies | | PB |
| 2. | Declarations of interest <i>Members are required to declare any interest in any item of business at this meeting</i> | | PB |
| 3. | Minutes of previous meeting | 3 - 20 | PB |
| 4. | Matters arising | 21 - 24 | PB |
| Items for discussion | | | |
| 5. | Provost's report | Verbal Report | PB |
| 6. | Annual Education report, including OfS Conditions of Registration | 25 - 34 | DJ |
| 7. | Calendar consultation - update on planning for January starting courses | 35 - 42 | MGr |
| 8. | Lecture capture policy | 43 - 66 | DJ |
| 9. | AULA Presentation of Evaluation | To Be Tabled | AH, DJ |
| 10. | Regulation amendments due to COVID-19 | 67 - 70 | MGr |
| 11. | The Racial Awarding Gap and APP Programme | 71 - 90 | DJ |
| 12. | Decolonising the Curriculum | 91 - 96 | DJ |
| 13. | Student Union Issues (as required) | Verbal Report | HT |
| 14. | Annual Research Ethics report | 97 - 100 | DF |
| 15. | National Student Survey update <ul style="list-style-type: none"> • Update on 2020 NSS Results • Action plan 2020/21 | 101 – 110 Verbal Report | KM WT |
| 16. | Student Academic Outcomes Report (S1 and S2) | 111 - 114 | RD |
| 17. | Partner Management Process and HAPLO | 115 - 138 | SB |

| <i>No.</i> | <i>Item</i> | <i>Pages</i> | <i>Presenter</i> |
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| Items for noting | | | |
| 18. | Reports from sub-committees | 139 - 142 | PB |

**Date of next meeting
2.00 pm on Wednesday, 24 February 2021**

Members: Md Fazle Rabbi, Pat Bailey (Chair), Ian Albery, 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, Paul Ivey, Deborah Johnston, Janet Jones, Nicki Martin, Sarah Moore-Williams, Luke Murray, George Ofori, Jenny Owen, Tony Roberts, Carrie Rutherford, Warren Turner, Helen Young, Harriet Tollerson, Rosie Holden and Jane Wills

Apologies:

In attendance: Dominique Phipp, Ann Healey (for item 9 only), Daniel Frings (for item 14 only), John Cole, Richard Duke (for items 15 and 16 only), and Sally Skillett Moore



**Minutes of the meeting of the Academic Board
held at 2.00 pm on Wednesday, 17 June 2020
MS Teams**

Present

Pat Bailey (Chair)
Ian Albery
Asa Hilton Barber
Craig Barker
Gilberto Buzzi
Alessio Corso
Geoff Cox
Kate Ellis
Nadia Gaoua
Marc Griffith
Sajjad Hossain
Steve Hunter
Paul Ivey
Deborah Johnston
Janet Jones
Nelly Kibirige
Nicki Martin
Sarah Moore-Williams
George Ofori
Jenny Owen
Carrie Rutherford
Warren Turner
Helen Young
Shushma Patel

Apologies

Patrick Callaghan
Steve Faulkner
Gary Francis
Luke Murray
Tony Roberts

In attendance

Dominique Phipp
John Cole
Sally Skillett-Moore

1. **Welcome and apologies**

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

2. **Declarations of interest**

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

3. **Minutes of previous meeting**

The Board approved the minutes of three previous meetings on 26 February 2020, an emergency meeting on 22 May 2020, and an additional meeting held via email on 5 June 2020.

4. **Matters arising**

January course starts - the Chair noted that he is now in a position to form the Task and Finish group agreed upon at the last meeting. So far two members have volunteered to join this group and the Chair will be asking two further members to participate. He noted that this group is important, as any knock-on complications resulting from alteration of the January-starting courses must be carefully reviewed.

Temporary changes to Academic Regulations - The Chair noted that the final version of the COVID-19 Addendum to the Academic Regulations has been circulated to the Board for this meeting. It collates feedback from colleagues in academic groups and on this Board.

5. **Provost report**

The Chair noted that his report will focus initially on the coronavirus pandemic related issues before moving on to other updates.

The Chair began by listing the key groups responsible for future decision making. He explained that these are:

1. Weekly meetings chaired by the PVC for Education. Members include the DESEs and the Director for Academic Quality Development. This group's initial purpose was to review resources needed by students this academic year. It has now moved on to consider challenges for delivery of courses in semester 1.
2. This Board. The QSC, RES, and STEX Committees will be fielding recommendations for any regulation changes to this Board and we will act as the formal sign off for the university.
3. Weekly Gold Command Meetings. This group was formed to respond to the immediate impact of the coronavirus pandemic and initially met daily. It led our emergency response and had broad representation across the

university from IT to students and estates. This daily group has now disbanded, but a weekly group still meets to ensure that key activities across campus are operating adequately or actions are being implemented for improvement. This group is also responsible for scrutinising communications on the changing situation to staff and students.

4. University Management Committee. In the past this group met monthly to consider key drivers for the university including recruitment, apprenticeships, international students etc. Now its meetings focus on normal business for half, with the other half spent on issues related to the coronavirus pandemic. An additional meeting of this group is held every fortnight also to focus only on the impact of the coronavirus pandemic.
5. An extra slot before weekly Executive Meetings. The focus of this meeting is issues related to the coronavirus pandemic, such as resourcing, income sources, and investment decisions. Its remit covers the entire LSBU Group, including SBC and SBA.

The Chair explained that, going forward, the Academic Board will focus on issues affecting academic delivery in the next academic year. For example, the reopening of campus and format and delivery of courses in semester 1.

Teaching

The Chair provided an update on plans for course delivery in semester 1.

- The intention is that all core curriculum material, which would traditionally have been delivered through face-to-face lectures, will be delivered remotely. This could be either by lecture capture or in another format of course providers' choosing.
- We expect campus to be open, with social distancing, for academic staff and students. This will include all specialist facilities. Courses requiring specialist facilities will therefore be able to hold onsite face-to-face teaching as normal.
- The intention is that some face-to-face teaching will be available every week for every student. Therefore, online teaching of core curriculum material will be supplemented by additional activities, some of which will be onsite.

The Chair explained that delivery of these plans will be heavily influenced upon social distancing policy set by the Government. Our facilities on campus can accommodate roughly four times more students if we are permitted to remain only one metre apart, rather than two metres.

For international or vulnerable students who cannot travel to campus, we will be seeking to deliver all aspects of our courses online. This will mean students will be able to complete their courses entirely from home. We cannot

guarantee that this will be achievable for all subjects, as certain courses require practical work to achieve course learning outcomes.

Estates

- The detail of course delivery will be determined by availability of on campus space, which we hope to finalise within the next couple of weeks. We are seeking to be as compliant as possible with Competition and Markets Authority (CMA) guidelines, despite the challenges presented by the coronavirus pandemic.
- We expect campus to begin reopening from early July. By the end of July we hope to have opened the whole campus, but the plans are not yet finalised. Reopening will require everybody to follow health and safety procedures.
- We intend for the library to reopen from 6 July. We are prioritising early reopening of the library, as it will provide space for students who are unable to study properly at home. Student surveys have shown us that a significant number of students do not have adequate space, technology or internet connection to study at home. Our research students will also benefit from the library opening as early as possible.

Applicant numbers and income

- The Chair explained that our applicant numbers were much higher this year than last year (around 25% up on last year). At present, our year-on-year offer acceptances are the same as last year. However, applicant responses are still coming in as UCAS has extended its deadline for students to accept their university places this year in light of the coronavirus pandemic.
- We expect to lose a large number of international students and accommodation fees due to travel restrictions. We forecast that this will result in a £12m shortfall against our original 20/21 budget. This is not as bad as it sounds as we had anticipated a record year for 20/21 with around £10-15m more in income than this year. As a result of this shortfall, our income is anticipated to be similar to that generated last year.
- We are in a much better position financially than the majority of other universities as we do not forecast a deficit.

The Deputy Vice-Chancellor updated the Board on progress to the London Road Building development project. He explained that refurbishment has begun, but the date for completion has been delayed due to the impact on supply chains of the coronavirus pandemic. The original target opening date of May 2021 has therefore been pushed back to June 2021. He noted that the project has financial pressures, as the building is in a worse state than we anticipated. The project's budget has not yet been exceeded.

The Deputy Vice-Chancellor added that our perception of a 'learning hub' has also radically changed in the past few months of lockdown. He felt that we have a unique opportunity now to redefine how we plan to use the building, how academics across the university can maximise its use, and to determine how we will take learning forward. He noted that the site will be a 365-day and 24/7 space, and proposed that it could also be a significant digital space, as well as a physical space. He suggested, for example, that the former Elephant Studios could be used to develop more audio and film recordings of our teaching for students.

The PVC for Education updated the Board on work to mitigate the impact of the coronavirus pandemic. She noted that a key theme for semester 1 is to plan how we can progress in a positive way, in line with our new corporate strategy, rather than reacting defensively to the pandemic. She suggested, for example, that we could consider partnering with another provider to pilot delivery of some of our courses. She added that we hope to build a community for best practice course delivery on virtual platforms, and develop our resources to deliver teaching in a future-proof way.

The Dean for the School of Arts and Creative Industries agreed, commenting that it will be a long and enterprising journey. She noted that we need to consider how to curate content online and deliver pedagogies differently.

The Dean for the School of Engineering shared his concern around timelines for course delivery and the disruption caused by the pandemic. He explained that, as financial plans are dependent on student recruitment and the UCAS deadline for course applicants is tomorrow, we are challenged to communicate our guarantees for course delivery whilst also developing revolutionary content and practices. He felt that this will become easier to communicate in the longer term.

The Chair responded that staff have been working around the clock to adjust to the new circumstances, prioritising decisions in front of us, and delaying long-term decisions until the situation became clearer. He praised staff, who knew not to try tackling all the developing challenges at once, but noted that there are now key decisions about 2020/21 to be made. He acknowledged that this will be challenging, as we are trying to provide clarity against a backdrop of change, but felt that students are understanding of the difficult circumstances.

The Chair suggested that we ought to err on side of confidence regarding our course delivery, rather than cautiously sharing only vague statements with students. He noted that current information online about LSBU's course delivery for the next academic year is misleading, and stated that we do need to give returning and new students a clearer steer. The Chair was confident that LSBU is up to the challenge as we have a lot of inhouse talent for developing innovative teaching materials, as shown during the Staff Conference.

6. Issues from the Student Union

The Board thanked the Student Union representatives for their hard work as members of the Board for the past year and wished them well in their future endeavours.

The Student Union President thanked the Board, and in particular the Chair for always being available to respond to student queries.

The Board noted that the most recent issue causing students anxiety is plagiarism. The Student Union President explained that students want to understand how the University will identify, measure and manage plagiarism, particularly in the School of HSC.

7. Student Experience Committee revised Terms of Reference

The Board received the revised terms of reference. It noted that the changes are intended to improve the speed by which the University can respond to issues raised by students, as well as enhance oversight of key metrics and other performance data.

The Student Union President commented that she is very supportive of the changes and glad to see more student voices on the committee.

The Chair was also supportive of the changes, noting that the committee's role in monitoring and responding to key issues of performance, attainment, etc. is now more explicit. He hoped that the revised terms of reference should help the committee to avoid becoming stalled by specific student issues.

The PVC for Education was pleased that the revised terms of reference will bring a closer alignment between academic and non-academic aspects of the student experience. She explained that the changes are the result of a collaborative piece of work with other areas of the University, such as student welfare and facilities.

She also noted the importance of understanding our performance in-year, so that we can engage with students on issues before they graduate. At present, performance data is only analysed upon receipt of awarding gap and progression data at year end.

The Board approved the revised terms of reference.

8. Academic KPIs Performance

The committee deferred discussion of next year's targets until the next meeting as full performance data (e.g. NSS Scores) for 19/20 is not yet available.

9. **Academic planning and course development update**

The Director of Academic Quality Development noted that there is mounting pressure to validate courses faster. He recommended reinstating the Academic Planning Panel (APP) to scrutinise new courses in development to ensure that the course validations process allows sufficient time for decision-making about student applicant dates. He noted that the proposal to reinstate the APP has been reviewed by the Competitions and Markets Authority group and received approval from the Quality and Standards Committee.

The Chair commented that the APP is a very large committee and asked whether its membership could be reduced for more manageable timetabling and easier strategic decision-making. He noted that APP committee meetings could follow the University Management Committee, as most APP members are also part of that group. The Director of Academic Quality Development supported broad membership for the APP, including Executives, to ensure all areas of the University are made aware of courses in development as early as possible.

The Board was concerned that it takes the best part of three years to launch a new course, including 20 months marketing within the UCAS recruitment cycle. It was noted that the process can be accelerated in special circumstances.

The Board discussed the balance between ensuring new courses are CMA compliant and agile in the face of challenging circumstances, such as possible further lockdowns due to COVID-19. It agreed that the process does not provide enough flexibility, particularly as entry of new courses to UCAS happens at a specific time of year (November) which could easily be missed if our courses are not ready for delivery.

The Dean for the BUS School suggested that, in lieu of shortening the timeframe for course development, new course programs must be written differently or more loosely to ensure that they are adaptive to new circumstances.

The PVC for Education noted that a rigorous validation process must be maintained to ensure we invest in the right courses. She explained that developing new courses is not cost-free, though it may use existing staff and facilities, as use of those resources for one course prevents other courses from doing so. She agreed that the process needs to be quicker, however, and in place for the coming academic year.

The Board noted that course development is currently very siloed between differing disciplines. It was suggested that a solution to this could be for key staff, employers, and students to assemble once or twice a year for strategic sessions to review interdisciplinary new courses in development. The Chair was supportive of this suggestion, noting that a similar process has worked well for review of new partnerships. He added that it could also deliver other benefits, such as a forum to share better guidance, receive training, and

ensure that initial document produced is of a higher quality to streamline the course validations process.

It was agreed that it must be clear from the outset which School will deliver and “own” the course, as cross-subsidised courses will otherwise be challenging to manage.

The Board noted that the length of the course validations process remains the same as in previous academic years.

The Chair asked the Director of Academic Quality Development to review the mechanisms for shortening the course validations timeline, including the possibility of interdisciplinary strategy sessions. He summarised that the Board was supportive of the process outlined, but agreed that it must be faster.

10. **Final version of the COVID-19 Addendum**

The Board received the final version of the COVID-19 Addendum. It noted the key change made since the Board gave its approval on 5 June is:

- Exceptional compensation is now available to students in line with exceptional condonement. For COVID-19 affected modules, Awards and Progression Boards will be empowered to progress students after the first sit of an assessment by awarding exceptional compensation, provided that the student has met the course learning outcomes.

The Chair was supportive of the change, noting it gives exam boards much more flexibility than ever in the past. He added that we also now have a chance to explore if more flexible progression opportunities might be suitable for academic regulations beyond the pandemic.

The PVC for Education noted that the change will ensure students are not forced to complete four sits of an assessment this academic year before condonement or compensation can be applied. She commented that in a normal year our policy on resits does guarantee a very high rate of non-progression. Students may want the opportunity to progress, even if with condoned or compensated lower marks, rather than not progressing at all.

The Board discussed how the process will apply to students with extenuating circumstances who do want to resit their assessments. It was noted that students’ result letters will include an offer to redo assessments for which students’ have been given a compensated or condoned pass. This opportunity will be particularly important for courses that are highly regulated by external providers. It was recommended that students are advised to discuss this decision with their course directors beforehand, as resitting may not change their overall grade.

11. OIA Annual Statement 2019

The Chair was disconcerted by the high number of cases referred to the Office of the Independent Adjudicator for Higher Education (OIA). He suggested that these figures might be attributed to the number of stage 1 referrals now reported. Previously stage 1 referrals would not have been included in this data.

The Board noted the number of referrals to the OIA has reduced significantly in the last five years as LSBU has improved its internal complaints resolutions process.

The Chair stated that he would provide an update on the report at the next meeting, following discussion with the Student Case Officer.

12. Reports from sub-committees

The Chair praised the reports from sub-committees. There were no other comments.

13. Any other business

The Chair stated that an extraordinary meeting of the Board may be needed over the summer to review core performance data and consider the OfS's requirements for registration. It might be possible for the Board to respond to any business via email. The Chair asked the Board to consider the data it would like to review in the core performance data report, and asked that any other issues requiring discussion also come to this summer meeting.

**Date of next meeting
2.00 pm, on Wednesday, 28 October 2020**

Confirmed as a true record

..... (Chair)

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**Minutes of the meeting of the Academic Board
held at 3.00 pm on Thursday, 3 September 2020
MS Teams**

Present

Pat Bailey (Chair)
Craig Barker (Vice Chair)
Alessio Corso
Carrie Rutherford
Deborah Johnston
Gary Francis
Geoff Cox
George Ofori
Harriet Tollerson
Helen Young
Jane Wills
Jenny Owen
Kate Ellis
Marc Griffith
Md Fazle Rabbi
Nadia Gaoua
Nicki Martin
Patrick Callaghan
Paul Ivey
Sarah Moore-Williams
Steve Faulkner
Steve Hunter

Apologies

Asa Hilton Barber
Gilberto Buzzi
Ian Albery
Janet Jones
Luke Murray
Rosie Holden
Tony Roberts
Warren Turner

In attendance

Charles Hamilton (*for items 1-3*)
Dominique Phipp (Secretary)
John Cole
Richard Duke (*for item 4*)

1. Welcome and apologies

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

2. **Declarations of interest**

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

3. **Revised Policy for Lecture Capture**

The Board considered the role of staff representatives in consulting colleagues on the policy before its implementation. The Chair explained that staff representatives are not responsible for collecting or sharing feedback from colleagues with the Board, and were nominated to the Board to express their own views, but would be formulating their opinions through informal discussions with colleagues. Where formal staff consultation is necessary, the paper author and sponsor are responsible for this process. The Board noted that the policy has not been shared more widely yet to enable it to consider any pedagogic issues before discussions with staff and Unions begin.

The PVC (Education) outlined the benefits of introducing a policy on lecture capture, which included improved transparency and assurance around use of recordings, an option to opt out of lecture capture, and improved consistency and access to course materials for our students.

The Board discussed why recorded lectures will not be used in performance management processes. It was suggested that their use might ensure a high quality of blended learning is delivered to students. The PVC (Education) explained that managers could use recordings to provide supportive feedback for improvement of teaching quality, but they would not be used as evidence in disciplinary matters or performance management proceedings. The Chair supported this approach, noting that lecture capture is not needed to improve performance assessments as the current evidence available to managers is sufficient to understand any performance issues.

The Board considered the length of time that recorded lectures should be available online for and discussed legal issues related to the copyright of material. The Board noted that, due to the coronavirus pandemic, the majority of staff are already recording their lectures and therefore the context in which this policy is being implemented is very different from previous years. The Board agreed that a lengthy consultation with staff about the policy will not be necessary, as has been done at other universities in the past.

The PVC (Education) explained that there are two separate concerns at play regarding 'in perpetuity' online storage of lectures. Firstly, whether keeping lectures online is pedagogically appropriate, and secondly a disagreement between the university sector and UCU about the legal ownership of lectures. She requested that Board members keep these concerns separate in their minds when considering the policy.

It was noted that the policy only covers scheduled lectures that would normally be delivered in a classroom, not seminars or other kinds of interactions with students. The intent is not to stifle exploration of teaching

methods, but to capture only core sessions and ensure that students do not fear participating in class discussions as a result of lecture capture. It was noted that some staff may not require lecture capture as their course is delivered in another way. For these staff, permission to opt-out of lecture capture will not be required as only scheduled lectures typically delivered in a classroom are covered by the policy. The Board agreed that its scope could be made clearer in the policy.

The Board discussed captioning of recorded lectures. It was agreed that captions will be beneficial to students, particularly foreign-speaking and certain disabled students. The Director of Quality and Enhancement explained that functionality to edit captions automated by the lecture capture system should be possible where needed, or we could pay for professional captioning services.

The Chair commented that nationally the Unions are opposed to lecture capture. Their view will be taken into account in discussions of the policy, particularly to address concerns that staff might have about their intellectual property rights. The Chair explained that, if the Board is happy to proceed with implementation of this policy subject to amendments, he will collaborate with colleagues in HR to engage with the Unions and decide how to consult staff on the policy.

The PVC (Education) commented that the Board would need a very clear rationale as to why it would not implement this policy, as lecture capture is now standard practice at many other universities. She added that approval of the policy is only the first step on a longer journey towards improving the quality and access to our lectures.

The Board considered whether the approval level required for opting out of the policy is appropriate. Whilst staff do not need to opt out of the policy if they do not deliver any scheduled lectures, there may still be practical issues with the number of requests to opt-out. It was also noted, however, that many modules (e.g. labs) do not have scheduled lectures. Where this is the case, the policy would not apply. The Board agreed that a practical and easy opt out process should be possible.

The Chair commented that for almost all courses keeping lectures online in perpetuity will not be a concern, as staff will revise their recorded lectures annually. He proposed that recorded lectures should only be available to students for the length of their course, and perhaps a year or two beyond that for students who defer their studies. The PVC (Education) agreed.

The Board noted that whilst the intellectual property rights of the University for recorded lectures are 'in perpetuity', which lectures are in scope of this ownership would be up to the lecturer to determine, as staff can remove and edit uploaded content. Access to recorded lectures is also password-protected. It was agreed that the tone of the policy should be amended to reflect more clearly that colleagues would be trusted to manage their own course content.

The PVC (Education) voiced that a common concern amongst staff is a lack of trust in the future of the university sector. Some colleagues fear that they could be made redundant if the University delivering their courses through only their pre-recorded lectures. She reassured the Board that lecture capture would never replace real live teaching, and noted that this debate is not about those worries but about the value and quality of lecture capture.

The Board approved of the policy, subject to a review of the changes discussed by the Chair, the PVC (Education) and others as needed. It was supportive of a short period of consultation with staff and the Unions led by the Chair.

Charles Hamilton left the meeting.

4. Review of academic KPIs for 2019/20

Richard Duke, Director of Strategy and Planning, joined the meeting.

The Director of Strategy and Planning introduced the report. He explained that the institutional KPIs presented have been designed to align with the 2020-25 LSBU Group Corporate Strategy and include core measures for the Student Success pillar, broken down by School. The Board noted that data for some 2019/20 metrics is not yet available, for example progression and awarding gap data.

The Board discussed the presentation and selection of the KPIs included.

It was suggested that an international student barometer could be added, as LSBU aims to invest and grow its international markets.

The Chair suggested an undergraduate course completion metric could be included. The Director of Strategy and Planning replied that an estimated 55% of students complete 3-year courses, noting that this figure deems students who complete in four years as non-completions. He added that this data would be difficult to capture, as there is a significant delay between students enrolling and completing.

The Chair proposed instead that a Y2 to Y3 progression figure is included, which would indicate if LSBU is supporting students sufficiently to enable them to progress to their final year of study.

The Board noted that, though a metric is not included to show the rate of students that pass their course assessments first time (i.e. no resits, uninterrupted progression), commentary on this is included on module feedback.

The Board discussed whether to add an average NSS score. It acknowledged that this is a crude measure showing only how students feel but not why they feel that way, and often only those students with strong or specific feedback

complete the NSS Survey. Despite this, some Board members agreed that it can be a useful measure in the long-term to indicate any periodic issues.

The PVC (Education) flagged that currently LSBU is not meeting the targets set in its existing suite of academic KPIs. She questioned if the Board needs more data, or if any members think that it is monitoring the wrong data to inform decisions.

The Chair requested that the Director of Strategy & Planning provide the KPIs for the other three Strategy pillars, as this data will impact upon the academic framework.

It was agreed that the Chair would constitute an Academic Board sub-group to agree the Student Success measures. The Director of Strategy and Planning agreed to provide a report on measures for the other three Strategy pillars as well as on additional measures, such as those in the TEF metrics.

Richard Duke left the meeting.

5. OfS conditions of registration

The Board noted that this item will be brought to the next meeting. The Chair requested that the Board familiarises itself with the conditions, in particular B1-B6, as the Board must demonstrate that LSBU is compliant with them in its annual assurance report to the Board of Governors.

6. Revised Degree Outcomes Statement

The Board noted that the Statement was produced and reviewed at the end of July, and has now been published on LSBU's external website. The Director of Academic Quality Development explained that the Statement outlines how LSBU will use its degree algorithm going forward. He recommended that the Board reviews the algorithm soon to satisfy itself that the rationale and calculation of degree classifications using this algorithm is acceptable.

It was agreed that the Chair, the PVC (Education), and the Director of Academic Quality Development would work together out of committee to set up a Task and Finish Group. The Group's purpose would be to agree how the algorithm should be reviewed in this academic year.

7. Semesters 1 and 2 delivery update

The Board noted the S1 report, which provides assurance to the GARC of the provision for S1.

The Board discussed the S2 report, which outlines the approach for planning course delivery in S2 despite the uncertainty surrounding the development of the coronavirus pandemic. The PVC (Education) asked the Board to approve the proposed approach to decision-making, the release of an announcement

in October explaining our expected course delivery approach, and delegation to the Academic Delivery Group to explore any course, assessment and regulation changes that may be needed.

She explained that if the UK has another local or national lockdown LSBU may need to take difficult decisions to limit the impact on students, for example extending the academic year. Such decisions would be outside the scope of decisions the ADG could take, therefore approval at key stages would be requested from the Quality and Standards Committee and this Board.

The Chair agreed that key decisions about the approach to delivery and timeline of decision-making should be referred to this Board for approval. He noted that the scheduled meetings may be insufficient to respond to such issues, as we cannot control the national timeline for these concerns, and therefore extraordinary meetings may be required.

The Board was supportive of the proposed approach.

8. Set up of Academic Development Working Group

The Board noted the proposal to set up a formal Academic Development Working group. The purpose of this group would be to review staff concerns about their working environment, the support offered to colleagues, and what more could be offered to support staff to invest in their learning and development. For example, such support could include teaching recognition, PG certification, and short courses. It was noted that a similar group had existed in the past and had worked well.

The Board noted that the Academic Development Working group would differ from the Academic Delivery Group, which is responding to issues arising due to COVID-19.

9. Return to face-to-face research proposal

The Board noted that this proposal was reviewed and approved, subject to minor amendments, by the Executive on 26 August.

The Dean of the School of Applied Sciences proposed that the University Ethics Panel (UEP) is authorised to treat each research project separately, and have discretion to approve projects requiring close contact subject to staff and participants using NHS-levels of protective equipment. If the UEP had the discretion to approve close contact projects by exception, it could do so irrespective of the research activity level agreed by the University. The Dean of the School of Applied Sciences clarified that it is not proposed that all projects would have face-to-face contact irrespective of social distancing.

The Board discussed the proposal. It was noted that the proposed approach would apply to research undertaken outside LSBU, for instance in non-LSBU laboratories.

The Board questioned who would decide which research activity level is in operation. The Dean of the School of Applied Sciences replied that the Executive, following national guidelines, would align the research activity level with the national risk level.

The Board agreed that it did not want to take a more conservative approach than other universities. It approved of the proposal.

10. **Any other business**

The Chair suggested that all reports brought to this Board could be available to share with staff going forward, unless they are marked 'confidential' by exception.

The Chair advised that the full report pack for meetings should not be circulated around the University, but Board members who want to raise awareness with colleagues of particular papers or issues to collect their thoughts before attending each meeting could do so. The Board was supportive of this approach.

It was agreed that paper authors would mark their papers with an "internal" level of confidentiality as standard practice going forward. If a report is more sensitive and the author would prefer it not to be shared with colleagues, they should mark their paper with a "confidential" or "confidential – members only" rating.

**Date of next meeting
3.00 pm, on Wednesday, 28 October 2020**

Confirmed as a true record

..... (Chair)

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ACADEMIC BOARD - WEDNESDAY, 5 FEBRUARY 2020 ACTION SHEET

| Agenda No | Agenda/Decision Item | Action | Date Due | Officer | Action Status |
|-----------|----------------------|--|------------------|--|-------------------|
| 4. | Matters arising | <i>Quality assurance</i> - English language requirements and variation between courses. To be discussed at QSC and an update provided to the Academic Board. | 17 June 2020 | Marc Griffith | Update at meeting |
| 5. | Provost report | <i>International Branch Campus (Cairo)</i> - Validation of courses | 17 June 2020 | Marc Griffith Sally Skillet-Moore | Completed |
| 6. | Education Strategy | <i>Progression 2019/20</i> - Hardship fund – update to be provided on student uptake. - Clarity on what validates reasonable assessments. Task group is to discuss flexibility in ways of being assessed with SU and Academics. Update to be presented at the next meeting. <i>Review of Academic Year</i> Members are to send comments about the consultation paper to the Provost by 27 February 2020. | 17 June 2020 | Nelly Kibirige Student Services | Update at meeting |
| | | | 27 February 2020 | Pat Bailey | Update at meeting |
| 7. | Student Union Issues | <i>Grads Café</i> Address issues of overcrowding and lack of staffing with catering/estates team. | | Pat Bailey Nelly Kibirige Student Services | Completed |
| 12. | AOB | <i>International Board</i> Find out the position of the Board and any statements that has been released to the committees/Boards. | | Pat Bailey | On agenda |

**ACADEMIC BOARD - WEDNESDAY, 22 MAY 2020
ACTION SHEET**

| Agenda No | Agenda/Decision Item | Action | Date Due | Officer | Action Status |
|------------------|---|--|-----------------|---------------------------------------|----------------------|
| 3. | Ratification of changes to the academic regulations | To discuss the future development of the academic regulations at the next meeting, as the impact of the pandemic on teaching and learning methods, and therefore on the academic regulations, may be long lasting. | June 2020 | Marc Griffith | Completed |
| | COVID-19 addendum | To circulate the addendum to the Board for comments via email. If the Board has no concerns, the Chair is to approve the addendum by chairs' action. | June 2020 | Marc Griffith | Completed |
| 4. | Academic calendar consultation | To consult on the calendar between May and December. | December 2020 | Pat Bailey The Task & Finish Group | In progress |
| | | To set up a Task & Finish Group to consider the timings of courses beginning in January 2021. | June 2020 | Pat Bailey | On agenda |

ACADEMIC BOARD - WEDNESDAY, 17 JUNE 2020 ACTION SHEET

| Agenda No | Agenda/Decision Item | Action | Date Due | Officer | Action Status |
|-----------|---|--|------------------|----------------------------|-------------------|
| 8. | Academic KPIs Performance | To discuss next year's targets at the next meeting, when full performance data for 19/20 is available. | 3 September 2020 | Richard Duke Pat Bailey | Completed |
| 9. | Academic planning and course development update | To review the mechanisms for shortening the course validations timeline, including the possibility of interdisciplinary strategy sessions. | | Marc Griffith | Update at meeting |
| 10. | OIA Annual Statement 2019 | To provide an update on what is causing the high number of referrals to the OIA at the next meeting, following discussion with the Student Case Officer. | 3 September 2020 | Pat Bailey | Completed |
| 13. | Any other business | To consider the data the Board would like to see in its core performance data reports in 2020/21. | 3 September 2020 | All | Completed |

ACADEMIC BOARD - WEDNESDAY, 3 SEPTEMBER 2020 ACTION SHEET

| Agenda No | Agenda/Decision Item | Action | Date Due | Officer | Action Status |
|-----------|-------------------------------------|---|--|---|--------------------------------------|
| 3. | Revised policy for lecture capture | To collaborate with HR to engage the Unions and decide how to consult staff on the policy. | Before 28 October 2020 | Pat Bailey | Completed |
| 4. | Review of academic KPIs for 2019/20 | To convene a sub-group to agree the Student Success measures. Director of Strategy and Planning to provide a report on measures for the other three Strategy pillars as well as on additional measures, such as those in the TEF metrics | Before 28 October 2020 December 2020 | Pat Bailey Richard Duke | Update at meeting In progress |
| 5. | OfS Conditions of Registration | Review the OfS Conditions of Registration, in particular B1-B6 | Before 28 October 2020 | Deborah Johnston, All | On agenda |
| 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. | Before 28 October 2020 Before June 2021 | Pat Bailey, Deborah Johnston and Marc Griffith Task and Finish Group | Update at meeting In progress |
| 7. | Semesters 1 and 2 delivery update | Bring key decisions on the approach to S2 delivery and timeline to the Academic Board, e.g. announcement in October. | December 2020 | Deborah Johnston | Update at meeting |

Agenda Item 6

| | |
|------------------|--|
| | INTERNAL |
| Paper title: | Annual Education Report 2020 |
| Board/Committee: | Academic Board |
| Date of meeting: | 28 October 2020 |
| Author(s): | Deborah Johnston, Karen McLernon, Sally Skillett-Moore, Adam Streames |
| Sponsor(s): | Deborah Johnston, PVC Education |
| Purpose: | For Approval |
| Recommendation: | To approve the paper to go to Board of Governors To agree that AB sees relevant data at each meeting. To agree an investigation into grade inflation in certain schools. To agree that TQE establish an assurance approach to quality assurance, that focuses on those courses where student outcome indicators are worrying. To support a separate investigation into initiatives for improving employability, combining academic and extra-curricula approaches that might most benefit our students |

Executive summary

In November, we provide an Annual Education Report to the Board of Governors. It should be approved by Academic Board.

The report contains key data on changes to our portfolio of courses and on student outcomes. There are issues for concern that academic board should be aware of. Board of Governors is likely to want assurance on the B1-B6 indicators that suggest key student outcomes are falling below benchmark standards.

AB is asked to support:

- The development of a clear calendar for education-related metrics to come to AB for discussion.
- Following the results of the evaluation of the Exceptional Regulations (covid19 related), an investigation into grade inflation in particular schools.
- To agree that TQE establish an assurance approach to quality assurance, that focuses on those courses where student outcome indicators are worrying
- To support a separate investigation into initiatives for improving employability, combining academic and extra-curricula approaches that might most benefit our students
- To take further reports on NSS.

Annual Education Report 2020: for Academic Board approval

Background

Board of Governors in a university have to provide an assurance to OFS that academic quality and standards are being maintained. It is common for the Board to receive in-year reporting of key variables plus a headline annual report. At LSBU, we provide a report to the Board in November of each year.

The indicators discussed in the report are the key indicators used by external agencies to assess whether quality and standards are being maintained. In this period, Academic Board are asked to consider how we have maintained academic standards, quality and student progression during the Covid19 pandemic, as well as our longer term progress on key indicators.

Summary of courses approved during the year

The detail is shown in Appendix 1. The key findings are:

- The validation/revalidation process was able to continue despite the impact of Covid19.
- Greater awareness of CMA requirements is in evidence.
- The recommendations and conditions suggest a need for improvements in the paperwork for apprenticeships and January start courses. There is a general need to consider assessment patterns and weight.
- The commendations show good partnership working.

External Examiner Reports

The detail is found in Appendix 2 and suggests that the Board should be assured that:

- The external examiner system worked as intended, despite the disruption of Covid19
- External examiners were largely satisfied that academic adjustments in the face of Covid19 were appropriate and fair, and that academic standards were maintained. There were a small number of External Examiners who were concerned that adjustments led to higher outcomes than would have been the case otherwise.

Any overall changes to the pattern of course outcomes as the result of Exceptional Regulations will be fully evaluated by the end of October (this has been awaiting exceptional third re-sit results). However, the next section on grade inflation suggests that in some areas there has been an increase in the grade profile.

Grade inflation

Appendix 3 shows the detail. Overall there has been a small increase in the last year (2019/20) of students achieving a good honours degree (i.e. a first or 2:1), with a small decrease in firsts and a slightly larger increase in 2:1. This relative stability is, however, not the picture in every school. There were significant increases (>5 percentage points year on year) in the proportion of Firsts in some schools {APS (FT), BEA (FT), ENG (FT and PT), LSS (FT)} and in the proportion of Upper Seconds {ACI (FT), ENG (PT)}.

There are three potential reasons for this increase: changes in underlying pedagogic approaches; changes in assessment approaches; and changes in awards as a result of the Covid19-related exceptional regulations. We will have clarity on the impact of the regulations by the end of October, and following this, we will be able to unpick further the reasons for grade profile changes. However, in some Schools (such as Engineering/PT) we are already aware that there were pedagogic changes that were expected to improve attainment. The implementation of TESTA in APS may have also

been expected to lead to changes in attainment, while the implementation of Awarding Gap projects in LSS might have been expected to lead to improvements in attainment for BAME students.

Performance against academic KPIs (covering conditions B1-6);

The OFS require that universities can demonstrate that they meet certain financial, governance and education requirements. The so-called B-conditions related to the quality, standards and outcomes of education provision, with 'B3' conditions focusing on employment, degree outcomes, continuation and completion. The OFS data is assessed against student characteristics (called the 'Splits') designed to ensure that assurance is given for students by study mode, age, disability, gender, ethnicity and socio-economic background etc.

This report is only able to provide data on the employment (Graduate Outcomes, Appendix 4) results for LSBU, with the latest degree outcomes, continuation and completion reports (as defined for the OFS B3 return) to follow. The OfS would normally assess B3 indicators as a five-year averages, however for GO we only have one year of data. This cannot be averaged with past DLHE results as the DLHE and GO surveys and their results are not comparable. The Employment outcomes indicator only covers UK domiciled graduates.

Overall at an institutional level, the GO data suggests no result of concern or significant concern for any level of study or mode. However, there are concerns for certain groups of students:

- Significant concern for PGT FT Students from Index of Multiple Deprivation (IMD) quintiles 1&2
- Concern for PGT FT Black and Minority Ethnic (BME) and PGT FT Disabled

There is also a concern by subject:

- The poor PGT FT outcomes are concentrated in Law (Significant concern), Engineering (Significant concern) and Business (Concern)
- The poor First Degree FT concerns arise of significant concern in Agriculture & Food (National School of Baking courses), and concern in Business, Computing, Education, Forensic Sciences, Psychology.

Student experience as measured by the NSS

The data for NSS is shown separately on this AB agenda. Overall, there is no evidence that the Covid-19 pandemic or London Road closure had a significant negative impact on the 2020 NSS results. The OfS conducted detailed analysis at sector and provider level to ascertain whether the pandemic has distorted the NSS results and concluded this was not the case. LSBU's 74.1% overall response rate is similar to 2019, with 60.6% of responses submitted before lockdown.

Result trends are not uniform between LSBU courses and Schools, with some schools achieving higher results than others. An NSS analysis and strategy is presented separately by PVC HSC.

DEBORAH JOHNSTON

Appendix 1: Summary of courses approved through the year 2019/20

| Table A2.1 Total number of validations / revalidations | 26 |
|---|-----------|
| Full Validations Events | 22 |
| Light Touch events | 4 |
| New Course Validations | 10 |
| Re-validations | 14 |
| Collaborative Validations | 5 |
| School of ACI | 4 |
| School of ASC | 2 |
| School of BEA | 3 |
| School of BUS | 8 |
| School of ENG | 4 |
| School of HSC | 3 |
| School of LSS | 2 |
| Total Awards | 79 |
| Conditions | 41 |
| Recommendations | 20 |
| Commendations | 31 |

In 2019/20, we developed new courses and revalidated existing provision across the seven Schools. In total we had 26 validation and revalidation events. Out of these, there were 12 validations including 8 events with the collaborative partners and 14 revalidations. We commenced events in September 2019 and concluded business at the end of September 2020. This was extended past the planned July 2020 date to allow validations that may have been disrupted due to COVID-19 to still take place this year. During this time, we validated and revalidated a total of 79 academic awards. These awards originated from 53 courses and their pathways.

The Business School had the greatest number of validations and reviews followed by the School of Engineering, Arts and Creative Industries, Built Environment and Architecture, Health and Social Care, Law and Social Science and Applied Sciences.

It was an eventful year for the Academic Quality and Enhancement (AQE) team due to the high number of last minute new course proposals and requests for validation events submitted from the Schools in response to the 18-month lead in and development time for new courses. In addition to this, the AQE team had reacted to the COVID-19 pandemic by moving validation and revalidation events to an entirely online process, held over MS Teams and driven by a Lines of Enquiry document to ensure that internal and external panel member scrutiny and comments were addressed.

The course approval and review process was divided into two types:

- Full event
- Light touch event

Full events require holding a half or full day event depending on the complexity of the awards or offering, however, at light touch events the external advisor was not required to attend but instead had to submit their comments to the validation panel electronically.

The 26 events had generated a total of 41 conditions, 20 recommendations and 31 commendations.

- The conditions showed trends around the following areas:
 - Apprenticeship course documentation requiring more detailed explanations of processes and more explicit wording around mentors
 - Where courses have placements, more details were required over the roles and responsibilities of these to provide clarity to students and manage expectations
 - Entry requirements for Apprenticeship courses needing review and amendments to provide clarity over RPL/APL usage
 - For courses with a collaborative partner, the Collaborations Handbooks needed more detail on the processes and procedures for managing the partnership
 - Housekeeping validation documentation (spelling, grammar, out of date or inaccurate information)
- The recommendations made at the validations were related to:
 - To consider providing course structures for January start courses, with regards to summer teaching and resourcing
 - Reviewing assessment expectations after each year to ensure course teams are avoiding burdening students with too many assessments
 - Housekeeping validation documentation (inconsistent formatting and templates used)
- The commendations were regarding:
 - Developing courses to meet the needs of existing students at LSBU, or the needs of a market niche, to provide innovative course designs
 - Student involvement and responsiveness during panel meetings with students or clear student consultation on the validation documentation
 - Stakeholder involvement in the validation process, and clear consultation with employers, PSRBs, and students
 - The openness and responsiveness of the course teams during the validation process and their engagement with the panel

There were no new course approval events (Academic Planning Panel) in 2019/20, but these have been reinstated for the following academic year, 2020/21.

The University's Centre for Research Informed Teaching (CRIT) have previously offered short courses for the staff that are leading or involved in developing courses for validation or re-validation. The short courses are on writing effective learning outcomes, planning high impact pedagogies, developing effective assessment strategies, and inclusive assessments.

The AQE office will be involved in discussions with the CRIT Team to ensure this support can be offered going forward. The AQE office have also taken steps to support the course teams who will be developing new courses and/or reviewing their existing courses in 2020/21.

AQE have consulted with the Schools regarding the timeframe of the course approval / review process. Following approval from the Academic Planning Panel (APP), as soon as an event date is set and agreed by the course team AQE will write to the course team and the School's executive team to inform them of the important deadlines and the minimum documentation required for the validation or revalidation. The letter also outlines the support available to the course team on writing the documentation to ensure it is accurate, consistent and CMA compliant.

Appendix 2: External Examiner Reports

We currently have 193 external examiners for the 2020- 2021 academic year. For 2019- 2020 we have so far received 221 reports. This consists of: 164 Subject Area Board reports; 7 Single Tier Board reports; and 50 Award and Progression Board reports.

This means a total of 171 externals (164 + 7) have submitted at least one report. Some externals who submit a Subject Area Board (SAB) report will also be required to submit an Award and Progression Board (APB) report. This is not the case for externals who submit a Single Tier Board (STB) report, as a STB report is a combination of both the SAB and APB.

The total number of reports still outstanding is believed to be less than 30. It is difficult to put an exact number on this, as the submission of reports can sometimes depend on the engagement of the external during the year. 155 externals have so far been paid their annual fee, or have a fee payment pending. At this stage of the year, all of the above figures are in line with what the experience has been in previous years.

The adjustments made to assessments because of the impact of Covid-19 were largely considered to be appropriate and fair, with academic standards maintained throughout. Some externals did find the move to on-line review of student work to be less convenient and more difficult than reviewing hard copy materials. But staff were congratulated for their quick reactions to the challenges faced by the pandemic and for their support of students throughout, as well as for keeping externals well informed with strong and open communication.

Whilst it was clear externals did not believe students were disadvantaged by the changes caused by Covid-19, not even when it came to issues posed by arranging practice placements. The changes did however present a problem of grade inflation, with many students receiving higher marks in the new format exams. A number of externals remarked that the average marks seemed higher than last year, with a higher than anticipated number of students scoring >70%.

For the most part, externals who attended an award and progression board on MS Teams did not make any negative comments concerning the conduct of the boards. I did notice a number of externals who did not receive an invite to their boards in a timely manner and some of whom were also not notified of the correct timings of the board. These issues were largely due to the change to virtual boards and were usually solved quite quickly.

The below comments are minor suggestions for improvements contained in the APB reports:

'All the paperwork was sent promptly, and the board was very effective even under these adverse conditions (COVID-19). The process was clear and smooth, formulating fair judgement and decisions. There was a significant number of misconduct investigations which is possibly attributed to adjustments due to the COVID-19 situation. This should be taken into consideration for any modifications of the format of future assessments (if the situation continues in the coming year).'

'I've mentioned that the board ran efficiently. On the whole, this was true. We did overrun, but this was largely due to the teams' commitment to getting the decision right. In particular I thought the team did well in navigating the new covid-related regs. That said, I do think that some of the decisions could have prepped a little more at pre-boards, more noticeably on the economics programmes. Overall, a well-run, well-chaired board in which colleagues demonstrated the high level of care they have for students'.

All the remaining comments were very positive. Here is just a small selection of these:

'The Board was conducted in a professional way and discussion was transparent and constructive. This year has been strange and challenging with regard to teaching and assessment. I believe that your staff (both academic and QA support) did raise to the challenge and managed the work in the best way possible to keep high standards as well as be fair to students. Given the circumstances, I believe you did very well and your staff demonstrated good commitment whether it is to distant teaching and assessment or marking, moderation, quality monitoring, etc. You kept external examiners informed and involved throughout the process and with the decision making'.

'The APB was conducted very effectively using MS Teams and worked extremely well during these challenging times of covid-19'

'I observed the board following the university rules fairly and consistently, and with respect to Covid-19 amendments which seemed reasonable and sensible. Attention had been made to the paperwork prior to boards to ensure that results were pre-considered such that the board progressed smoothly and effectively, in spite of the new found virtual status'.

'Considering the difficulties this year, my view is that the School was successful in transitioning to online assessment without sacrificing quality'.

'The administration of the board was conducted in a professional and efficient manner. The board itself was chaired methodically and thoroughly. It was clear that a good level of preparation for the board had been undertaken and that the staff had worked hard to get everything ready. The decision relating to COVID were clear and consistent. The student work that I reviewed was of a similar standard to other programmes in this subject area at other Institutions. The level of challenge to the students looked appropriate and the assessments were engaging and well developed. The feedback given was also of a high standard'.

'The APB went very smoothly given the circumstances. A lot of time clearly went into this, with new COVID regulations, so I wish to commend the academic and admin staff for all of their commitment and hard work, as well as their eye for detail and their clear concern for all of their of their students. I'm satisfied that all decisions were made consistently within the University's regulations, and these appear to be comparable to other UK institutions such as my own. I am also satisfied that the decisions made by the board were fair, and in the best interests of students'.

Appendix 3: Grade inflation data

Introduction

This report provides an update on 2019/20 Good honours awards and First class degrees, in line with the OfS Key Performance Metric (KPM) 18: Students achieving Firsts. This report covers UK domiciled, full-time, first degree students as per the OfS's KPM definition, and UK domiciled, part-time, first degree students. Sector comparatives and benchmarks for 2019/20 will not be available until Spring 2021.

Findings

In 2019/20, the proportion of full-time students that achieved Good Honours increased to 73.4% compared to the previous year's 70.7% (+2.7%). This is driven by an increase in the proportion of students that achieved Firsts (32.4%, +3.4% from the previous year), with substantial increases of between 6 and 12 percentage points in four Schools.

The proportion of part-time students that achieved Good honours decreased significantly from 75.3% in the previous year to 69.5% in 19/20. The proportion of students that achieved Firsts decreased to 33.2% compared to the previous year's 38.8% as a result of declines in the two Schools with the largest cohorts of part-time students, BEA and HSC. The gap between full-time and part-time students that achieved Firsts has therefore narrowed.

*Good Honours is defined as students achieving first and upper second class honours

Figure 1: Proportion of students achieving good honours by mode of study

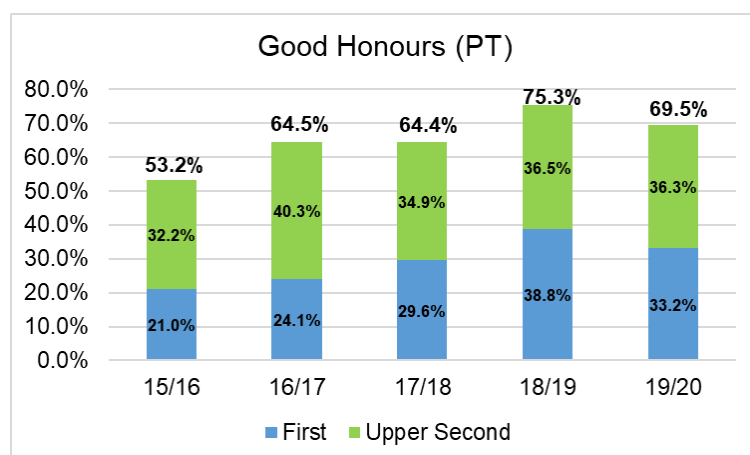
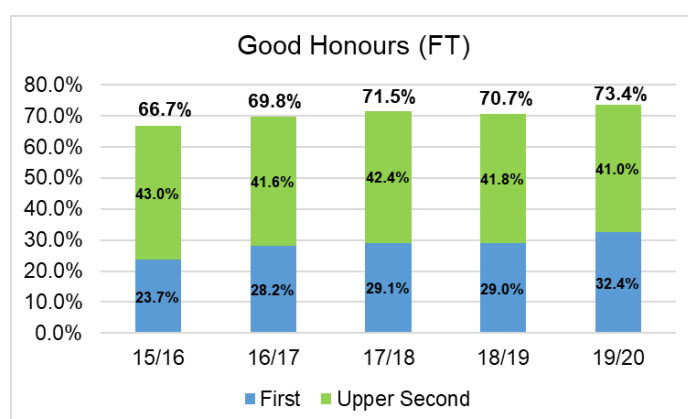


Table 1: Population of students that obtained honours degree classification

| | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 |
|--------------|--------------|--------------|--------------|--------------|--------------|
| Full-time | 1868 | 1925 | 1894 | 1841 | 1721 |
| Part-time | 472 | 439 | 435 | 392 | 380 |
| Other | 23 | 30 | 31 | 40 | 41 |
| Total | 2363 | 2394 | 2360 | 2273 | 2142 |

Results by School

Five year trends by School are shown in Figures 2 and 3 below, with population numbers in Table 2.

The largest year-on-year movements (>5 percentage points) for meaningful population sizes (>30 FPE) were as follows:

- Large increases in the proportion of Firsts: APS (FT), BEA (FT), ENG (FT and PT), LSS (FT)
- Large decreases in the proportion of Firsts: HSC (PT)
- Large increases in the proportion of Upper Seconds: ACI (FT), ENG (PT)
- Large decreases in the proportion of Upper Seconds: BEA (FT) and LSS (FT)

Commentary on ENG: The number of part-time students achieving Firsts remains the same as the previous year but the population size has decreased significantly. The School implemented extra-curricular activities, which provided students with more learning opportunities. These measures could have contributed to the increase in the proportion of students achieving Firsts.

Appendix 4: Graduate Outcome Data 2020

- The OfS would normally assess B3 indicators as a five-year averages, however for GO we only have one year of data. This cannot be averaged with past DLHE results as the DLHR and GO surveys and their results are not comparable.
- B3 indicators are assessed across all levels and modes of study as well as by student characteristics ('split indicators'), including age, gender, disability, domicile, ethnicity, IMD and POLAR4 quintiles. The Employment outcomes indicator only covers UK domiciled graduates.
- The OfS publication from October 2019 included baselines that indicate whether the OfS judges performance for each indicator to be of no concern, concern or significant concern. These baselines vary by mode and level of study.
- We have used the DLHE baselines in this report; the OfS may revise them for GO.
- A positive outcome for this measure is defined as: UK-domiciled leavers in professional employment (SOC groups 1-3) or studying at postgraduate level as a percentage of all those who are working, studying or seeking work.
- The OfS October 2019 publication did not reference any monitoring at subject level, however they have since stated an intention to monitor at subject level in future.

GO results:

- Overall institutional level: No result of concern or significant concern at institutional level for any level of study or mode.
- Split indicators at institutional level:
 - **Significant concern** for PGT FT IMD quintiles 1&2, 61.6% vs threshold of 65%
 - **Concern** for PGT FT BME, 66.1%, and PGT FT Disabled, 66.7% vs threshold of 70%
 - The poor PGT FT outcomes are concentrated in Law (Significant concern), Engineering (Significant concern) and Business (Concern)
- Subject level, First Degree FT:
 - **Significant concern** in Agriculture & Food (National School of Baking courses), 23.1% vs threshold of 35%
 - **Concern** in Business, Computing, Education, Forensic Sciences, Psychology, against a rather low 50% threshold

Agenda Item 7

| | |
|------------------|---|
| | INTERNAL |
| Paper title: | January start proposals |
| Board/Committee: | Academic Board |
| Date of meeting: | 28 October 2020 |
| Author(s): | Marc Griffith, Director of TQE (ag) |
| Sponsor(s): | Pat Bailey |
| Purpose: | For Discussion |
| Recommendation: | The committee is asked note the regulation changes adopted from the COVID-19 addendums. |

Executive Summary

. Alongside the decision to offer more January start courses in the upcoming year it is necessary to adapt the University's academic calendar to support January delivery. There are known challenges to managing January starters within the existing calendar. The main issue is that there is insufficient time between the end of semester 1 (sept – Jan) and the start of semester 2 to allow marking and awards and progression boards (APBs) to be completed in sufficient time to allow for progression decisions to be made, and for students to re-enrol.

Academic is asked to note the following options that is proposed to as an interim fix to Jan Start calendar.

January start proposals

Alongside the decision to offer more January start courses in the upcoming year it is necessary to adapt the University's academic calendar to support January delivery. There are known challenges to managing January starters within the existing calendar. The main issue is that there is insufficient time between the end of semester 1 (sept – Jan) and the start of semester 2 to allow marking and awards and progression boards (APBs) to be completed in sufficient time to allow for progression decisions to be made, and for students to re-enrol.

To resolve this challenge it is necessary to create sufficient time between S1 and S2 to allow students to be progressed and not be disadvantaged. This can only be achieved through a mix of compressed teaching hours for January starters, adjusting start and finish times for semesters, reductions in holiday periods and the inclusion of additional teaching periods. In all cases these changes will impact on academic staff, students and support services that must be taken into account to align with the proposed delivery models. The following options are proposed:

- Utilise the normal academic calendar with compressed teaching in S1 21/22 for January starters
- Add an additional teaching period in January – August period for academic year 20/21 to allow Jan start students to re-join the September cohort in S1 21/22
- Add an additional teaching period in January – August period for academic year 20/21 to allow Jan start the additional teaching weeks

Each of these options is outlined in the following sections:

Standard Delivery S1 with compressed delivery from S1 21/22

Normal Start - compressed teaching

| Week # | Date | Semesters | Date | Semesters (Jan start) |
|--------|-------------|--|-------------|--|
| 7 | 07-Sep-2020 | Welcome Week starts Friday 11/09/2020 | 06-Sep-2021 | Welcome Week starts Friday 10/09/2021 |
| 8 | 14-Sep-2020 | Welcome Week concludes Friday 18/09/2020 | 13-Sep-2021 | Welcome Week concludes Friday 17/09/2021 |
| 9 | 21-Sep-2020 | S1 | 20-Sep-2021 | S1 (compressed teaching for Jan start) |
| 10 | 28-Sep-2020 | S1 | 27-Sep-2021 | S1 |
| 11 | 05-Oct-2020 | S1 | 04-Oct-2021 | S1 |
| 12 | 12-Oct-2020 | S1 | 11-Oct-2021 | S1 |
| 13 | 19-Oct-2020 | S1 | 18-Oct-2021 | S1 |
| 14 | 26-Oct-2020 | S1 | 25-Oct-2021 | S1 |
| 15 | 02-Nov-2020 | S1 | 01-Nov-2021 | S1 |
| 16 | 09-Nov-2020 | S1 | 08-Nov-2021 | S1 |
| 17 | 16-Nov-2020 | S1 | 15-Nov-2021 | S1 |
| 18 | 23-Nov-2020 | S1 | 22-Nov-2021 | S1 |
| 19 | 30-Nov-2020 | S1 | 29-Nov-2021 | S1 |
| 20 | 07-Dec-2020 | S1 | 06-Dec-2021 | S1 Exams (Jan start) |
| 21 | 14-Dec-2020 | | 13-Dec-2021 | |
| 22 | 21-Dec-2020 | | 20-Dec-2021 | |
| 23 | 28-Dec-2020 | | 27-Dec-2021 | |
| 24 | 04-Jan-2021 | S1 | 03-Jan-2022 | Subject Area Boards (Jan Start) |
| 25 | 11-Jan-2021 | S1 Exams | 10-Jan-2022 | Award and Progression Boards (Jan Start) |
| 26 | 18-Jan-2021 | S1 Exams | 17-Jan-2022 | |
| 27 | 25-Jan-2021 | S2 | 24-Jan-2022 | S1 Resits (Jan Start) |
| 28 | 01-Feb-2021 | S2 | 31-Jan-2022 | |
| 29 | 08-Feb-2021 | S2 | 07-Feb-2022 | Subject Area Boards (Jan Start) |
| 30 | 15-Feb-2021 | S2 | 14-Feb-2022 | Award and Progression Boards (Jan Start) |
| 31 | 22-Feb-2021 | S2 | 21-Feb-2022 | S2 |
| 32 | 01-Mar-2021 | S2 | 28-Feb-2022 | S2 |
| 33 | 08-Mar-2021 | S2 | 07-Mar-2022 | S2 |
| 34 | 15-Mar-2021 | S2 | 14-Mar-2022 | S2 |

| | | | | |
|----|-------------|----------------------------------|-------------|------------------------------|
| 35 | 22-Mar-2021 | S2 | 21-Mar-2022 | S2 |
| 36 | 29-Mar-2021 | | 28-Mar-2022 | S2 |
| 37 | 05-Apr-2021 | | 04-Apr-2022 | S2 |
| 38 | 12-Apr-2021 | S1 Resits | 11-Apr-2022 | S2 |
| 39 | 19-Apr-2021 | S2 | 18-Apr-2022 | Easter and S1 Resit |
| 40 | 26-Apr-2021 | S2 | 25-Apr-2022 | |
| 41 | 03-May-2021 | S2 | 02-May-2022 | |
| 42 | 10-May-2021 | S2 | 09-May-2022 | S2 |
| 43 | 17-May-2021 | S2 Exams | 16-May-2022 | S2 |
| 44 | 24-May-2021 | S2 Exams | 23-May-2022 | S2 |
| 45 | 31-May-2021 | Recess Week | 30-May-2022 | S2 Exams |
| 46 | 07-Jun-2021 | | 06-Jun-2022 | S2 Exams |
| 47 | 14-Jun-2021 | | 13-Jun-2022 | |
| 48 | 21-Jun-2021 | Subject Area Boards | 20-Jun-2022 | |
| 49 | 28-Jun-2021 | Award and Progression Boards | 27-Jun-2022 | |
| 50 | 05-Jul-2021 | | 04-Jul-2022 | Subject Area Boards |
| 51 | 12-Jul-2021 | S2 Resits HSC Only | 11-Jul-2022 | Award and Progression Boards |
| 52 | 19-Jul-2021 | | 18-Jul-2022 | |
| 1 | 26-Jul-2021 | | 25-Jul-2022 | |
| 2 | 02-Aug-2021 | | 01-Aug-2022 | |
| 3 | 09-Aug-2021 | | 08-Aug-2022 | |
| 4 | 16-Aug-2021 | S2 Resits (3rd attempts for HSC) | 15-Aug-2022 | |

| Pros | Cons |
|---------------------------------------|---|
| Remains closest to standard delivery | Jan start teaching and September start teaching needs to be separated |
| Clear and elegant solution (Martin B) | Operating different calendars for January and September starters |
| | Later finish for students |
| | Staff marking over Christmas |

| | |
|--|---|
| | Finding exam venues during term time/teaching would be challenging (S1 December exams and S1 resits for Jan starts). (Martin B) |
| | w/c 30 May 2022 is recess week with bank holiday on Monday – will this be an issue for academic contracts? (Martin B) |

Additional Semester 20 /21

The following option includes an additional compressed semester S3 in academic year 20 / 21 allowing students to join the September cohort in 21/22.

| Week # | Date | Semesters |
|--------|-------------|--|
| 7 | 07-Sep-2020 | Welcome Week starts Friday 11/09/2020 |
| 8 | 14-Sep-2020 | Welcome Week concludes Friday 18/09/2020 |
| 9 | 21-Sep-2020 | S1 |
| 10 | 28-Sep-2020 | S1 |
| 11 | 05-Oct-2020 | S1 |
| 12 | 12-Oct-2020 | S1 |
| 13 | 19-Oct-2020 | S1 |
| 14 | 26-Oct-2020 | S1 |
| 15 | 02-Nov-2020 | S1 |
| 16 | 09-Nov-2020 | S1 |
| 17 | 16-Nov-2020 | S1 |
| 18 | 23-Nov-2020 | S1 |
| 19 | 30-Nov-2020 | S1 |
| 20 | 07-Dec-2020 | S1 |
| 21 | 14-Dec-2020 | |
| 22 | 21-Dec-2020 | |
| 23 | 28-Dec-2020 | |
| 24 | 04-Jan-2021 | S1 |
| 25 | 11-Jan-2021 | S1 Exams |
| 26 | 18-Jan-2021 | S1 Exams |
| 27 | 25-Jan-2021 | S2 |
| 28 | 01-Feb-2021 | S2 |
| 29 | 08-Feb-2021 | S2 |
| 30 | 15-Feb-2021 | S2 |
| 31 | 22-Feb-2021 | S2 |
| 32 | 01-Mar-2021 | S2 |
| 33 | 08-Mar-2021 | S2 |
| 34 | 15-Mar-2021 | S2 |
| 35 | 22-Mar-2021 | S2 |

| | | |
|----|-------------|---|
| 36 | 29-Mar-2021 | S2 |
| 37 | 05-Apr-2021 | Easter |
| 38 | 12-Apr-2021 | S2 (Jan Teaching) & S1 resit |
| 39 | 19-Apr-2021 | S2 Exams |
| 40 | 26-Apr-2021 | S2 Exams |
| 41 | 03-May-2021 | S3 |
| 42 | 10-May-2021 | S3 |
| 43 | 17-May-2021 | S3 |
| 44 | 24-May-2021 | S3 |
| 45 | 31-May-2021 | S3 |
| 46 | 07-Jun-2021 | S3 |
| 47 | 14-Jun-2021 | S3 |
| 48 | 21-Jun-2021 | S3 |
| 49 | 28-Jun-2021 | S3 |
| 50 | 05-Jul-2021 | S3 |
| 51 | 12-Jul-2021 | S3 |
| 52 | 19-Jul-2021 | S3 |
| 1 | 26-Jul-2021 | S3 Exams |
| 2 | 02-Aug-2021 | S3 Exams |
| 3 | 09-Aug-2021 | |
| 4 | 16-Aug-2021 | Subject Area Boards |
| 5 | 23-Aug-2021 | Award and Progression Boards |
| 6 | 30-Aug-2021 | |
| 7 | 06-Sep-2021 | Welcome Week starts Friday 10/09/2021 & S3 resits |
| 8 | 13-Sep-2021 | |
| 9 | 20-Sep-2021 | Award and Progression Boards |

| Pros | Cons |
|--|--|
| Students re-join the typical Sept delivery | No break for staff between academic years |
| One year of pain | Operating different calendars for January and September starters |
| | Delivery of additional modules in the academic year |
| | Student support availability over the summer period |
| | Need to identify resit periods for S2 and S3 exams (Martin B) |

Additional weeks for Jan Starters

The following option provides for additional four weeks of teaching for January starters providing them with a head start on semester 1 without having to have any compressed teaching.

| Week # | Date | Semesters |
|--------|-------------|--|
| 7 | 07-Sep-2020 | Welcome Week starts Friday 11/09/2020 |
| 8 | 14-Sep-2020 | Welcome Week concludes Friday 18/09/2020 |
| 9 | 21-Sep-2020 | S1 |
| 10 | 28-Sep-2020 | S1 |
| 11 | 05-Oct-2020 | S1 |
| 12 | 12-Oct-2020 | S1 |
| 13 | 19-Oct-2020 | S1 |
| 14 | 26-Oct-2020 | S1 |
| 15 | 02-Nov-2020 | S1 |
| 16 | 09-Nov-2020 | S1 |
| 17 | 16-Nov-2020 | S1 |
| 18 | 23-Nov-2020 | S1 |
| 19 | 30-Nov-2020 | S1 |
| 20 | 07-Dec-2020 | S1 |
| 21 | 14-Dec-2020 | |
| 22 | 21-Dec-2020 | |
| 23 | 28-Dec-2020 | |
| 24 | 04-Jan-2021 | S1 |
| 25 | 11-Jan-2021 | S1 Exams |
| 26 | 18-Jan-2021 | S1 Exams |
| 27 | 25-Jan-2021 | S2 |
| 28 | 01-Feb-2021 | S2 |
| 29 | 08-Feb-2021 | S2 |
| 30 | 15-Feb-2021 | S2 |
| 31 | 22-Feb-2021 | S2 |
| 32 | 01-Mar-2021 | S2 |
| 33 | 08-Mar-2021 | S2 |
| 34 | 15-Mar-2021 | S2 |
| 35 | 22-Mar-2021 | S2 |
| 36 | 29-Mar-2021 | Easter |
| 37 | 05-Apr-2021 | |
| 38 | 12-Apr-2021 | S1 Resits |
| 39 | 19-Apr-2021 | S2 |
| 40 | 26-Apr-2021 | S2 |
| 41 | 03-May-2021 | S2 |
| 42 | 10-May-2021 | S2 |
| 43 | 17-May-2021 | S2 Exams |
| 44 | 24-May-2021 | S2 Exams |
| 45 | 31-May-2021 | Recess Week |
| 46 | 07-Jun-2021 | |
| 47 | 14-Jun-2021 | |
| 48 | 21-Jun-2021 | Subject Area Boards |
| 49 | 28-Jun-2021 | Award and Progression Boards |
| 50 | 05-Jul-2021 | S3 Jan start only |
| 51 | 12-Jul-2021 | S3 Jan start only / S2 Resits HSC Only |
| 52 | 19-Jul-2021 | S3 Jan start only |
| 1 | 26-Jul-2021 | S3 Jan start only |
| 2 | 02-Aug-2021 | S3 Jan start only |
| 3 | 09-Aug-2021 | |

| | | |
|--|-------------|---|
| 4 | 16-Aug-2021 | S2 Resits (3rd attempts for HSC) |
| 5 | 23-Aug-2021 | |
| 6 | 30-Aug-2021 | Award and Progression Boards from Tuesday 31/09/2021 |
| 7 | 06-Sep-2021 | Welcome Week starts Friday 10/09/2021 |
| 8 | 13-Sep-2021 | Welcome Week concludes Friday 17/09/2021 |
| 9 | 20-Sep-2021 | |
| Pros | | Cons |
| Clear and straightforward integration into current schedule (Martin B) | | Jan start teaching and September start teaching needs to be separated |
| | | Operating different calendars for January and September starters |
| | | Staff marking over Christmas |
| | | |

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| | CONFIDENTIAL |
| Paper title: | LSBU Lecture Capture Policy |
| Board/Committee: | Academic Board |
| Date of meeting: | 28 October 2020 |
| Author(s): | Alex Bush, Deborah Johnston |
| Sponsor(s): | Deborah Johnston, PVC Education |
| Purpose: | For Approval |
| Recommendation: | To approve the policy as amended post consultation with TU's |

Executive summary

In a period where we are experiencing higher rates of non-retention and awarding gaps than we wish and when we are delivering all courses with a blended learning methodology, the absence of a lecture capture policy at LSBU has been problematic:

- evaluation evidence suggests that lecture capture is beneficial for outcomes for certain students (those with English as an additional language; international students; those from non-traditional backgrounds; and those with specific learning differences) and so lack of lecture capture may be cementing sub-optimal student outcomes;
- evidence that suggests that many staff members are recording lectures and that some students may be unofficially recording, and so the lack of a clear policy may lead to confusion.

In this context, it should be noted that lecture capture has become a standard in many universities, with a 2014/5 survey suggesting that 75% had a such a policy (<https://link.springer.com/article/10.1007/s42438-020-00102-x>) and 2017 HELF survey suggesting that 86% had lecture capture (<https://research.brighton.ac.uk/en/publications/lecture-capture-in-uk-he-2017-a-helf-survey-report>).

Among our comparator group there are a range of practices with lecture capture policies at UAL, Westminster, UWL and Roehampton. Of note is the Kingston policy that allows students to audio record any lecture they wish without permission.

In September, Academic Board was asked to approve in principle a lecture capture policy in order to give clarity in forthcoming academic session:

- include an opt-out provision rather opt-in to reflect current practice, improve transparency and also improve consistency for students
- clear assurance that recordings will not be used for performance management or disciplinary procedures
- provide clear guidance to students about the acceptable use of lecture recordings

Since then the Policy has been subject to consultation with recognised TU's. The consultation closed on the 13th October and comments have been received from UCU.

Appendix 1 sets out the policy with comments from UCU. Appendix 2 set out the proposed final version of the Policy which Academic Board is now asked to approve.

This will go back to the next JNC on the 23rd November at which the unions will be asked to agree or not agree its implementation in the form agreed by Academic Board.

2. Responses to comments made by the UCU

Section 1 – Policy Statement

The policy has provision which allows staff to opt out; we do not therefore believe it is necessary to ask staff to give consent (individual or otherwise) in order to comply with GDPR or otherwise.

If this is where live lectures are taking place, staff may be required to film themselves at home. While UCU raise concerns about personally sensitive contexts this is relevant to the suitability to lecture at home rather than only being about recording. Thus, if a setting or background were to contain sensitive personal information it is doubtful that it is appropriate for a live lecture, recorded or not. While section 5.4 sets out various ways a lecturer can opt to reduce the sensitivity of their surroundings, this is more generally a problem about whether a lecturer can provide live lectures at home rather than whether they can be recorded. In such cases, a lecturer might want to: come onto campus to provide lectures; provide an alternative to live lectures; or make a successful application to opt out.

Section 3 – Who is responsible for this procedure?

We have added in under para 3.1 that TU's will be consulted on any future changes to the Policy.

Section 4 – Purpose of Lecture Capture

We set out the length of time that a recording may be held in section 5.

Section 5 – Use of Lecture Capture

We can guarantee that Lecture Capture is not intended for use during strike action, which is a logical extension of our previous approach that it would not be used as a substitute for contact time. We retained the wording that it won't be used for performance management but stayed silent on disciplinary matters in the event it was necessary to use any content for disciplinary investigations and hearings (paras 5.1 and 5.2).

We have sort to keep para 5.3 as it provides clarity for all parties.

Section 6- Opt out

We have agreed to insert a right of appeal against any refusal not to grant allow opt out.

Under para 6.3.2 we have changed the word “ must” to “should” so the sentence now reads “ if a module is opted out of LC it should be recorded in the course handbook.”

Section 7 – Intellectual Property and Copyright

The University has its own IP Policy which has been provided to the union. This policy confirms that all IP rights are owned by the University as employer. [This is attached at Appendix 3.] Any contracts of employment which confer IP rights to any individual employee would prevail over the policy wording. However, it remains our view that most, if not all contracts do not confer IP rights to any individual employees, in which case under the Policy, IP rights would be owned by the employer.

Section 8 – Availability of recorded lectures

Para 8.1 – we have inserted a retention period of +2 years (ie expected course length plus two years based on usual OFS requirements to allow for interruption). This could be reduced to +1 as many universities choose either +1 or +2.

Para 8.4 – we have made it clear that all training will be made available and that all such training would normally be conducted in working time

Para 8.5 – Obligations set out under these paragraphs must sit with Schools. Any reference to the University as a whole is not sufficiently specific.

Section 9 – Data Protection

Para 9.4 – this paragraph should stand as is on the basis that we do not anticipate this issue will arise practice as all students are informed as the start of each lecture and can therefore elect to sit in another part of the lecture theatre. However, a lecturer could decide to pause recording or delete recording if they had concerns.

Para 9.5 – we have noted here that the intended usage and storage are set out above.

Section 10 – External Speakers

Para 10.2 – this should stand given the critical importance of express consent.

Para 10.4 – should stand, with the caveat that we should set out section 7 of the IP Policy



**London
South Bank
University**

EST 1892

Lecture Capture Policy

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|----------------------|--|
| Policy last reviewed | |
| Approved by | |
| Published on | |

This Procedure is available in accessible formats on request from **[insert]** team.
Please contact: **[insert]**

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Lecture Capture Policy Procedure

1. Policy Statement

The University promotes the use of Lecture Capture to extend the learning opportunities available for students to engage with lectures, and to provide a more 'inclusive teaching' environment by making a wider range of teaching resources more accessible and available to all students.

The University expects staff to record lectures and other learning and teaching activities in rooms and other virtual teaching situations where Lecture Capture facilities are available with a minimum expectation that the audio and supporting presentation materials are recorded. In circumstances where Lecture Capture is not appropriate staff must formally opt-out of recordings.

Commented [DD1]: UCU's position is that we do not accept that staff should be filmed or forced to record lectures without their agreement.

Commented [DD2]: What other 'situations' are included, e.g. own home given Covid?

Commented [DD3]: GDPR breach? Recordings are the processing of personal data. What is the rationale for not asking for consent? Home working may also involve the recording of sensitive personal data and requires explicit consent.

2. Scope – who is covered by this procedure?

2.1. The policy applies only to Lecture Capture. Lecture Capture in the context of this policy refers to the video and/or audio recording of a live, scheduled lectures (delivered remotely or in person) by staff using the any institutional lecture capture system promoted by the University.

Commented [JD34R3]: This is less an issue for recording and more for the ability to lecture at home. If a setting or background were to contain sensitive personal information it is doubtful if it is doubtful that it is appropriate for a lecture. A lecturer can opt to reduce the sensitivity of their surroundings in various ways (see section 5.4) but to repeat, this is a general problem that may prevent a lecturer working at home rather than a lecture recording problem.

2.2. The policy does not cover recordings made outside of the physical or virtual classroom, or any other standalone video or audio materials prepared for the delivery of teaching.

Commented [DD5]: Is this applicable to academics only? Which bargaining group does it affect? Need joint union response?

2.3. The policy does not cover the use of Lecture capture as a reasonable adjustment to allow disabled students to record lectures for their own use.

Commented [BA36R5]: Check- would not apply to other forms of "training" for staff

2.4. The recording of lectures by students without prior consent is forbidden in accordance with section 14.1 of the University's Academic Regulations.

Commented [DD7]: The classroom is now online and involves recording in members' private homes. The policy cannot extend to that sphere.

2.5. Reproduction or distribution to any third party of recorded lectures (wholly or in part) without the University's express permission is prohibited.

Commented [DD8]: Shouldn't this be in a student facing policy?

2.6. This policy applies to University staff involved in teaching and learning.

3. Who is responsible for this procedure?

3.1. The Lecture Capture Policy is owned by the Pro Vice Chancellor Education and dissemination and consultation relating to future development of the policy will be through the academic board.

Commented [DD9]: Is this policy for consultation with trade unions? Future development should also be done in consultation with trade unions.

3.2. Further information about this policy and Lecture Capture is available from the Centre for Research Informed Teaching (CRIT)

Email: del@lsbu.ac.uk

4. Purpose of Lecture eCapture

4.1. Lecture capture is a valuable resource for many groups of students and is a tool that can be used to promote a more inclusive teaching approach. The purposes of Lecture eCapture are:

- 4.1.1. to improve access to lecture content and aid students with specific accessibility requirements or educational needs;
- 4.1.2. to improve understanding of students for whom English is not a first language;
- 4.1.3. as a revision aid for post lecture reviews; and
- 4.1.4. to revisit and reflect on complex ideas / concepts presented in a lecture.

4.2. The University acknowledges that:

- 4.2.1. staff may wish to engage with students to experiment in the use of Lecture eCapture and to assess how it may enhance the learning experience;
- 4.2.2. some lectures or learning and teaching activities may not be appropriate for recording (for example, due to ethical issues or the use of commercially sensitive material);
- 4.2.3. not all teaching styles are suitable for visual capture, e.g. some seminars / teaching activities where recording may inhibit interactivity; and
- 4.2.4. a requirement to change a preferred or innovative teaching approach to accommodate recording may be to the detriment of the student learning experience and is thus not encouraged.

5. Use of Lecture Capture

5.1. Lecture eCapture is intended to supplement and enhance the student learning experience. Any lectures recorded through Lecture Capture are intended to only be used by the cohort the lecture was originally delivered to. In exceptional circumstances, where approved by the Dean of the relevant school a lecture may be provided to other viewers. Lecture Capture does not act as a replacement or substitution for student contact hours.

5.1.

5.2. Recorded lectures are not intended for use as evidence for the evaluation of teaching by line managers or others, and will not be used for performance management. However, individual members of staff can choose to use lecture recordings to reflect on their practice and to provide evidence of what they do, but that would be an individual choice.

5.3. If required lecture recordings may be provided as evidence in any legal proceedings related to incidents that are alleged to have occurred.

6. Opting out of Lecture Capture

Commented [DD10]: How long will videos for these purposes be retained? What monitoring processes will there be to ensure that videos are only kept for as long as necessary to comply with these limitations?

Commented [BA311R10]: Are we able to give any clarification on this point?

Commented [JD312R10]: Available for the cohort plus two years as standard (to allow for interruptions).

Commented [DD13]: Need a guarantee that videos will not be used during strike action or when a staff member is made redundant. Need to ensure that lecture capture will not be used to cover staff shortages.

Commented [BA314R13]: I can't recall us discussing this, so not sure if we would want to agree this. I could find out what other institutions have done?

Commented [JD315R13]: Not problematic as we say that its not intended as a substitute for contact

Commented [DD16]: Add: or any other disciplinary action.

Commented [JD317R16]: There might be disciplinary action, for example on racial harassment, that would require access to the recording.

Commented [DD18]: I am not sure that this is an appropriate clause in a lecture capture policy. Legal proceedings are privileged and disclosure may be mandatory but that is not something that requires the staff to sign up to.

Commented [JD319R18]: This is not a condition staff are required to sign up to, but instead a signposting of obligations so that staff, students and the University are all aware of what lecture recordings may be compelled to be used for.

6.1. The Dean of each school may allow a staff member to opt out of **Lecture eCapture**. Deans may delegate this duty to the relevant head of division. If a staff member believes that a lecture is unsuitable for capture, they must inform the Dean (or their delegate) as soon as possible once they become aware of the lecture's unsuitability for **Lecture eCapture**.

Commented [DD20]: Is there an appeal process if the request is refused?

6.2. If a staff member wishes to opt out of **Lecture eCapture**, this must be done in advance of the lecture if possible. This may be done for individual lectures or whole modules. Opting out of **Lecture eCapture** after a lecture has taken place may only be done in exceptional circumstances.

Commented [BA321R20]: We have agreed to accept this an change

6.3. Opting out of **Lecture eCapture** for scheduled lectures is to be recorded as follows:

6.3.1. If an individual scheduled lecture is opted out of **Lecture eCapture**, this should be recorded where appropriate in the course documentation; and

6.3.2. If a module is opted out of **Lecture eCapture**, this must be recorded in the course handbook.

Commented [DD22]: This looks punitive and is unnecessary.

6.4. The University believes that the following is a non-exclusive list of valid reasons for opting out of lecture capture:

Commented [JD323R22]: It needs to be clear to students how the module is delivered, so that they can plan in advance – particularly for the student groups are most likely to benefit.

6.4.1. that **Lecture eCapture** would be pedagogically inappropriate;

6.4.2. that the lecture material is not appropriate for **Lecture eCapture**.

Examples of where material is not suitable include the lecture containing third party materials that are not permitted to be used in recordings, or personal information being discussed in the lecture that is not suitable for lecture capture;

Commented [DD24]: Lecture capture encourages non-attendance and has a debilitating effect on the student experience. It should be the default position that it will only be undertaken where it is demonstrably academically beneficial as a supplement to normal teaching.

6.4.3. a third party has opted out of **Lecture eCapture** (for example, a student or a guest lecturer) and there is no adjustment that can be made that allows the lecture to be recorded; and

Commented [JD325R24]: Strongly disagree with this statement.

6.4.4. any other reasonable justification to opt out of **Lecture eCapture** that is agreed with the relevant Dean of school.

7. Intellectual property and copyright material

7.1. The University's Intellectual Property Policy governs the production and use of all intellectual property by the University. In the event of any conflict between this policy and the Intellectual Property Policy, then the Intellectual Property Policy takes precedence.

Commented [DD26]: Do we need to insert: "For the avoidance of doubt, where the terms of this Policy or the Intellectual Property Policy differ from the terms of the Post '92 Academic Contract with regards to Intellectual Property, the terms of the Post '92 Academic Contract will prevail."? We need to see the IP Policy.

7.2. The University's Intellectual Property Policy may be found in the University's policy directory, located at <https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>.

7.3. As described in paragraph 7.4 of University's Intellectual Property Policy, the intellectual property of lectures and other learning and teaching activities is owned by the University. This includes the intellectual property of any recordings made by it or on its behalf.

Commented [BA327R26]: The IP policy must prevail in my view

7.4. No lecture should include the use of unattributed copyright material. Any copyright material used must be licenced or copyright cleared from the copyright holder.

7.5. Each member of Staff should ensure they have appropriate copyright clearance for any material used as part of a recorded lecture. Guidance about copyright can be obtained through the University Library by emailing copyright@lsbu.ac.uk, or by visiting the LSBU copyright guidance intranet page at <https://our.lsbu.ac.uk/article/academic-life/copyright>. When in doubt, seek advice.

7.6. Staff and students retain performance rights, but rights but grant to the University a non-exclusive royalty free licence in perpetuity to performance rights for the purpose of teaching and research. The University will endeavour to acknowledge the lecturer as the author and performer of the recording.

Commented [DD28]: What are lecturers getting in return for this licence?

8. Availability of recorded lectures

8.1. All recorded lectures will be made available through the VLE to students registered on the module following confirmation by the lecturer that it is appropriate for release. Recordings are normally retained, at a minimum, for the duration of study for the cohort for whom the lecture is originally made. Recordings can be retained for longer periods upon request by the author of the recording, and/or at the discretion of the University.

Commented [DD29]: This is not acceptable and is probably a breach of GDPR.

8.2. The University retains the right to remove recorded lectures at any time if a concern is raised due to, but not limited to, defamatory or inaccurate material, potential infringement of copyright, data protection or exposure of commercially sensitive information.

Commented [DD30]: Need to protect academic freedom.

8.3. Recorded lectures are made available via both streaming and downloadable formats to mitigate potential difficulties in accessing the resources resulting from limited internet connectivity.

8.4. Technical support for the use of the institutional Lecture eCapture system and associated recordings will be provided for staff by ICT. Pedagogic guidance for the use of Lecture eCapture will be provided by the Centre for Research Informed Teaching (CRIT).

Commented [DD31]: What amount of working time is allocated to the preparation of recordings? What training will be provided (where necessary) and, if this amounts to a change to t&cs, what consideration is being offered in return?

8.5. Schools must communicate to their students:

8.5.1. the timescale for how quickly lecture recordings will be available to students;

8.5.2. that lecture recordings are not a replacement for attendance at lectures;

8.5.3. that recorded lectures are provided for the purposes of personal study only.

8.5.4. that the reproduction or distribution of recorded lectures to any third party by any means is prohibited;

Commented [BA332R31]: Do we want to say anything about training & how this might affect working time?

Commented [DD33]: This is shifting responsibility away from the university.

Commented [JD334R33]: No – its making it possible for school-level approaches that are more relevant for students. These messages will also be communicated centrally.

8.5.5. that the inappropriate use of recorded material by students is a disciplinary matter.

9. Data Protection

9.1. London South Bank University is registered as a data controller under the Data Protection Act 2018 ('DPA'). Data featuring identifiable individuals recorded in line with this policy is considered to be personal data of those individuals and may be processed by the University for the purposes outlined in paragraph 4.1 of this policy.

9.2. When any particular individuals who are not University staff involved in the delivery of the lecture are the focus of the recording, consent must be obtained from those individuals. This would include any external speakers or guests. A model consent form is provided in Appendix 1. Consent is necessary regardless of whether the recording is taking place on the University campus or elsewhere.

9.3. Before the recording commences the lecturer must display a slide informing lecture participants that:

9.3.1. This lecture will be recorded

9.3.2. The recording will be made available via the VLE for viewing

9.3.3. If you ask a question or make a comment, your voice may appear on the recording

9.3.4. You should ask me to pause the recording if you do not want your question or comment to appear on the recording.

9.3.5. Individuals who do not wish to be recorded can avoid the areas where recording is taking place.

An example slide may be found at <https://our.lsbu.ac.uk/document/academic-life/lecture-capture-presentation-is-being-recorded-slide>.

9.4. If an individual objects to a recording of them being used in a particular way, the lecturer should seek advice from the Information Compliance Officer. While the University may have a legitimate interest in using the image or recording, this needs to be balanced with the rights of the individual and any damage or distress that may arise from the continued use of the recording. Wherever possible, the user should respect the wishes of the individual and remove or avoid using the relevant image or recording.

9.5. Recorded materials will be searchable, secure, and managed within the University's storage infrastructure.

10. External speakers / guests

10.1. The University's policy on external speakers may be found in the University's policy directory, located at <https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>.

Commented [DD35]: Will the lecturer be able to end the recording pending advice?

Commented [JD336R35]: Lecturer could end the recording

Commented [DD37]: Who will have access to the recordings and what are the rules for usage and dissemination?

Commented [JD338R37]: The usage and storage rules are documented above.

10.2. If a lecture featuring an external speaker is to be recorded, staff must obtain consent from external speakers in advance. A consent form must be completed.

Commented [DD39]: Would "shall make all reasonable endeavours to obtain" be better?

10.3. External speakers / guests retain their rights in any recordings made of them. However, the external speaker / guest grants the University a non-exclusive licence to use the recording in the most general terms available. In particular, the University may use the recording for any purpose, free of charge and in perpetuity.

Commented [JD340R39]: A recording cannot be made if there has been no agreement.

10.4. Staff inviting any external speakers or guests must ensure the external speaker or guest also complies with section 7 Intellectual Property of this procedure.

Commented [DD41]: Ditto. This is shifting responsibility and possible liability onto staff. It needs to be made clear that the university accepts all legal liability arising as a consequence of the making, storage, use, destruction or dissemination of all recordings.

Commented [JD342R41]: The external speaker must be made aware of section 7.

Appendix 1

Consent for use of video and audio recordings containing personal data

I give permission to London South Bank University for video/audio recordings of me to be captured and used in {NAME LECTURE} for the purposes of {NAME PURPOSES}. These recordings will be used in accordance with the London South Bank University [Lecture eCapture](#) policy.

I understand that some recordings may be selected by the University for permanent preservation in the University Archive as a record of University life and may be used for {NAME PURPOSES}

Signed
Print Name.....
Date.....

If you wish to withdraw your permission to the use the recording of you as described above, please contact {DETAILS OF RELEVANT CONTACT AT THE UNIVERSITY} in writing.

Name of University organiser of recording:

Name
Role:
Contact details:

Commented [DD43]: Disproportionate so may breach GDPR

Commented [BA344R43]: Not sure if we need this?

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**London
South Bank
University**

EST 1892

Lecture Capture Policy

| | |
|----------------------|--|
| Policy last reviewed | |
| Approved by | |
| Published on | |

This Procedure is available in accessible formats on request from [insert] team.
Please contact: [insert]

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Lecture Capture Policy Procedure

1. Policy Statement

The University promotes the use of Lecture Capture to extend the learning opportunities available for students to engage with lectures, and to provide a more 'inclusive teaching' environment by making a wider range of teaching resources more accessible and available to all students.

The University expects staff to record lectures and other learning and teaching activities in rooms and other virtual teaching situations where Lecture Capture facilities are available with a minimum expectation that the audio and supporting presentation materials are recorded. In circumstances where Lecture Capture is not appropriate staff must formally opt-out of recordings.

2. Scope – who is covered by this procedure?

- 2.1. [The policy applies only to Lecture Capture.](#) Lecture Capture in the context of this policy refers to the video and/or audio recording of [a live, scheduled lecture](#) (delivered remotely or in person) by staff using [the any institutional lecture capture system promoted by the University.](#) ~~Staff may elect to record lectures in their own home, or if they prefer may attend campus to record, use a virtual background, audio voice over, choose another pedagogic approach or decide to make an opt-out application.~~
- 2.2. The policy does not cover recordings made outside of the physical or virtual classroom, or [any other standalone video or audio materials prepared for the delivery of teaching.](#)
- 2.3. The policy does not cover the use of [lecture capture as a reasonable adjustment to allow disabled students to record lectures for their own use.](#)
- 2.4. The recording of lectures by students without prior consent is forbidden in accordance with section 14.1 of the University's Academic Regulations.
- 2.5. Reproduction or distribution to any third party of recorded lectures (wholly or in part) without the University's express permission is prohibited.
- 2.6. This policy applies to University staff involved in teaching and learning.

Commented [CH1]: Have moved guidance on virtual background to clause 5.4 as it is operational rather than scope.

3. Who is responsible for this procedure?

- 3.1. The Lecture Capture Policy is owned by the Pro Vice Chancellor Education and dissemination and consultation relating to future development of the policy will be through the academic board. [Trade unions will be consulted on any future changes or updates to this policy.](#)

3.2. Further information about this policy and **L**ecture **e**Capture is available from the Centre for Research Informed Teaching (CRIT)

Email: del@lsbu.ac.uk

4. Purpose of **L**ecture **e**Capture

4.1. Lecture capture is a valuable resource for many groups of students and is a tool that can be used to promote a more inclusive teaching approach. The purposes of **L**ecture **e**Capture are:

- 4.1.1. to improve access to lecture content and aid students with specific accessibility requirements or educational needs;
- 4.1.2. to improve understanding of students for whom English is not a first language;
- 4.1.3. as a revision aid for post lecture reviews; and
- 4.1.4. to revisit and reflect on complex ideas / concepts presented in a lecture.

4.2. The University acknowledges that:

- 4.2.1. staff may wish to engage with students to experiment in the use of **L**ecture **e**Capture and to assess how it may enhance the learning experience;
- 4.2.2. some lectures or learning and teaching activities may not be appropriate for recording (for example, due to ethical issues or the use of commercially sensitive material);
- 4.2.3. not all teaching styles are suitable for visual capture, e.g. some seminars / teaching activities where recording may inhibit interactivity; and
- 4.2.4. a requirement to change a preferred or innovative teaching approach to accommodate recording may be to the detriment of the student learning experience and is thus not encouraged.

5. Use of Lecture Capture

5.1. Lecture **e**Capture is intended to supplement and enhance the student learning experience. Any lectures recorded through Lecture Capture are intended to only be used by the cohort the lecture was originally delivered to. As such, any recordings will be kept for the length of a course, plus two years, in order that the material is available to any student in that cohort. In exceptional circumstances, where approved by the Dean of the relevant school a lecture may be provided to other viewers. #

Commented [CH2]: Deleted repeat section on recording retention. This is covered in 8.1. We could add a signpost there if needed.

5.2. Lecture Capture does not act as a replacement or substitution for student contact hours. Recordings are not intended as a substitute for staff contact during industrial action.

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~~5.1.~~

Commented [CH3]: New paragraph proposed as this is really as separate point (though related) to the above.

5.3. Recorded lectures are not intended for use as evidence for the evaluation of teaching by line managers or others; and will not be used for performance

We may wish to consider adding the first half of this (that lecture capture is not a substitution for student contact) to the policy statement itself.

management. However, individual members of staff can choose to use lecture recordings to reflect on their practice and to provide evidence of what they do, but that would be an individual choice.

~~5.2.5.4.~~ Staff may elect to record lectures in their own home or attend campus to deliver that lecture. If a staff member has concerns over the suitability of the background they may use a virtual background, audio voice over, choose another pedagogic approach or decide to make an opt-out application.

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~~5.3.5.5.~~ If required lecture recordings may be provided as evidence in any legal proceedings related to incidents that are alleged to have occurred.

Commented [CH4]: Let us consider this removal. This is not a condition staff are required to sign up to, but instead a signposting of obligations so that staff, students and the University are all aware of what lecture recordings may be compelled to be used for.

6. Opting out of Lecture Capture

6.1. The Dean of each school may allow a staff member to opt out of Lecture eCapture. Deans may delegate this duty to the relevant head of division. If a staff member believes that a lecture is unsuitable for capture, they must inform the Dean (or their delegate) as soon as possible once they become aware of the lecture's unsuitability for Lecture eCapture.

6.2. If a staff member wishes to opt out of Lecture eCapture, this must be done in advance of the lecture if possible. This may be done for individual lectures or whole modules. Opting out of Lecture eCapture after a lecture has taken place may only be done in exceptional circumstances.

6.3. Opting out of Lecture eCapture for scheduled lectures is to be recorded as follows:

6.3.1. If an individual scheduled lecture is opted out of Lecture eCapture, this should be recorded where appropriate in the course documentation; and

6.3.2. If a module is opted out of Lecture eCapture, this ~~should~~must be recorded in the course handbook.

6.4. The University believes that the following is a non-exclusive list of valid reasons for opting out of lecture capture:

6.4.1. that Lecture eCapture would be pedagogically inappropriate;

6.4.2. that the lecture material is not appropriate for Lecture eCapture.

Examples of where material is not suitable include the lecture containing third party materials that are not permitted to be used in recordings, or personal information being discussed in the lecture that is not suitable for lecture capture;

6.4.3. a third party has opted out of Lecture eCapture (for example, a student or a guest lecturer) and there is no adjustment that can be made that allows the lecture to be recorded; and

6.4.4. any other reasonable justification to opt out of Lecture eCapture that is agreed with the relevant Dean of school.

~~5.5.6.5.~~ The University reserves the right to not agree opt out's on an individual basis on the grounds that the criteria under para 6.4 are not metMeeting one or

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more grounds described under paragraph 6.4 does not guarantee that a lecture must be opted out of Lecture Capture.

6.6. ~~Any such decision~~ Any decision by a Dean under paragraph 6.1 may be appealed by staff members ~~and will be heard by writing to the~~ by the Pro Vice Chancellor (Education) ~~All appeals must set~~ setting out clear grounds why the staff member believes the lecture is not appropriate for Lecture Capture. The Pro Vice Chancellor (Education) will then review the decision and will either uphold the decision made by the Dean or make a different finding which overturns the outcome.

7. Intellectual property and copyright material

- 7.1. The University's Intellectual Property Policy governs the production and use of all intellectual property by the University. In the event of any conflict between this policy and the Intellectual Property Policy, then the Intellectual Property Policy takes precedence.
- 7.2. The University's Intellectual Property Policy may be found in the University's policy directory, located at <https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>.
- 7.3. As described in paragraph 7.4 of University's Intellectual Property Policy, the intellectual property of lectures and other learning and teaching activities is owned by the University. This includes the intellectual property of any recordings made by it or on its behalf.
- 7.4. No lecture should include the use of unattributed copyright material. Any copyright material used must be licenced or copyright cleared from the copyright holder.
- 7.5. Each member of Staff should ensure they have appropriate copyright clearance for any material used as part of a recorded lecture. Guidance about copyright can be obtained through the University Library by emailing copyright@lsbu.ac.uk, or by visiting the LSBU copyright guidance intranet page at <https://our.lsbu.ac.uk/article/academic-life/copyright>. When in doubt, seek advice.
- 7.6. Staff and students retain performance ~~rights, but~~ rights but grant to the University a non-exclusive royalty free licence in perpetuity to performance rights for the purpose of teaching and research. The University will endeavour to acknowledge the lecturer as the author and performer of the recording.

8. Availability of recorded lectures

- 8.1. All recorded lectures will be made available through the VLE to students registered on the module following confirmation by the lecturer that it is appropriate for release. Recordings are normally retained ~~at a minimum, for the duration of study for the cohort for whom the lecture is originally made. In any event recordings will be kept available for the length of the course study of the~~

Commented [CH5]: Have separated 6.5 (setting expectations) and 6.6 (procedure)

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Commented [CH6]: Cleaned up duplicate text.

I note that length of the course plus 2 years greatly increases the duration we keep these recordings (as originally it was to be maximum of 3 years, but now it will be up to 8 if courses are revalidated every 6 years).

[cohort the lecture was delivered to, plus up to 2 years.](#) Recordings can be retained for longer periods upon request by the author of the recording, and/or at the discretion of the University.

- 8.2. The University retains the right to remove recorded lectures at any time if a concern is raised due to, but not limited to, defamatory or inaccurate material, potential infringement of copyright, data protection or exposure of commercially sensitive information.
- 8.3. Recorded lectures are made available via both streaming and downloadable formats to mitigate potential difficulties in accessing the resources resulting from limited internet connectivity.
- 8.4. Technical support for the use of the institutional [iLecture eCapture](#) system and associated recordings will be provided for staff by ICT. -Pedagogic guidance for the use of [iLecture eCapture](#) will be provided by the Centre for Research Informed Teaching (CRIT). [Any training necessary for staff will be provided and complete during normal working hours.](#)
- 8.5. Schools must communicate to their students:
 - 8.5.1. the timescale for how quickly lecture recordings will be available to students;
 - 8.5.2. that lecture recordings are not a replacement for attendance at lectures;
 - 8.5.3. that recorded lectures are provided for the purposes of personal study only.
 - 8.5.4. that the reproduction or distribution of recorded lectures to any third party by any means is prohibited;
 - 8.5.5. that the inappropriate use of recorded material by students is a disciplinary matter.

9. Data Protection

- 9.1. London South Bank University is registered as a data controller under the Data Protection Act 2018 ('DPA'). Data featuring identifiable individuals recorded in line with this policy is considered to be personal data of those individuals and may be processed by the University for the purposes outlined in paragraph 4.1 of this policy.
- 9.2. When any particular individuals who are not University staff involved in the delivery of the lecture are the focus of the recording, consent must be obtained from those individuals. This would include any external speakers or guests. A model consent form is provided in Appendix 1. Consent is necessary regardless of whether the recording is taking place on the University campus or elsewhere.
- 9.3. Before the recording commences the lecturer must display a slide informing lecture participants that:
 - 9.3.1. This lecture will be recorded

- 9.3.2. The recording will be made available via the VLE for viewing
- 9.3.3. If you ask a question or make a comment, your voice may appear on the recording
- 9.3.4. You should ask me to pause the recording if you do not want your question or comment to appear on the recording.
- 9.3.5. Individuals who do not wish to be recorded can avoid the areas where recording is taking place.

An example slide may be found at <https://our.lsbu.ac.uk/document/academic-life/lecture-capture-presentation-is-being-recorded-slide>.

- 9.4. If an individual objects to a recording of them being used in a particular way, the lecturer should seek advice from the Information Compliance Officer. While the University may have a legitimate interest in using the image or recording, this needs to be balanced with the rights of the individual and any damage or distress that may arise from the continued use of the recording. Wherever possible, the user should respect the wishes of the individual and remove or avoid using the relevant image or recording.
- 9.5. Recorded materials will be searchable, secure, and managed within the University's storage infrastructure.

10. External speakers / guests

- 10.1. The University's policy on external speakers may be found in the University's policy directory, located at <https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>.
- 10.2. If a lecture featuring an external speaker is to be recorded, staff must obtain consent from external speakers in advance. A consent form must be completed.
- 10.3. External speakers / guests retain their rights in any recordings made of them. However, the external speaker / guest grants the University a non-exclusive licence to use the recording in the most general terms available. In particular, the University may use the recording for any purpose, free of charge and in perpetuity.
- 10.4. Staff inviting any external speakers or guests must ensure the external speaker or guest also complies with section 7 Intellectual Property [and Copyright Material](#) of this procedure. [\[Legal to add as an appendix \]](#)

Commented [CH7]: Unsure what is being requested here

Appendix 1

Consent for use of video and audio recordings containing personal data

I give permission to London South Bank University for video/audio recordings of me to be captured and used in {NAME LECTURE} for the purposes of {NAME PURPOSES}. These recordings will be used in accordance with the London South Bank University [L](#)ecture [e](#)Capture policy.

I understand that some recordings may be selected by the University for permanent preservation in the University Archive as a record of University life and may be used for {NAME PURPOSES}

Signed

Print Name.....

Date.....

If you wish to withdraw your permission to the use the recording of you as described above, please contact {DETAILS OF RELEVANT CONTACT AT THE UNIVERSITY} in writing.

Name of University organiser of recording:

Name

Role:

Contact details:

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| | |
|------------------|---|
| | INTERNAL |
| Paper title: | Regulations Changes Update |
| Board/Committee: | Academic Board |
| Date of meeting: | 28 October 2020 |
| Author(s): | Marc Griffith, Director of TQE (ag) |
| Sponsor(s): | Deborah Johnston |
| Purpose: | For Discussion |
| Recommendation: | The committee is asked note the regulation changes adopted from the COVID-19 addendums. |

Executive Summary

. A suite of academic regulation changes were introduced to mitigate the impact of the COVID-19 pandemic on students' outcomes. These changes included:

1. A no detriment policy
2. Condonement applied without supporting extenuating circumstances
3. Exceptional third sits
4. Compensation and condonement applied after the first registration

The above changes applied to the exceptional circumstance of the disrupted delivery. For the new academic year following discussions at the Academic Delivery Group and approval at Quality and Standards Committee it was agreed that changes 1,2, and 3 listed above would not apply to teaching in the current academic year. However, change 4 listed above were seen as generally beneficial to students and incorporated into the academic regulations (assessment and examination procedure).

The following paper presents the approved updates to the compensation and condonement rules for assessment and examination procedure.

The proposed changes adopt as part of the regulations the following modifications included in the Addendum.

- Compensation and condonement applied at the end of one registration
- Clarifies the maximum mix of condonement and compensation
- Clarifies the volume of condonable credits by level

Academic is asked to note the following change that is proposed to clarify the interpretation of this procedure:

Compensation and condonement

4.32 A student who has failed a module may be awarded a compensated pass, or their failure may be condoned. Compensation and condonement are decided by the examination board. In certain regulated courses, compensation and/or condonement are not permitted. Where compensation or condonement is permitted, the normal rule is that they are used to benefit students.

4.33 Where PSRB and / or other course specific requirements do not prevent it, the examination board may award a compensated pass or condone a failure after the first registration and all attempts at assessment of a module. At Levels S, 4, 5 and 6 a student cannot normally be awarded compensated passes or have condoned failures for more than 60 credits for the entire course or 20 credits for the entire course at level 7.

4.34 Compensation and condonement may be used together as long as the student's performance meets the requirements, and the total volume of compensated and condoned credits do not exceed the maximum credits allowed for the entire course.

Compensation

4.35 A student who has not met the full requirements to pass a module (of up to 20 credits) but who has sufficient credits to remain eligible for the award may be allowed to continue their studies, progress or to receive an award provided they have achieved a weighted average across all modules in the stage (including the failed module) of at least 40% for Levels S, 4, 5 and 6 or 50% for Level 7. His/her performance in that module must also meet the criteria defined below. In such a case the student may be awarded a compensated pass in the failed module.

4.36 The criteria for the award of a compensated pass at Levels S, 4, 5 and 6 are marks of at least 20% (30% at Level 7) for each component of assessment and at least 20% (30% at Level 7) for the weighted module mark.

4.37 The examination board will take into account a student's performance after all attempts at assessment of a module for a given registration. When at least one performance meets the criteria for a compensated pass, the board may allow a compensated pass.

4.38 At Levels S, 4, 5 and 6 an examination board has the discretion to allow a student a compensated pass up to a maximum of 40 credits at any one level and a total of 60 credits for the entire course. The total volume of compensated and condoned credits cannot exceed 60 credits for the entire course.

4.39 At level 7 an examination board has the discretion to allow a compensated pass of up to 20 credits. The total volume of compensated and condoned credits cannot exceed 20 credits for the entire course.

Condonement

4.40 In exceptional cases, the examination board may condone one or more modules in which the student has not achieved the pass mark. To condone modules, the board must be satisfied that there is sufficient evidence of satisfactory performance in assessed work at the relevant stage, and that the student is prepared for study at the next level.

4.41 At Levels S, 4, 5 and 6 an examination board has the discretion to condone up to a maximum of 20 credits at any one level and a total of 60 credits for the entire course. The total volume of compensated and condoned credits cannot exceed 60 credits for the entire course.

4.42 At level 7 an examination board has the discretion to condone up to 20 credits. The total volume of compensated and condoned credits cannot exceed 20 credits for the entire course.

4.43 The examination board may only condone modules on grounds of extenuating circumstances. Following condonement:

- a) the module mark(s) achieved will stand, but the student will be deemed to have passed the module(s);
- b) the student may progress to the next stage of the course, or an award may be conferred.

4.44 In exceptional cases, where there is accepted evidence of extenuating circumstances which would allow a student to undertake deferred assessment but not to be present for a deferred examination at the university, the examination board may allow the student to be assessed for no more than one deferred module, on the same learning outcomes, by means of an alternative form of assessment not requiring attendance. No arrangements will be made for examinations to be undertaken overseas, except where students are studying for part of the course at an approved partner institution.

4.45 Students may repeat a module assessment they have already passed at the next available opportunity only if they have supported extenuating circumstances for that module, or where the module carries external recognition in its own right. Students who repeat the assessment of modules already passed will not have the new mark counted or considered towards their overall result or shown on their transcript in any way, except where a student has an accepted claim for extenuating circumstances and the examination board has offered the student a deferral in that module. If the student achieves a higher mark in the deferral, that mark will be recorded. Students will be required to notify their course administrator of their intent to undertake reassessment within two weeks (ten working days) of results being published.

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| | INTERNAL |
| Paper title: | Racial Awarding Gap and the APP Programme |
| Board/Committee: | Academic Board |
| Date of meeting: | 28 October 2020 |
| Author(s): | Deborah Johnston, Rosie Holden, Chloe de Boer |
| Sponsor(s): | Deborah Johnston, Pro Vice Chancellor Education |
| Purpose: | For Discussion |
| Recommendation: | The Board is requested to note the proposed approach and engage in discussion around the issues raised. |

Executive summary

The inequality of opportunity for underrepresented student groups is an historical problem for LSBU and while efforts to reduce it are to be applauded, there is a long way to go and much to learn. By focussing on our ways of working and how this may contribute to these disparities we can move forward and work together to close the gaps.

What issues does the meeting need to consider?

The reduction of inequality of outcome for underrepresented groups across key points in our student journey: Access, Progression, Degree Award and Graduate Outcome.

Specifically looking at issues of inequality focussed on:

- The Racial Awarding Gap
- Disabled students
- Socio-Economic disadvantage
- Access

We will also focus on Data and Evaluation as an enabler to identify pockets of good practice as well as areas where our interventions can make the greatest impact to student outcomes. This focus will also allow us to effectively track and monitor the impact of our interventions over time.

Historically, awarding gaps have been approached by assuming there is something missing in the students and in need of repair. This 'deficit' attainment model puts the onus on the students to find remedial measures to fix the problem. The approach is criticised extensively, and evidence suggests that when controlling for other factors a significant gap still exists for BAME final degree attainment (Cotton et al. 2016). In 2015, HEFCE compared the 2013/14 results of 280,000 HE students. It found

that after controlling for entry qualifications, age, gender, disability, socio-economic background, subject, and previous school/institution type the awarding gap shifted by only one percent, from 16% to 15% (HFCE, 2015). The problem appears to be in our institutional practices. Students doing better at school and then worse at university points to the need for changes at an institutional level.

How does the proposal enable achievement of the corporate strategy / corporate delivery plan?

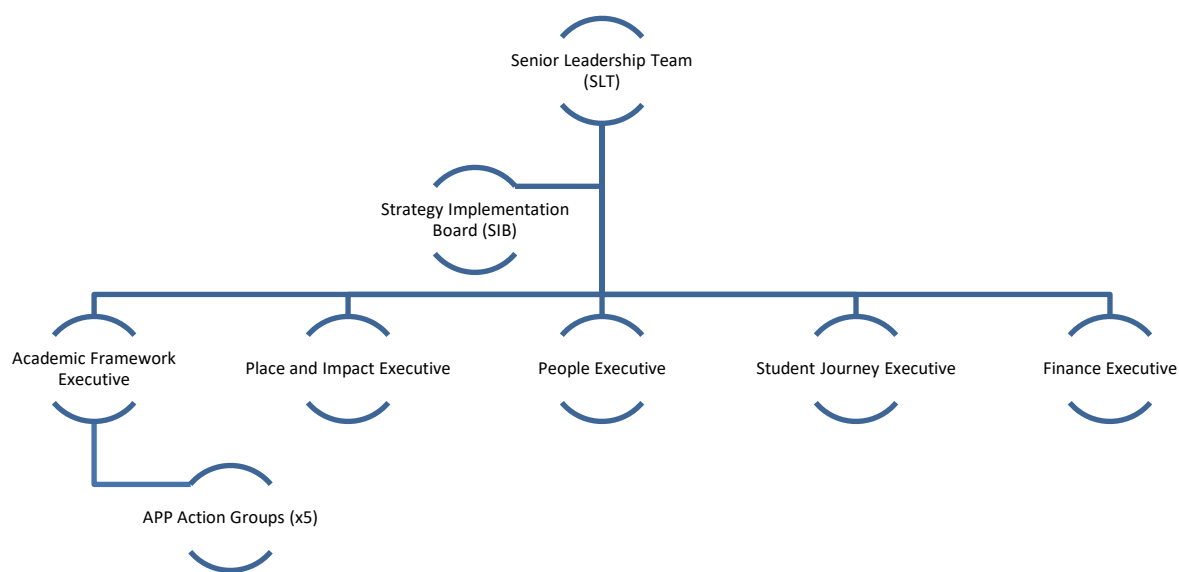
The APP Programme Objectives: To support LSBU in the targeted reduction of inequality of opportunity and outcomes by systematically:

- Introducing evidence-based interventions and implementing best practice across the institution
- Ensuring long lasting structural change
- Building accountability and tracking progress
- Integrating training and development leading to sustainable cultural change

Gap reduction targets will align with the APP and we will create stretch targets.

Reducing the gaps ties closely with LSBU’s 2025 Access to Opportunity and Student Success Goals.

APP Programme Governance under the Corporate Strategy Framework:



With a dotted reporting line into:

- Student Experience Committee
- EDI Steering Committee
- APP Steering & Monitoring Group

Key Benefits to the University from the Proposal

- It's the right thing to do
- Mitigates institutional OfS Compliance Risk
- Will improve student outcomes impacting key HEI performance metrics
- Will improve League Table positioning
- Reputational Benefit

LSBU's mission is to provide opportunities for all students to achieve. Our history is one of social justice and diversity - a history which attracts many of our staff and students. The university is also committed to the values of inclusivity and integrity. While there are many factors which can create and perpetuate the existence of gaps, there is a strong evidence base that suggests that many deficits are formed, perpetuated or exacerbated in our own institutional practices, and we must work to identify these issues and act decisively.

Risks and mitigation

1. **Capability**, a new approach for LSBU, we do not have the full suite of experience and skills needed within our current teams / structures

Mitigation:

- Engaged in the NERUPI network for sector best practice planning and evaluation of WP type activities
- Bringing in external subject matter expertise / resource in areas identified as lacking

2. **Capacity** to undertake this work as part of normal BAU, no dedicated resource

Mitigation:

- None

Recommendations regarding capacity:

- Academic staff – if civic contribution is tied into recognition and reward, then this work can be added into the academic job descriptors
- Professional Service staff – formal addition to existing job descriptions to incorporate working towards APP goals
- 1x FTE Research and Evaluation position in Planning Performance and Assurance

Equality and Diversity Impact:

The APP Programme is conceived in order to have a positive impact on equality and diversity.

The Board is requested to:

1. Sponsor this programme of work within own teams / departments
2. Refer subject matter experts who can contribute to the programme to the project team
3. Identify closing the inequality gaps as a top priority

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LSBU Racial Awarding Gap & the APP Programme

The targeted reduction of gaps in support of our Access & Participation Plan

Deborah Johnston

Pro Vice Chancellor Education

Rosie Holden

Director of Student Services (Employability, Sport & Wellbeing)

Chloe de Boer

Projects and Delivery Manager, Student Services

October 2020



**London
South Bank
University**

EST 1892

Executive Summary

| | | | |
|---|--|--|--|
| Why We're Here <ul style="list-style-type: none">• Share / Seek• Ask / Plan | Racial Awarding Gap <ul style="list-style-type: none">• Awarding Gap Priority | Project Approach <ul style="list-style-type: none">• Discovery• Action Group | The Wider Picture - APP <ul style="list-style-type: none">• Access / Progression• Award / Graduate Outcome |
| Institutional Risk <ul style="list-style-type: none">• OfS Enhanced Measures• LSBU Priority | The APP Programme <ul style="list-style-type: none">• Governance• 5x APP Action Groups | Who to Engage? <ul style="list-style-type: none">• Seeking your advice | Resource / Budget <ul style="list-style-type: none">• Research• Other avenues for funding |

Objectives of this Session

1. **Share** with you our plans for tackling the Awarding Gap and other inequality gaps at LSBU
2. **Seek** sponsorship, engagement and advice from you and your teams
3. **Ask** that closing the inequality gaps becomes a top priority for LSBU
4. **Plan** for the future, including resource requests



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Background - Awarding Gaps

An awarding gap is a measure that compares the percentage of 'good' honours degrees awarded to an identified group of students to the percentage awarded to the rest, where 'good' means a first class or 2:1.

At LSBU, when known factors* are controlled for, a statistically significant awarding gap exists for the following groups:

- **Black students** (6 year average awarding gap at LSBU 21%)
- **Asian students**
- **Mature students**
- **Disabled students** (6 year average awarding gap at LSBU 4%)
- **Students from lower socio-economic backgrounds**

The inequality of opportunity for these groups is an historical problem for LSBU and while efforts to reduce it are to be applauded, there is a long way to go and much to learn. By focussing on our ways of working and how this may contribute to these disparities we can move forward and work together to close the gaps.

*e.g. entry qualifications



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The Wider Picture

The APP Programme

Although the Racial Awarding Gap is a very significant inequality gap at LSBU, we have a duty to work towards closing the gaps across the student journey for all our underrepresented student groups.

With this in mind, we are building an APP Programme to actively work towards closing inequality gaps across key points in our student journey:



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Institutional Risk - APP

LSBU is under enhanced monitoring by the OfS for our Access and Participation Plan.

Due to the trajectory proposed within our plan, there will still be gaps between underrepresented students and their peers at the end of the plan.

We will be monitored above and beyond the routine OfS monitoring of the delivery of our previous 19/20 APP.

Impact reports to be submitted every January (annually 2020-2025).

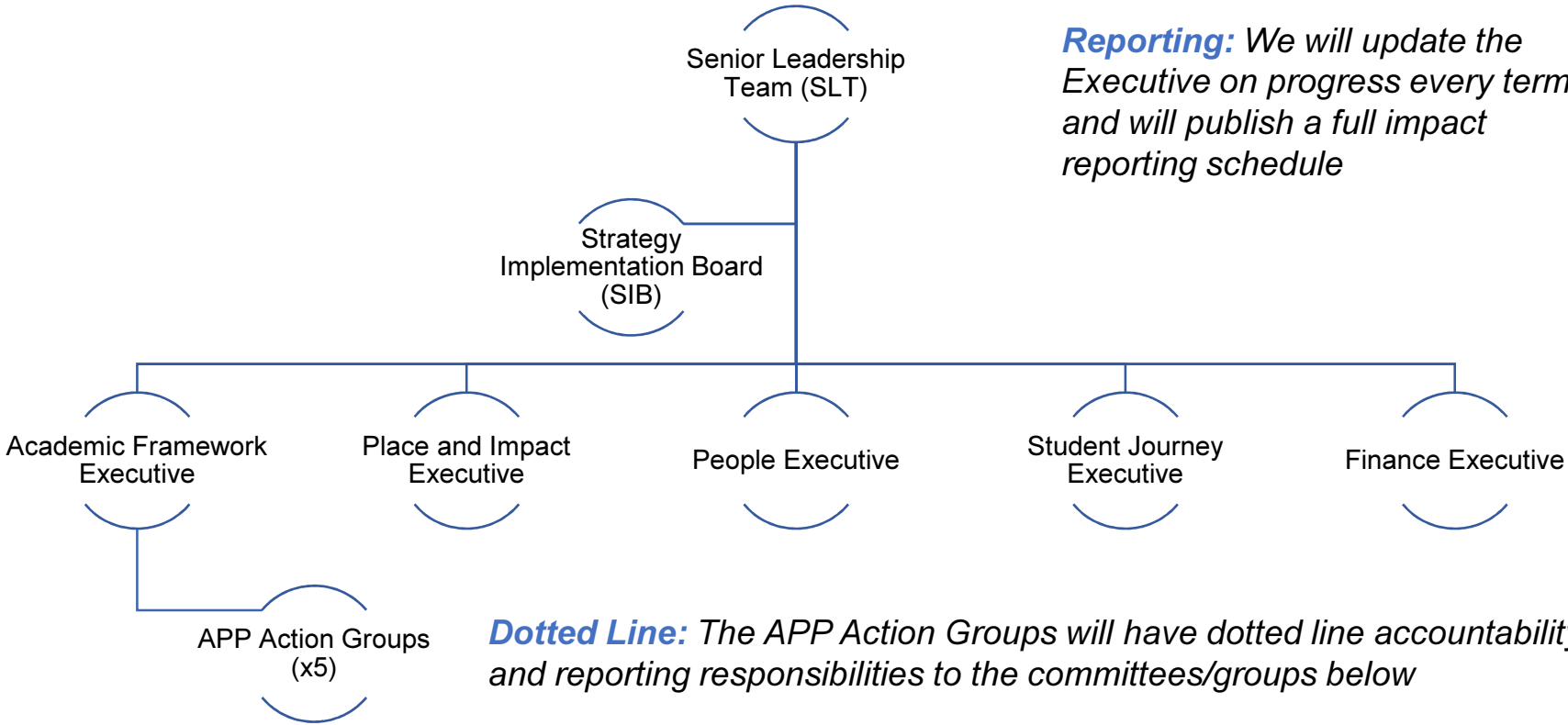


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APP Programme Governance under the Corporate Strategy Framework

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Reporting: We will update the Executive on progress every term and will publish a full impact reporting schedule

Dotted Line: The APP Action Groups will have dotted line accountability and reporting responsibilities to the committees/groups below

Student Experience Committee

EDI Steering Committee

APP Steering & Monitoring Group



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APP Action Groups

Based on priorities identified through data provided by the OfS, we will be focusing our first-year action groups on the following areas:

Racial Awarding Gap
Action Group

Disabled Students
Action Group

Socio-Economic
Disadvantage Action
Group

Access Action Group

Data and Evaluation
Action Group




We will identify areas of best practice at LSBU as well as areas where interventions will have a larger impact on student success.

We will also assess whether the groups would be best placed to work on a pilot basis or rollout evidence-based interventions across the board.

The Racial Awarding Gap

The racial awarding gap is one of LSBU's largest inequality gap, specifically when comparing white and black students. We must take immediate action to narrow this gap in a much more ambitious way than we have done to date.

- For the FT cohort **black students** are least likely to obtain a 1st classification at a gap of **19% - 17%**.
- For the PT cohort, the gap between **white and black students** is much wider at **36%**, with only **6%** of black students obtaining a 1st classification.
- For both FT and PT cohorts, **black students** are more likely to be awarded a 2:2 than **white students**.
- The proportion of **white students** with 1st classifications is higher than the sector by **5%** on average.
- The gap between **white and BME students** achieving 1st classifications has shown variation over the past 6 years, between **10%** and **16%**. The Sector has increased from **8%** to **10%** in the last 6 years but is still outperforming LSBU.

| Aim | Target group | Description | Baseline year | Baseline data | 2024-25 Target | 2018-19 progress | |
|----------------------------|--------------|---|---------------|---|----------------|------------------|--|
| Success - Non-continuation | Ethnicity | Percentage difference in non-continuation rates between White and Black students (all UG, FT) | 2016-17 | 5.4% | 2.5% | 6 % | 0.6  |
| Success - Attainment | Ethnicity | Percentage difference in attainment rates between White and Black students (all UG, FT) | 2017-18 | 16% (note: five-year average =20.4%) | 14% | 21 % | 5.0  |
| Success - Attainment | Ethnicity | Percentage difference in attainment rates between White and Asian students (all UG, FT) | 2016-17 | 16% | 8% | 11 % | 5.0  |

Objectives of the Programme

To support LSBU in the targeted reduction of the gaps in equality of opportunity by systematically:

- ✓ Introducing evidence-based interventions
- ✓ Implementing best practice across the institution
- ✓ Building accountability and tracking success
- ✓ Ensuring long lasting structural change
- ✓ Integrating training, development and culture change

Gap reduction targets will align with the APP and we will create stretch targets.

Reducing the gaps ties closely with LSBU's 2025 **Access to Opportunity** Goals:

- Progress against UK SDGs
- Positively impact 1 million lives

Outcomes

- We will increase targeted support for the recruitment and retention of hard to reach groups including care leavers, military families and students from lower socioeconomic groups

Deliverables

- Through educational pathways we will develop a course portfolio that is available to all, regardless of educational background

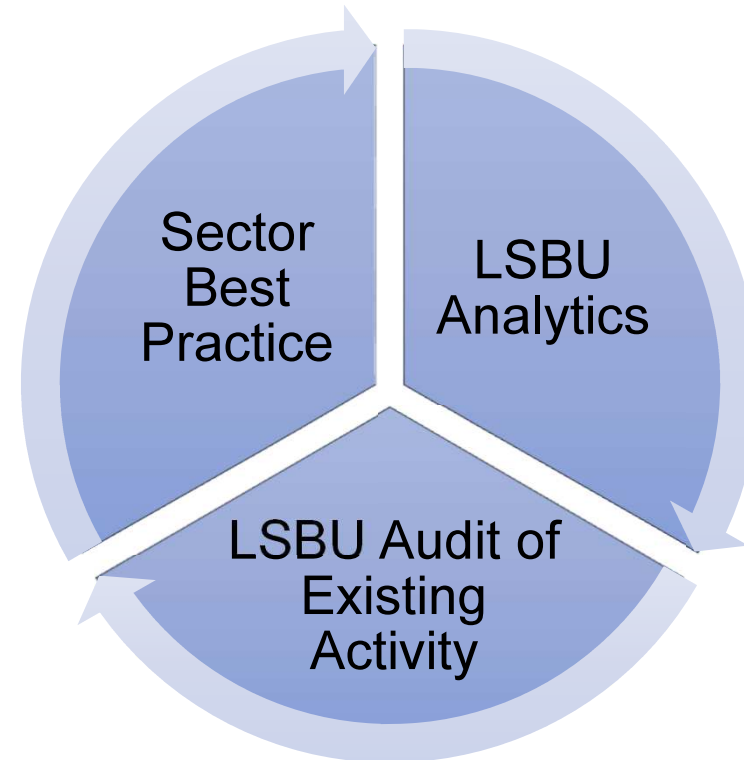


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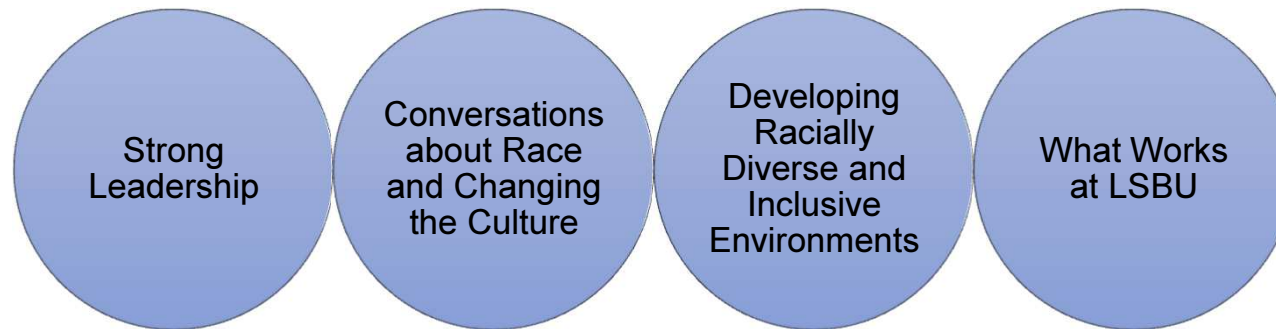
The Plan: Discovery Sep-Dec 2020

1. We will investigate what is happening in LSBU in detailed analysis of the data.
2. We will audit what we are already doing as an institution to address the racial awarding gap using the NERUPI framework, including looking at existing projects such as What Works. We will celebrate what has been making an impact. We will review existing qualitative feedback from staff and students.
3. We will undertake a sector best practice review to understand which evidence-based interventions we are yet to implement.



The Plan: Discovery Sep-Dec 2020

We will be assessing LSBU activity and sector best practice against the [UUK/NUS](#) recommended framework to tackle racial based awarding gaps:



Our hypothesis is that we will see positive impacts across most awarding gaps when the racial awarding gaps are reduced.

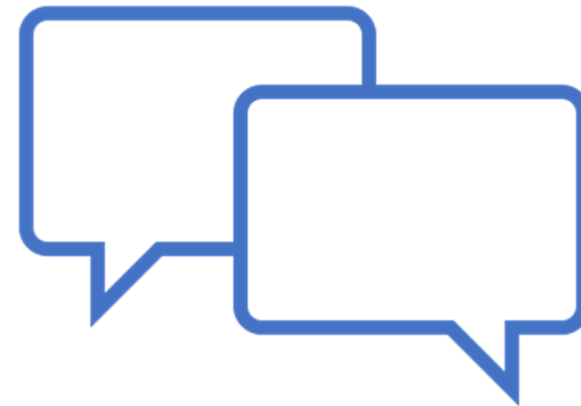
We are expecting to map out areas that will become a part of core business (e.g. strong leadership) and some will be project focussed (e.g. What Works).

We will build a Theory of Change framework and project architecture to support the the integration of permanent, structural changes across LSBU.

Engagement and Advice

Over the next 4 weeks, we are planning to meet with key stakeholders and subject matter experts across LSBU to:

- Introduce the APP Programme
- Seek their advice on the topics covered
- Seek their ongoing input in the Action Groups



We have identified some key players already, but would value your support and advice:

Who would you recommend we engage?

Resource & Funding Requests

Research funding

- What Works £100k two years running. Low take up due to colleagues having limited time and disruption of Covid19
- Value remains and could be expanded to APP Programme priorities

Exploring avenues for future funding

- Operational and staff costs to implement evidence-based interventions
- e.g. additional staffing for teaching interventions, train the trainer activities, production/revision of materials



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Any questions?

Please contact:

Chloe de Boer

chloe.deboer@lsbu.ac.uk



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| | INTERNAL |
| Paper title: | DECOLONISING AT LSBU: DEVELOPING A STRATEGIC VISION |
| Board/Committee: | Academic Board |
| Date of meeting: | 28 October 2020 |
| Author(s): | Patrick Callaghan, Jannatul Ferdous, Marc Griffiths, Deborah Johnston, George Ofiri, Lesley Roberts, Shaminder Takhar |
| Sponsor(s): | Deborah Johnston, PVC Education |
| Purpose: | For Approval |
| Recommendation: | To establish a task and finish group which will look at what an LSBU decolonising vision should be, to be debated by Academic Board. |

Executive Summary

There is a history of discussion about decolonisation at LSBU. The attached paper discusses the meaning of decolonising and the work taking place in other universities. It is a headline issue for students but should not only be seen in terms of reducing the Racial Awarding Gap. Decolonising the curriculum can have a wider set of benefits that reaches to student experience, staff retention and progression, and the relevance and strength of our subject areas.

This paper suggests establishing a task and finish group to provide a first draft of a vision, and following a participatory process to agree a Decolonising Vision for LSBU.

DECOLONISING AT LSBU: DEVELOPING A STRATEGIC VISION (draft)

This paper suggests setting up a task and finish group to look at two things: a decolonising vision for LSBU; and the way in which decolonising could be embedded at LSBU. The group would report back to Academic Board in Semester 2 with a vision and a plan for action for debate.

This paper sets out what decolonising is, why it is beneficial and how the sector has responded to it. The term 'BAME' here refers to individuals who identify as being from Black, Asian or Minority Ethnic backgrounds, although we may reflect that these are groups who have been minoritized within the UK.

What decolonising means for a university

1. Decolonising is a label used to describe the active practice of reshaping the knowledge that is made authoritative at a university. While its often mistakenly seen as relating only to the diversity of authors on reading lists, it also includes the issue of what is considered relevant knowledge, relevant subjects of study, relevant methodologies and who are relevant producers of knowledge (see Liyanage 2020, Hapi Debate paper 23 <https://www.hepi.ac.uk/2020/07/23/miseducation-decolonising-curricula-culture-and-pedagogy-in-uk-universities/>)
2. How does decolonisation relate to the mission and practice of a university? There are many views, but most consider three core elements: through the role of universities in producing authoritative knowledge (in teaching and research); through the transformation of who is seen as eligible to produce knowledge (i.e. in the profile of academic staff and researchers); and through the impact of universities in economic and social decolonisation (i.e. in the access and outcomes for previously excluded students).
3. Decolonisation debates have a particular resonance for universities and are driving student (and staff) disquiet across many parts of the world.
4. Debates about decolonisation at LSBU have a long history and many staff and subject areas are involved in relevant work.
 - a. The Division of Social Sciences has placed the BAME attainment gap/award and decolonising the curriculum as an agenda item at divisional meetings. This has been followed up by:
 - two proposals which were submitted in December 2019 for internal funding on the attainment gap with one project completed.
 - This year, a proposal was submitted on decolonising the curriculum by academics and are waiting for the outcome for funding.
 - The modules of the following degrees have embedded race and sexuality. There are modules that have led the way:
 - Sociology: 'Race', Culture and Identity; Making Identities: citizenship, race and nation;
 - Criminology: Hate Crime;
 - History: Industry, Empire and Society: Britain 1750-1900; Black History: concepts and debates.

- b. In the Psychology Division, Anthony Moss has spoken about how this subject area can be decolonised.
- c. George Ofori has been advocating for the characteristics, contexts, needs and concerns of the developing countries to be considered in the research seeking add to the body of knowledge on Construction Management and Economics. This has been a uphill task because many of the researchers in the area do not consider such a consideration to be necessary
- d. CRIT intranet site has published a study by Claire Felix-Baptiste for the Social Work cohort. <https://our.lsbu.ac.uk/home/academic-life/bame-student-attainment>

Decolonising is often unintentionally or deliberately misunderstood, so it is important to set out how it can be mischaracterised:

- Decolonising does not mean that white writers should be automatically excluded from the curriculum. Instead it asks colleagues to consider what viewpoints are represented and which are excluded. An effective process to decolonise expands the range of knowledge on a course rather than reducing it.
- Decolonising should not be implemented in a tokenistic or formulaic way. Some early attempts might have tried to increase the percentage of black or Asian or other minoritized backgrounds. However, more sophisticated approaches encourage module leaders to consider the balance of viewpoints and issues covered.
- Decolonising does not mean that academic judgement is overruled or abandoned, but instead that academic colleagues are encouraged to reflect on their approach to their teaching with respect to the inclusivity of its content.

Rather than a crude imposition, the process of decolonising is then part of the natural process of curriculum review – when we ask ourselves whether what we teach is appropriate, globally relevant and reflects the evolution of the discipline. However, that does not mean that it is always easy for colleagues, particularly those who feel that they do not know how to decolonise or who do not know how decolonising is relevant for their disciplines. Remembering that decolonising is part of the regular process of curriculum review, it is important that we recognise that the external resources to assist are improving over time.

Why is decolonising seen as important?

1. Decolonising is often seen as crucial to reduction in the racial progression and awarding gap. Decolonising is seen as leading to improvements in these areas by:
 - a. The widening of settings, issues and writers increases the sense of belonging as BAME students feel more connection with the issues involved or see their heritage valued in the academy – ie providing new material in teaching.
 - b. The widening of disciplinary material improves academic achievement by providing a way for BAME students apply their prior knowledge and lived experience – ie providing new material that can be used in assessment.
 - c. The reflection on the diversity of perspective and positionality of researchers encourages a treatment of subjects that is less likely to exclude or marginalise the perspective of BAME students - ie reflecting different views on material that

has always been taught and assessed.

2. However, it also has many other benefits:
 - a. it can increase the relevance of our courses, by increasing the range of examples and voices that are included. This is particularly important in subjects that seek a global reach.
 - b. It can increase the employability of our students by familiarising them with the global application of disciplines/subjects.
 - c. It can increase the diversity of our staff, if work from different perspectives and regions is valued in a new way.
3. Thus the Decolonising agenda can be seen as supporting other university initiatives in the area of: Equality, Diversity and Inclusion (EDI) Strategy and the Racial Awarding Gap strategy.

How has the UK Higher Education Sector responded?

1. Many universities have adopted institutional approaches to decolonising, while in others it has been linked to the work in individual faculties or schools. Worldwide this has occurred in Australia, Canada, New Zealand and South Africa. In the UK, this has led to change at universities that include: SOAS, UAL, De Montford, Sheffield, Warwick, Westminster, Bath, Sussex.
2. An embedded vision aims to set up a whole institution approach, while maintaining disciplinary differences. As such it includes questions about decolonising at every stage in:
 - Curriculum development and management (such as validation or review events)
 - In relevant student surveys, such as module evaluation questionnaires or student voice surveys
 - In the training for staff on teaching development

A decolonising vision would integrate with other initiatives on reducing the racial awarding gap, improving retention and progression, increasing the diversity of staff at all levels, research strategy and outreach. In the research strategy, it has implications for the kind of subjects, approaches and research partnerships that are followed. In outreach and place, it can have implications for the way that LSBU interacts with the local community

What are the next steps?

Academic Board are asked to approve the following recommendation:

1. That a representative task force is established to consider the curriculum elements of a decolonising vision:
 - a. consisting of student union and student reps, curriculum-relevant professional service groups (such as the library, TQE etc) and academic representatives, including at least one DESE and one course director.
 - b. Volunteers should be asked for, with the group aiming to be about 9 members.
 - c. The group should be asked to draft a decolonising vision for LSBU speaking to the issues of curriculum, to be presented to the next Academic Board

- d. The group should review approaches adopted elsewhere and suggest appropriate approaches to Academic Board.
 - e. Academic Board would consider the vision in Semester 2, and sponsor a participatory approach for discussion at School level.
2. That academic board ask the Research and Enterprise committee to consider how decolonising is relevant for research and place strategies, asking for a paper at the next meeting.

Jannatul Ferdous, Marc Griffiths, Deborah Johnston, George Ofiri, Lesley Roberts,
Shaminder Takhar
19TH October 2020

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| | INTERNAL |
| Paper title: | University Ethics Panel review to end 2019/20 academic session |
| Board/Committee: | Academic Board |
| Date of meeting: | 28 th October 2020 |
| Author: | Daniel Frings, Chair of the University Ethics Panel |
| Purpose: | For information and discussion |
| Recommendation: | The Board is asked to discuss the report |

Background

This report provides an overview of the operations of the UEP to the end of the Academic Session 2019-20. A number of themes relating to ethics application management (School and University wide) have been prominent in this reporting period:

- Ethics training
- Code of conduct revision
- UEP audit of SEP ethics applications
- Corona virus responses
- Five-year plan consultation

The Research Committee received this report on 30 September.

Overview of application activity

In 2018/19, Schools Ethics Panels approved a total of 76 applications. By August 17th 2020, 82 had been approved in the 19/20 session. This moderate increase in activity is encouraging as it suggests an increase in research activity and adherence to ethical oversight practice (an issue raised in the last UEP report to Academic Board). It is notable from the breakdown of application in Table 1 that the number (and level of change) of research approvals vary significantly between Schools. While this may well be driven by differing levels of research involving human participants, it may also reflect differing levels of engagement with ethical oversight processes. This is recognised in our response to consultations around the research strand of the new 5-year plan (see below).

Table 1: Breakdown of approved applications by year and school.

| School | Session | Signed off low risk | Approved | Approved following revision | Not approved | Total |
|------------------------------------|---------|---------------------|----------|-----------------------------|--------------|-------|
| Applied Sciences | 2019/20 | 4 | 9 | 17 | | 30 |
| | 2018/19 | 5 | 2 | 19 | 1 | 27 |
| Arts and Creative Industries | 2019/20 | | 1 | 3 | | 4 |
| | 2018/19 | | 5 | 1 | | 6 |
| Built Environment and Architecture | 2019/20 | 3 | 3 | | | 6 |
| | 2018/19 | | 6 | | | 6 |
| Business | 2019/20 | 5 | 7 | 1 | | 13 |
| | 2018/19 | 1 | 2 | 1 | | 4 |
| Engineering | 2019/20 | 1 | 2 | | | 3 |
| | 2018/19 | 2 | 2 | | | 4 |
| Health and Social Care | 2019/20 | | 9 | 4 | | 13 |
| | 2018/19 | | 11 | 9 | | 20 |
| Law and Social Science | 2019/20 | | 2 | 12 | | 14 |
| | 2018/19 | 1 | 5 | | | 6 |
| Other | 2019/20 | | | 2 | | 2 |
| | 2018/19 | | 2 | 1 | | 3 |

Note: 2019/20 figure include application completed up to 17/08/20

UEP overview of 2019/20

1. Ethics training

For 18/19, Ethics training was delivered to all PhD students who attend induction. In the 19/20 session, these sessions have been delivered by webinar. An additional webinar was also delivered as part of the PhD summer school.

At a School level, training is delivered by local ethics leads as needed. As of this year, schools can draw on a shared set of training materials. UEP is considering the value of providing asynchronous training materials in the upcoming session.

2. Code of conduct revision

The code of conduct for Research involving Human Participants has been completely revised over the 19/20 session. Representatives from all Schools have had an opportunity to comment and or contribute to this. The final version is undergoing proofreading at the time this report was submitted. Key improvements include clarifying language, expanding the scope of the code to give detailed advice on new areas and updating standards in line with the sector. Another potential key benefit of this new code is it can be hosted as sections which in turn can be hyperlinked to haplo, allowing participants to check guidance on specific parts of the application easily as they prepare applications. Breaking down the code to host it online and link it in the way suggested will require admin support.

3. UEP audit of SEP ethics applications

The UEP audit for the 18/19 session has been completed.

Each School Panel lead reviewed a selection of between 3 and 5 applications from another school. Key points noted by reviewers were collated by the UEP Chair and divided into points of good practice and points of improvement.

Points of good practice included timeliness within agreed timelines, communication with applicants and constructive reviews. Points for improvement included incompletely prepared applications, resolving 'stuck' applications, poor reviews on occasion and consistency in consent standards. These issues will be considered at the next UEP meeting.

4. Corona virus responses

Shortly before the LSBU campus was closed due to the COVID19 pandemic, the UEP issued, following consultation with the Provost, a moratorium on face to face data collection for research conducted by MRes, PhD and staff researchers.

At the time of writing, a return to face to face research process has also been implemented, which received input from URC, REI, Technical services and Health and Safety. The process outlines various levels of activity which can be conducted at different 'levels' and guidance on risk assessment. Changes in the approved levels will be authorised by the Provost, following a joint recommendation from UEP, REI and H&S. This system allowed a staged return to research, a clear process for managing future outbreaks if needed, and flexibility in our responses. Under this process, research which can be carried out with social distancing has been opened up again (pending amendment to participant facing documents and risk assessment) and close contact research is being considered by exception. Applications to resume research are being processed by School panels in the former case, and the latter by UEP.

5. Five year plan consultation.

The UEP has submitted its vision for ethical practice during consultation for the new Research Strategy. Specifically, by 2025 we have indicated that we aspire to; have a universal culture of ethical awareness and engagement amongst everyone undertaking research at LSBU, be confident that all research conducted with human participants which is undertaken by LSBU staff or students has received appropriate ethical oversight and to have decision making systems which meet the needs of research and enterprise activities. To achieve the benchmarks associated with this, we suggest that we require provision of professionally produced training materials which can be accessed by all staff and research students, support from Deans, DOREs and PSG leaders in ensuring cultural transformation where needed across the different Schools, an increased reviewer pool in each School to ensure timely and thorough reviews – needing support from SET (i.e. recognised workload hours, expectation management) and improved linkages in information and system changes to ensure consistent auditing of ethical engagement by students and projects (i.e. via haplo). Finally, there is an urgent need for resourcing (primarily administrative, but also in terms of purchasing training packages etc) for UEP and SEPs to manage effectively both business as usual and improvement projects.

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Agenda Item 15

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| | INTERNAL |
| Paper title: | Update on 2020 NSS Results |
| Board/Committee: | Academic Board |
| Date of meeting: | 28 October 2020 |
| Author: | Richard Duke – Director of Strategy & Planning |
| Sponsor: | Professor Pat Bailey – Provost |
| Purpose: | For information |
| Recommendation: | The Board is requested to note the report. |

Executive Summary

This paper outlines the performance of LSBU and its Schools against 2020 NSS results.

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2020 NSS RESULTS

Academic Board

October 2020

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CONTEXT

There is no evidence that the Covid-19 pandemic or London Road closure had a significant negative impact on the 2020 NSS results:

- The OfS conducted detailed analysis at sector and provider level to ascertain whether the pandemic has distorted the NSS results and concluded this was not the case
- LSBU's 74.1% overall response rate is similar to 2019
- 60.6% of responses were submitted before lockdown
- Out of over 1100 verbatim comments, only 1% negatively reference Covid-19 and 1% the London Road closure
- Result trends are not uniform between LSBU courses and Schools
- Student Experience Survey NPS was down on last year

LSBU vs SECTOR RESULTS

| % Agree score, all respondents | LSBU | | | | | | SECTOR | | | | | |
|-----------------------------------|--------------|--------------|--------------|-------------|--------------|-------------|--------------|--------------|--------------|-------------|--------------|--------------|
| | | | | YoY change | | | | | | YoY change | | |
| | 2018 | 2019 | 2020 | '19 v '18 | '20 v '19 | '20 v '18 | 2018 | 2019 | 2020 | '19 v '18 | '20 v '19 | '20 v '18 |
| The teaching on my course | 80.8% | 82.8% | 80.0% | 2.0% | -2.8% | -0.8% | 84.1% | 84.1% | 83.9% | 0.1% | -0.3% | -0.2% |
| Learning opportunities | 82.3% | 84.3% | 82.2% | 2.0% | -2.0% | -0.0% | 83.1% | 83.2% | 82.9% | 0.1% | -0.3% | -0.2% |
| Assessment and feedback | 69.3% | 74.6% | 71.5% | 5.3% | -3.1% | 2.2% | 73.0% | 73.4% | 72.6% | 0.4% | -0.8% | -0.4% |
| Academic support | 75.1% | 80.0% | 77.7% | 4.9% | -2.3% | 2.7% | 79.5% | 79.9% | 79.4% | 0.4% | -0.4% | -0.0% |
| Organisation and management | 67.7% | 72.4% | 69.7% | 4.7% | -2.6% | 2.0% | 74.6% | 75.0% | 73.8% | 0.4% | -1.2% | -0.8% |
| Learning resources | 83.6% | 84.0% | 82.3% | 0.4% | -1.7% | -1.2% | 85.6% | 85.8% | 85.8% | 0.3% | 0.0% | 0.3% |
| Learning community | 76.5% | 79.1% | 75.9% | 2.5% | -3.2% | -0.7% | 76.8% | 76.0% | 75.8% | -0.8% | -0.2% | -1.1% |
| Student voice | 71.8% | 76.1% | 73.7% | 4.2% | -2.4% | 1.8% | 73.5% | 73.7% | 73.6% | 0.2% | -0.1% | 0.1% |
| Student union | 57.3% | 60.5% | 58.3% | 3.3% | -2.2% | 1.1% | 56.8% | 55.7% | 56.0% | -1.1% | 0.3% | -0.8% |
| Overall Satisfaction | 78.8% | 81.8% | 79.5% | 3.1% | -2.3% | 0.8% | 83.5% | 83.7% | 82.6% | 0.2% | -1.0% | -0.8% |
| Average score | 75.1% | 78.4% | 75.9% | 3.3% | -2.5% | 0.8% | 78.0% | 78.1% | 77.7% | 0.1% | -0.4% | -0.3% |

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

above sector score
 below sector score

Negative OfS flags in 2020 for four questions and two question areas:

- The teaching on my course
- Learning resources

OfS flags indicate a statistically significant difference from the benchmark of > 3 standard deviations



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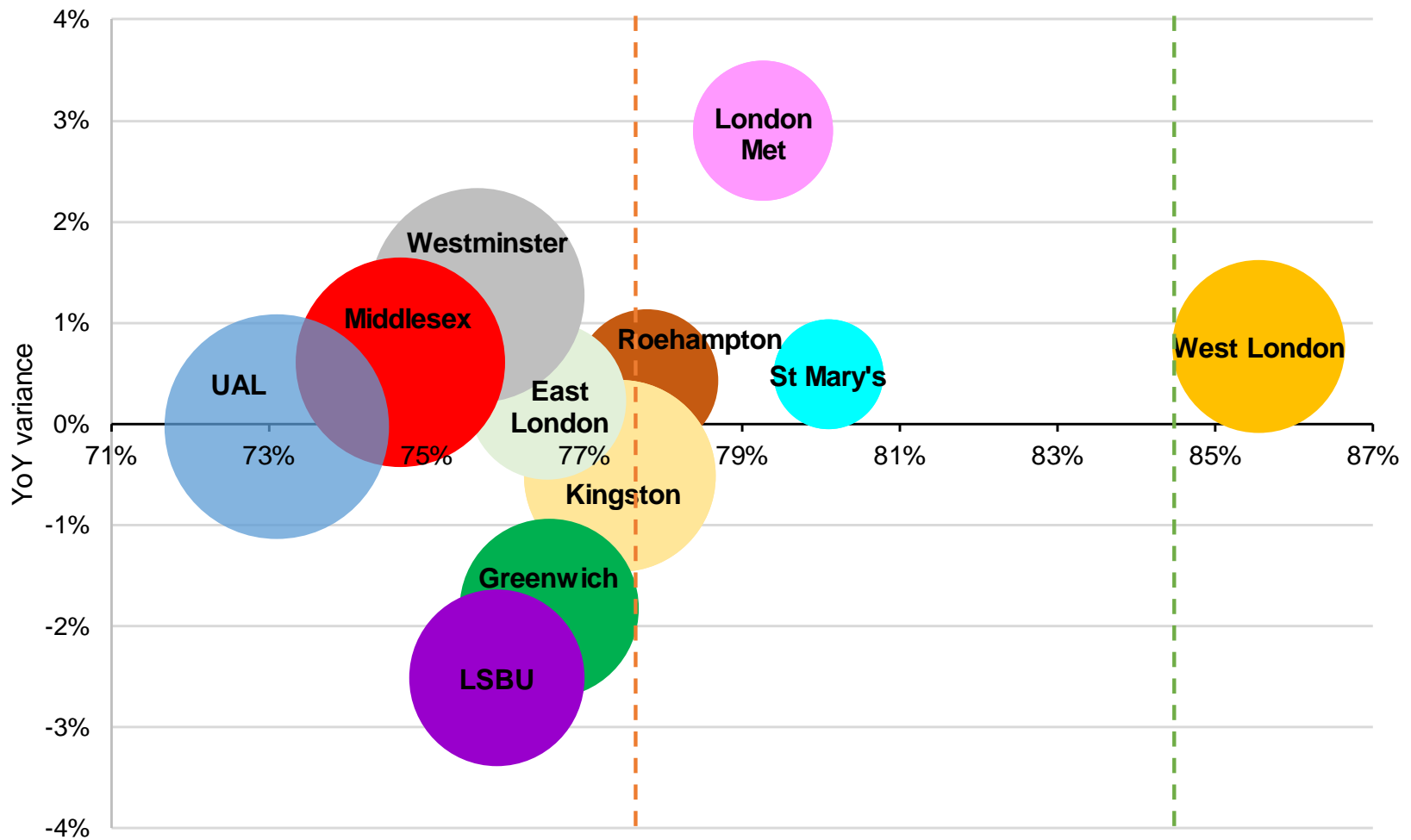
LSBU RESULTS

- FT students are significantly more satisfied than PT students: FT average agree score 76.4% vs PT 72.3%
- Wide variation between courses ...
 - Highest scoring: BEng (Hons) Chemical and Process Engineering (FT) with 92.3% average agree score
 - Lowest scoring: BSc (Hons) Human Nutrition (FT) with 46.9% average agree score
- ... and questions
 - Highest scoring: 22. I have had the right opportunities to work with other students as part of my course (85.4% agree)
 - Lowest* scoring: 15. The course is well organised and running smoothly (61.9% agree) (*excluding the Students' Union question)
 - Largest decline from 2019: -4.1% for 17. Any changes in the course or teaching have been communicated effectively (71.4% agree) and 21. I feel part of a community of staff and students (66.3% agree), followed by -4.0% for 11. I have received helpful comments on my work (71.6 % agree)
- 66 out of 126 HEIs reported a decline in average score in 2020
 - Largest decrease: Goldsmiths' College -6.5% to 66.8%
 - LSBU's -2.5% is the 14th highest decline



LONDON MODERNS

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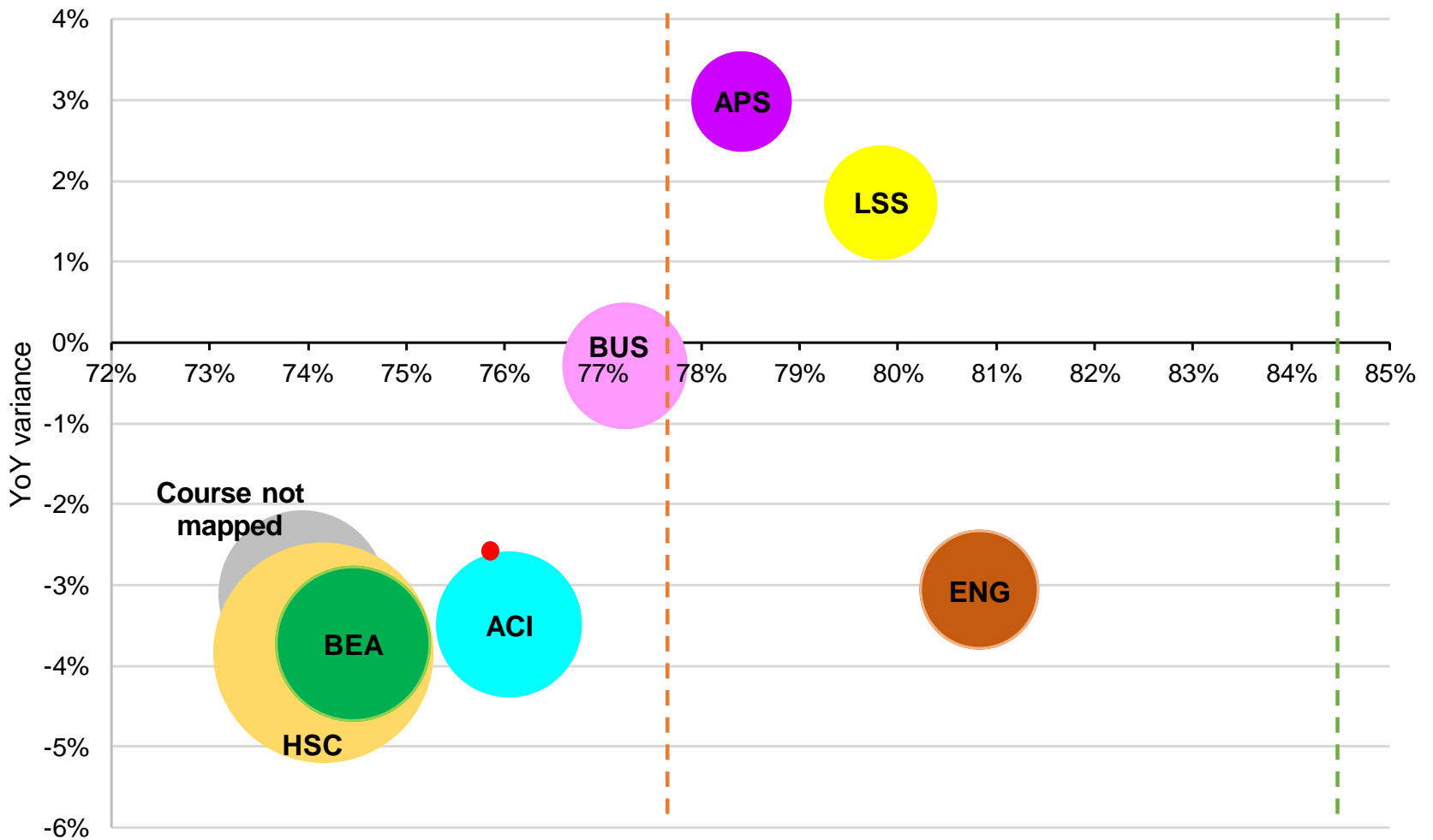
Sector --- Top quartile - - -

% agree

Bubble size denotes number of respondents
(range 710 to 2973 FPE)

SCHOOLS RESULTS

Page 108



LSBU • Sector - - - Top quartile - - -

Bubble size denotes share of total LSBU response (range 6% to 28%)

SCHOOLS vs SECTOR BENCHMARKS

| | Average score | | | Variance to sector | | | No. of questions (out of 27) above sector average | | | 3 year trend |
|-----|---------------|-------|-------|--------------------|-------|-------|---|------|------|--------------|
| | 2018 | 2019 | 2020 | 2018 | 2019 | 2020 | 2018 | 2019 | 2020 | |
| APS | 72.9% | 75.4% | 78.4% | -9.3% | -3.4% | 0.5% | 0 | 3 | 18 | ↑↑ |
| ACI | 81.5% | 79.5% | 76.0% | -0.2% | 2.3% | -1.1% | 12 | 19 | 11 | ↓ |
| BEA | 74.2% | 78.2% | 74.5% | -8.1% | 1.4% | -0.5% | 0 | 18 | 10 | ↑ |
| BUS | 80.7% | 77.5% | 77.2% | -2.1% | -0.9% | -0.7% | 9 | 10 | 10 | → |
| EN | 74.9% | 83.9% | 80.8% | -2.2% | 8.4% | 5.0% | 7 | 25 | 24 | ↑↑ |
| HS | 77.8% | 78.0% | 74.0% | -1.0% | -1.5% | -4.2% | 8 | 9 | 0 | ↓↓ |
| LS | 80.1% | 78.1% | 79.8% | -2.5% | -0.1% | 2.4% | 7 | 10 | 17 | ↑ |

Sector benchmarks are based on subjects mapped to Schools



**London
South Bank
University**

EST 1892

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| | |
|--------------------|--|
| Paper title: | 2019/20 Academic Outcomes |
| Board/Committee | Academic Board |
| Date of meeting: | 28 th October 2020 |
| Author: | Richard Duke – Director of Strategy & Planning |
| Executive sponsor: | Deborah Johnston – PVC (Academic Framework) |
| Recommendation: | For review |

Executive Summary

This report analyses academic outcomes for the year 2019/20. For the context of this report; academic outcomes is defined as:

- Progression (LSBU definition, with continuation analysis to follow, when available);
- Degree outcomes (grade inflation and awarding gap);
- Employment outcomes (GO)

Where relevant, references to the OfS condition of registration; B3 are made.

The key points to consider are as follows:

- There has been a significant increase in progression in 2019/20, with 79.8 % of students progressing (73.8% in 2018/19);
- The increase in the proportion of black students progressing is particularly pleasing, though a gap still remains compared to white students amongst all ethnicities;
- All Schools saw an increase in progression rates;
- There has been an increase in the proportion of students achieving first class awards and good honours overall;
- In terms of first class awards, the majority of this growth has come from white students, though the overall good honours gap, marginally narrowed in 2019/20
- The 2019/20 GO survey saw a significant decline in graduate employment rates, when compared to the final DLHE survey;
- There are significant gaps in performance in relation to employment outcomes amongst ethnicities and schools, which require further examination.

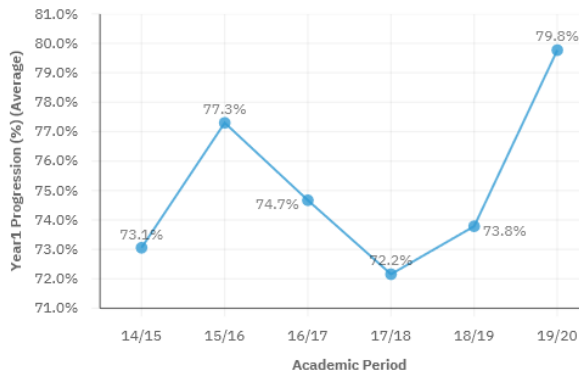
2019/20 Student HESA Return, is still to be submitted, and until this occurs at the end of October, there might be small changes to 2019/20 data. This particularly relates to degree outcomes data.

Work is being undertaken to report against the new structure, which sees the School of Social Care, become an institute and split into two Schools.

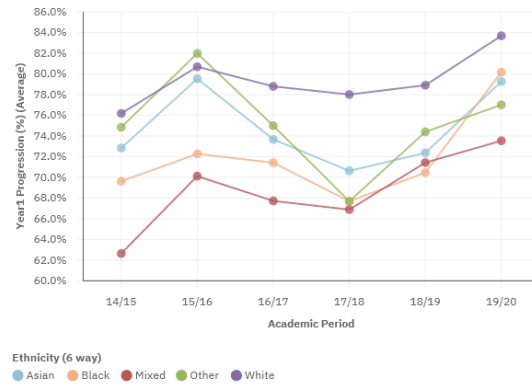
All data referenced in this report, can be accessed in the MIKE database. Staff in the PPA team can be contacted, for further guidance on data available and how to access it.

Progression

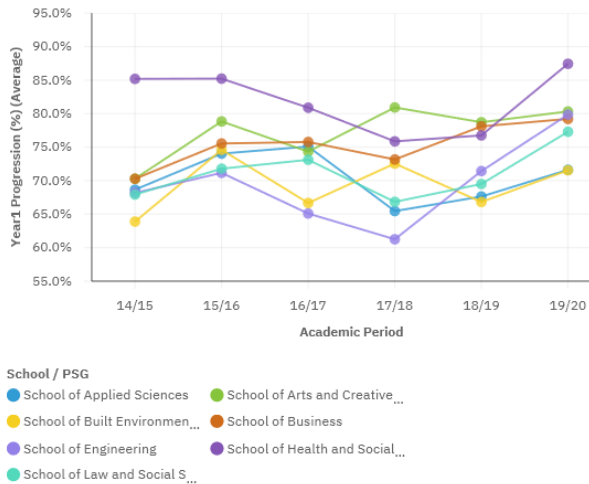
Progression Rates - Semester 1 Enrolled Students only as of 21st October 2020



Progression Rates - Semester 1 Enrolled Students only as of 21st October 2020 by Ethnicity



Progression Rates - Semester 1 Enrolled Students only as of 21st October 2020 by School



Overall progression rates have increased from 73.8% in 2018/19 to 79.8% in 2019/20. All Schools have contributed to this, with increasing progression rates, particularly in the Schools of Health and Social Care, Engineering and Law and Social Sciences.

There has also been an increase in progression in 2019/20 across all ethnic groups. This has been most apparent amongst black students, with a 10% point increase in progression rate.

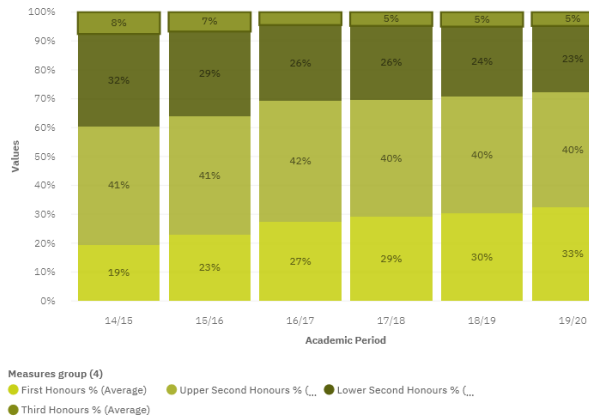
It should be noted, that though these results are very encouraging, 2019/20 was an exceptional year, and the academic performance of students in year 2 will have to be monitored to ensure appropriate levels of support is provided.

The Planning, Performance and Assurance (PPA) team are working on reports that demonstrate performance against the OfS B3 continuation metric, and this will be available soon.

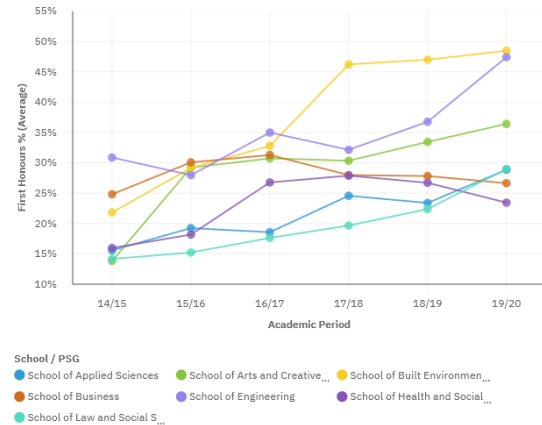
Progression is defined as a student returning in year 2, at a higher level, on any course. The data presented in this report is limited to full time first degree students.

Grade Inflation, Awarding Gap and OfS B3 Degree Outcomes

Proportion of UG Students achieving degree classifications as of 21st October 2020

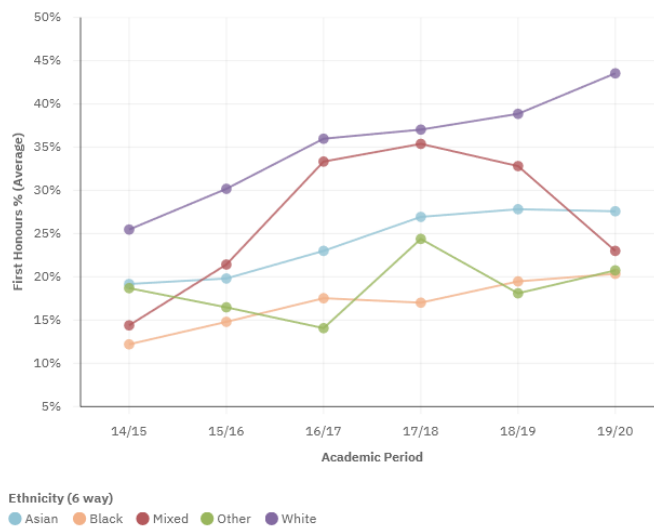


Proportion of UG Students achieving First class awards as of 21st October 2020 by School



The proportion of students receiving first class awards, has been steadily increasing since 2014/15. It is this increase that has accounted for increase in volume of students receiving good honours (firsts and upper seconds). The proportion of students receiving upper seconds has remained steady, with a decline in students receiving lower seconds. Between 2018/19 and 2019/20, there has been an increase of 3% points of students achieving a first. In the latest year, the most significant increases were in the Schools of Engineering, Applied Sciences and Law and Social Sciences.

Proportion of UG Students achieving First class awards as of 21st October 2020 by Ethnicity



In terms of achievement of first class awards, it can be seen that almost all of the increase in 2019/20 was accounted for by white students, with rates of black and Asian students achieving first class awards consistent with the previous year.

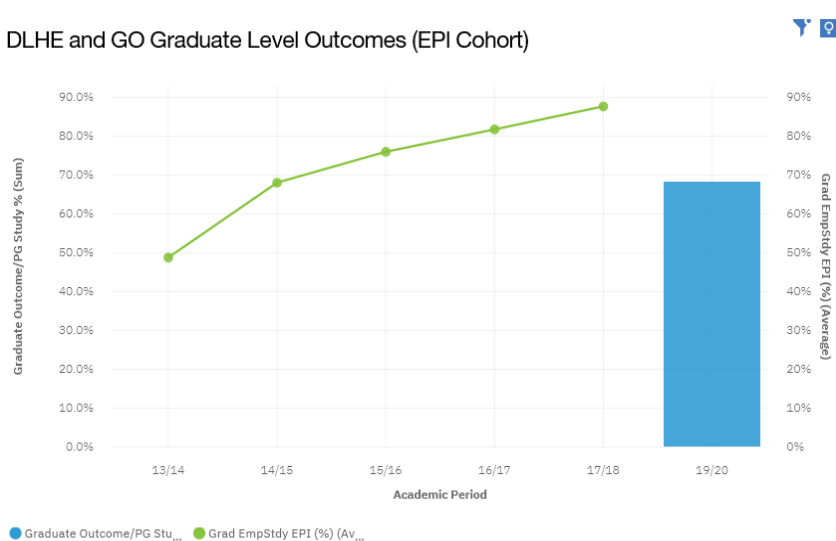
The overall awarding gap (good honours, not just first class awards), when comparing white to BME students narrowed by 0.3% points.

In terms of B3 conditions and degree outcomes. No gaps of concern were identified at institutional level for full-time students, but in the latest year of data, areas of significant concern were identified amongst gaps between white and black part-time students achieving first class awards. It should be noted that no gaps of concern is defined where a gap does not exceed 30%, so this represents a low bar of success. The OfS are reviewing these thresholds, with an expectation that more challenging thresholds will be applied going forward.

Graduate Outcomes and OfS Degree Outcomes B3

The final DLHE survey was conducted in 2017/18, with a gap in reporting in 2018/19, whilst the Graduate Outcomes (GO) survey was undertaken. The surveys themselves are almost identical, but with two significant collection method changes. GO surveys are conducted 15 months after graduation, whilst DLHE was just six months. The GO survey is also conducted by HESA, rather than by LSBU, as was the case for DLHE. The OfS has warned against drawing direct comparisons between DLHE and GO results, due to these two key changes, the survey design however is largely unchanged, making results largely comparable with the caveat of the collection method changes referred to. Across the sector, on average, no significant changes were apparent between surveys, though there was movements at institutional level.

DLHE and GO Graduate Level Outcomes (EPI Cohort)



GO graduate level employment/further study rates declined from 88% in the 2017/18 DLHE survey to 68% in the 2019/20 GO survey. This decline was out of kilter with sector averages.

In terms of employment rates by ethnicity, the most significant area of concern is with Asian students, with less than 50% securing graduate level employment/further study after 15 months of graduation.

Graduate Level Employment or Further Study Rates – GO Survey 2019/20 EPI

| Ethnicity | % | School | % |
|-----------|------|----------------------------------|------|
| Asian | 48.9 | Applied Sciences | 53.6 |
| Black | 72.6 | Arts and Creative Industries | 51.6 |
| Mixed | 76.5 | Built Environment & Architecture | 73.6 |
| Other | 58.1 | Business | 39.0 |
| White | 76.4 | Engineering | 57.9 |
| | | Health and Social Care | 92.6 |
| | | Law and Social Care | 56.9 |

In terms of by School, only the Schools of Built Environment and Health and Social Care have rates above 70%, with Business the lowest at 39%. It is true that some subject areas have lower employment rates than others, but it would be expected that all subject areas should achieve 60% as a minimum.

OfS B3 conditions relating to Graduate Outcomes, sets a threshold of below 50% graduate level employment for first degree to be a concern. At institutional level, LSBU does not have any student cohorts below 50%, however subject area analysis does have some subjects that are below this. It is expected that these thresholds will increase going forward. It is important to note, that no benchmarking is undertaken in relation to B3, and any thresholds applied will use absolute data.

Different publications use different calculations for this metric. The Guardian used a more generous definition, where it has counted any further study at any point since graduation as a graduate level outcome. The B3 calculation has a stricter definition applied, where study must be at a higher and being undertaken at the census date.

| | |
|---|--|
| Date of paper: 14.10.20 | CONFIDENTIAL |
| Paper title: | Partner Management Process and HAPLO |
| Board/Committee(s) | Academic Planning Panel, 22 nd October 2020 |
| Authors: | Stuart Bannerman, Associate PVC International |
| Executive/Operations sponsor: | Prof Paul Ivey, Deputy Vice-Chancellor and Chief Business Officer |
| Purpose: | To note the provision for Partner Management for LSBU Global |
| Which aspect of the Strategy/Corporate Delivery Plan will this help to deliver? | Place and Impact/Access to opportunity in Corporate Plan |
| Recommendation: | To note new arrangements for LSBU Global and to support the use of HAPLO |

Executive Summary

Following approval by the LSBU board and executive LSBU Global launched in 2020 as the TNE vehicle for LSBU.

The creation of LSBU Global involved the split of International with the logic of the students coming to LSBU and outgoing mobility now being managed by MAC. The overseas students registered with other institutions are now the responsibility of LSBU Global. The operation of LSBU in overseas territories is currently reserved for the executive and board of governors and the TNE will continue with its current governance arrangements. It should be noted that LSBU Global has a group function, operating as a groupwide vehicle. Having now developed its internal logic, working with the schools and PSGs over the last three years, particularly TQE, legal, and finance we now have a sector leading process. The dual-track approach which embeds the quality assurance processes of validation along with the cross checking in quality, finance, legal and particularly the administrative management ensures that by final signoff each of these areas is firmly wrapped. This is now contained within the Partnerships module of the HAPLO application. The introduction of management boards for all major partnerships also provides a forum for the monitoring and guidance of the partnerships and allows for flexibility required to keep the partnerships on track while introducing innovation where required.

It is consistent with the creation of the Academic Planning Panel and the split of International, that progressions, articulations, UK collaborations and mobility are routed

through Academic Planning Panel at stage 1. These areas are firmly located within London South Bank University schools. The Institute of Health, with close guidance from LSBU Global and TQE is piloting a school route for its UK collaborations, and following a successful pilot this model variant could be opened to all schools.

It should also be noted that where possible the schools should look at the Whitechapel Gallery model which is the London South Bank University at other sites. This means that the programmes, teaching and oversight all belong to LSBU but that a range of services can be contracted from a site which reduces the collaboration load should lead to a more consistent student experience with enhancement derived from the new site.

The Fit of LSBU Global with the 20-25 Strategy

VISION

LSBU Global is an expansive, ambitious and challenging initiative based on the solid ground of proven success. It takes the LSBU model and refines it for the benefit of the LSBU Group, the partners it operates with, and the places where it engages. The pragmatic impact of vocationally relevant professional education is attractive overseas; this captures the distinctiveness of LSBU and its entrepreneurial spirit, targeting all four themes of our strategy:

1. Access to opportunity
2. Student success
3. Real world impact
4. Fit for the future

The expansion of higher education is one of the critical missions in many countries, as

evidenced by our conversations in Colombia, India, Egypt, Uzbekistan and China, the EU and South America where LSBU Global can play a role.

The quality of the relationships we have built overseas is an outstanding feature that has created broad engagement and built sustainable partnerships. Particularly on the TNE front there is much more to come, which will require a much more focused vehicle to allow for maximum expansion overseas. It was always likely that because LSBU had below sector averages for its international students that there was suppressed demand that had not been recognised. However, this new innovative approach has helped transform the university into one of the fastest growing in the UK.

GROUP STRATEGY

LSBU aims to transform lives, communities, businesses and society through applied education and insight.

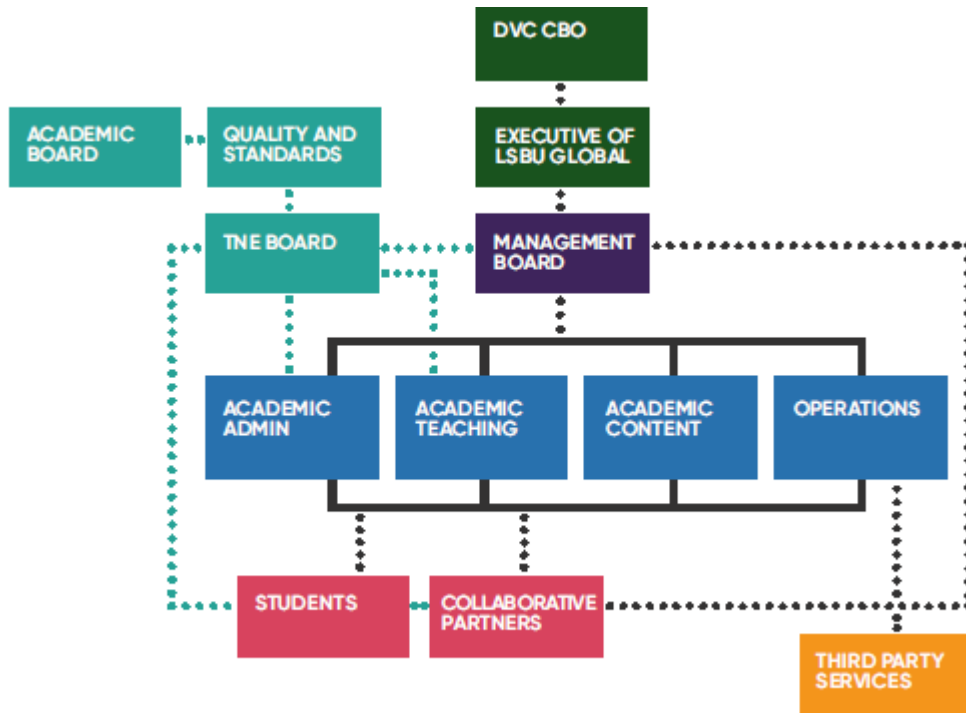
FUTURE

The impact of our strategy means that by 2025 we will be able to deliver on our targets. LSBU Global will achieve this in several ways:

Firstly, we will encourage increased social mobility through equal educational outcomes across protected characteristics and socioeconomic backgrounds, furthering the development of wherever we operate. This will lead to an increase in our students' social capital, confidence, and resilience. An applied learning experience for our students will be put in place, with a focus on enterprise, digital technology as a learning medium, technical facilities, and work-based application. Moreover, a global and local impact will be achieved through education, research, enterprise, and skills development. ■

| ACCESS TO OPPORTUNITY | STUDENT SUCCESS | REAL WORLD IMPACT | FIT FOR THE FUTURE | | |
|--|--|--|---|---|---|
| Through local and global partnerships we will create opportunities for individuals, business and society and seek to remove barriers to success. | Recognised as a leading organisation for outstanding practice-led learning, fostering the development of able graduates ready to address business and societal challenges. | Research and innovation that enhances teaching and tackles global and civic challenges, generates critical insights, and sustainable solutions to transform the lives of individuals, communities, businesses and society. | Technology and Estates To create a flexible physical and digital environment, allowing opportunities for personalisation, that is mobile friendly, fit for the future and embraces innovation and sustainability. | People, Culture and Inclusion Create a transformational and inclusive culture that is people centric, values led and ambitious. | Resources, Market and Shape Alignment of core activity with business and society's current and future requirements in terms of skill, knowledge and innovation and insight. |
| 2025 GOALS <ul style="list-style-type: none"> ■ Progress against UN SDGs ■ Positively impact 1 million lives | 2025 GOALS <ul style="list-style-type: none"> ■ Increase social mobility ■ Increase in student's social capital | 2025 GOALS <ul style="list-style-type: none"> ■ £58Bn of economic impact ■ Impactful and high quality research | 2025 GOALS <ul style="list-style-type: none"> ■ £58Bn of economic impact ■ Impactful and high quality research | 2025 GOALS <ul style="list-style-type: none"> ■ A highly engaged workforce ■ Closing of the gender and ethnicity pay gap | 2025 GOALS <ul style="list-style-type: none"> ■ Delivering financial sustainability ■ Highly effective internal services |

Governance of LSBU Global



The TNE Board will grow to include Group reps from SBC, SBA in addition to the University as its scope expands. This would mean that academic sign off would then go through the relevant Board (e.g. SBC in some cases)).

PARTNER AND PLACE

The choice of partner and place in LSBU Global is determined by a number of factors:

- **1.** A good fit with the strategic direction of LSBU Group.
- **2.** Where Student demand for UK higher education is high, often where the domestic capacity is limited.
- **3.** Occupying a Strategic global position where there is genuine additionality to existing activity.
- **4.** The Partner is able to engage with the academic/quality culture of LSBU and is open to further joint development of activities.
- **5.** The Partner can genuinely contribute to in-country capacity building.

MANAGEMENT OF RISK

Quality and academic product is determined by the home institution i.e LSBU within the UK and hosted with the consent of another country (rather like an embassy). LSBU is in turn overseen by OFS, QAA and other relevant accredited bodies. The higher the perceived risk the greater the due diligence undertaken initially and subsequent monitoring by trusted organisations of:

- **1.** The organisation itself.
- **2.** Key individuals involved.
- **3.** The supply chain as far as can be determined.
- **4.** The funding of any partner organisation.
- **5.** Operating culture and major issues to be aware of.

The TNE Offer

The traditional offer of TNE is being disrupted by the arrival of major online players. It also means that the demands from the students for high quality materials is also increasing which requires LSBU global to look carefully at its offer to ensure that it is as future proof as possible. However there is still room for the following:

VALIDATION

Validation is the mainstay of the LSBU TNE offer in that LSBU is prepared to add its award to curriculum delivered by partner. The classic validation is an assessment of the partners provision and suitable adjustments are made before the LSBU validation is carried out. This creates a healthy variety in what LSBU students worldwide study but it does require considerable input and management from the LSBU side.

VALIDATION PLUS

It is always an option for partners to acquire content for their degrees from any source they choose before bringing it to LSBU for approval. With this in mind LSBU can also supply content partners and particularly we are first class content has been developed for an online or hybrid delivery elsewhere it is reasonable to offer this to partners as part of a package. The proviso being that there is local adjustment where necessary so that there are no incongruous elements of the curriculum which did not make sense in any new location.

In both validation and validation plus there is a transfer of IP to the partner which allows them to develop and grow as independent education institutions and in most cases

will result in a highly differentiated product further down the line which is appropriate to the country of operation.

FRANCHISE

There are times when a franchise operation is the only solution due to the regulatory environment, or because some professional accreditation is required as part of a degree that LSBU would offer a franchise to partner. Since the creation of the OFS it has become increasingly difficult to demonstrate equivalence of student experience within a franchise which can either result in producing an anodyne curriculum or there is a risk that the partner simply does not wish to follow the changes which it is required to do so in this form. There is no transfer of IP in the franchise and once the contract comes to an end all rights to offer the LSBU program are withdrawn which is in contradiction to our strategy of making a difference to the places we operate in.

LEARNING CENTRES

Where there is no higher education partner it is still possible for LSBU to operate learning support centres with students who are studying online or in a hybrid mode can attend centres to be taught part of the course or supported through particularly challenging areas of curricula in a learning centre. Ideally the learning centres would be within a reasonable travelling time of one of the LSBU major campuses so that the teaching can be closely monitored and supplemented by faculty to give the students accessing the centres genuine opportunity for engagement with LSBU staff's. ■

The Use of HAPLO

HAPLO has now come on stream as a manager and repository for all partnerships. LSBU global will continue as the owner of HAPLO Partnerships. Please find attached the handbook and process chart of the HAPLO Operation. For reference the original Ops Board document setting out the summary 4 stage process is also included.

Training sessions will be set up with Schools and relevant PSGs throughout the academic year.

Appendix 1 Haplo Document

Appendix 2 Process Map

Appendix 3 Ops Board Doc



Haplo

Partnerships database and workflow proposal

London South Bank University

JENNIFER SUMMERS 15 NOVEMBER 2018

Updated 1 April 2019

Partnerships database and workflow

London South Bank University intends to replace spreadsheet-based record keeping and a manual approval workflow for Partnerships with an online database and workflow process. The Haplo research information management system, is already in use within the university for Research funding and Enterprise funding, Postgraduate Research management, and Research Ethics. This proposal recommends extending the use of Haplo to incorporate support for Partnerships.

This proposal recommends a phased approach whereby a minimal version of the functionality will be delivered in the first phase, enabling key users to become familiar with the proposed solution before a second phase is undertaken to add any additional required functionality.

Records

A record of each Partner and Partnership will be maintained within Haplo. Multiple Partnership records can link to a single Partner providing the university with easier visibility of their long-term relationship with a Partner.

For the initial phase of this project, only Senior Partnership Managers and Head of Global Partnerships can create and edit Partner and Partnership records. Permissions can be extended to all other users in a subsequent phase, once the records have been tried and tested in use by the Senior Partnership Managers and Head of Global Partnerships. (LSBU will be able to specify during this subsequent phase which roles should have permission to create and edit Partner and Partnership records. There is no maximum number of users and any user can start a Partner or Partnership, if required.)

The fields required on the Partner and Partnership records are detailed below.

During the initial phase of this project, no fields will be mandatory for different stage approvals to avoid placing unnecessary restrictions on use of the system during this exploratory stage. In a subsequent phase, restrictions can be placed that certain fields and files must be present before the proposed Partnership is sent for approval.

| Partner record | Style | Notes |
|----------------|-------|--------------------------|
| Partner's name | | Name field is mandatory. |
| Address | | |
| Telephone | | |
| Partner URL | URL | |

| Partner record | Style | Notes |
|--|-----------------------|--|
| Organisation type | Free text single line | |
| Alignment with LSBU aims | Free text paragraph | |
| Alignment with School strategic aims | Free text paragraph | |
| Potential for other Schools | Free text single line | |
| Partner's status | Free text single line | Including legal capacity to enter agreement. |
| Size | Free text single line | |
| Reputation | Free text single line | |
| Experience of collaboration with other HEIs (incl. UK) | Free text paragraph | |
| Financial standing | Free text paragraph | |
| Resources (staffing, facilitates, infrastructure) | Free text paragraph | |
| Any non-standard aspects | Free text paragraph | |
| Subject expertise | Free text paragraph | |
| Language of delivery and assessment | Free text paragraph | |
| External accreditation requirements | Free text paragraph | |

| Partnership record | Style | Notes |
|--------------------|--|---|
| Title | Free text single line | All records within Haplo require a title |
| Partner | Lookup of all Partner records | |
| Country | Drop down list | Standard list of all countries worldwide |
| City | Free text single line | |
| Proposal overview | Free text paragraph | |
| Partnership type | Drop down list (multiple selection is allowed) | Study Abroad, Erasmus, Summer school, Progression, Validation, Dual degree, Articulation, Franchise, Student Exchange, Other, Other/Executive approval required |

| Partnership record | Style | Notes |
|--|--|--|
| Other partnership type | Free text single line | To specify partnership type where 'other' is selected above. |
| Senior Partnerships Manager | Lookup of all LSBU staff | |
| Related proposal | Lookup of all Partnership proposals | |
| Previous proposal | Lookup of all Partnership proposals | |
| Status | Date with qualifiers | Qualifiers of: Active, Inactive, Pending, Closed, Closing, Other |
| School or Professional Service Group | Lookup of LSBU organisational entities | LSBU to send full list |
| School/Departmental lead | Lookup of all LSBU staff | |
| Number of students | Free text single line | |
| First cohort date | Date | |
| Conflict of interest | Yes / No | |
| Conflict of interest notes | Free text paragraph | |
| Non-financial benefits for the university | Free text paragraph | |
| Key risks and GovLegal input to be highlighted pre-approval | Free text paragraph | |
| Project plan | Free text paragraph | |
| Project value £ | Integer | |
| Project contribution LSBU £ | Integer | |
| Notes on project value and contributions | Free text paragraph | |
| VAT liability and tax liabilities in partner countries | Free text paragraph | |
| SASC approval | Drop down list | Required, requested, awaiting outcome, approved, not approved |
| Validation event | Drop down list | Required, not required, completed |

Files

Senior Partnership Managers and GovLegal can append files to the Partnership record. They can label the file for easy identification. The labels will be:

Letter of intent
 Memorandum of understanding
 Due diligence
 Visit report
 PRO 19
 Validated programme
 Collaboration handbook
 Financial model
 Executive project form
 Memorandum of collaboration

Other files can be appended without a label.

Haplo supports version control for all files. Users can 'check out' a file, make changes, and then upload a revised version of the file. An archive of all previous versions of the file is maintained.

A table will display, enabling Senior Partnerships Managers to record which files are required for stage 2 or stage 3 approval, and which have already been uploaded.

| | Required for stage 2 | Required for stage 3 | Uploaded |
|------------------------------------|----------------------|----------------------|--------------------------|
| Due diligence | [] | [] | Pre-filled once uploaded |
| Visit report | [] | [] | Pre-filled once uploaded |
| Letter of intent | [] | [] | Pre-filled once uploaded |
| PRO 19 | [] | [] | Pre-filled once uploaded |
| Memorandum of understanding | [] | [] | Pre-filled once uploaded |
| Validated programme | [] | [] | Pre-filled once uploaded |
| Collaboration handbook | [] | [] | Pre-filled once uploaded |
| Financial model | [] | [] | Pre-filled once uploaded |
| Executive project form | [] | [] | Pre-filled once uploaded |
| Memorandum of collaboration | [] | [] | Pre-filled once uploaded |

Template library

Senior Partnership Managers can upload templates of commonly used documents to an intranet page within Haplo and use this as a template library.

GovLegal Review

Senior Partnership Managers can request input from GovLegal by sending a request through Haplo. GovLegal will receive a task and email with a link to the Partnership record on which their input has been requested. GovLegal can view, edit, and upload files and submit comments. The Request review function maintains a list of all requests sent to GovLegal and their response.

The Senior Partnership Manager assigned to the Partnership will be automatically notified when GovLegal send their response.




Approval workflow

When ready, the Senior Partnership Manager can submit the proposed Partnership for internal approval.

Each approver will receive a task in their Haplo task list and email with a link to view the Partnership requiring their approval. The approver can approve, request changes, or not approve the partnership. A full audit trail of each approver's decision is maintained within Haplo.

The approval roles are detailed in the table below and the routing of the approval workflow detailed in the accompanying diagram.

The current position holders will be entered into your test system by Haplo to aid testing. Senior Partnership Managers can change these roles to other users within the live environment when the current position holder is replaced.

| Current position holder | | |
|---|---|--------------------|
| Academic Partnerships Unit  | Tanja Perez | perezta@lsbu.ac.uk |
| Head of Operations  | Nuria Prades | pradesn@lsbu.ac.uk |
| Director of Academic Quality and Enhancement | Janet Bohrer  | bohrerj@lsbu.ac.uk |
| Finance Business Support Manager | David Kotula (reviews/approves all international collaborations on behalf of finance irrespective of the lead school in each Partnership) | kotulad@lsbu.ac.uk |

Reporting and repository of proposals

For the initial phase of this project, one dashboard will be produced which lists all proposals and can be filtered by Country, Type of Partnership, Status, School, or Senior Partnership Manager. Information from the dashboard can be exported in Excel.

Further dashboards can be produced in a subsequent development phase. There are no limitations on the number of dashboards.

Database of all Partners and Partnerships

Haplo will provide a fully searchable database of all Partners and Partnerships, with all accompanying files related to each Partnership.

Permissions

Haplo supports fine-grained and flexible permissions. Proposed permissions are detailed in the table below.

| Role | Permissions |
|---|---|
| User initiating a Partnership record | Edit and view their Partnership record |
| Senior Partnership Managers | Edit and view |
| Dean | View all Partnerships |
| PSG Director | View all Partnerships |
| Director of International  | View all Partnerships |
| Head of Global Partnerships | Edit and view all Partnerships |
| GovLegal | View all Partnerships, add/edit/delete/view files |
| Quality | View all Partnerships |
| Collaborations Office Manager  | View all Partnerships |
| Head of Operations  | View all Partnerships |
| Finance Business Support Manager | View all Partnerships |
| PVC External | View all Partnerships |

Import of existing data

Optionally, Haplo can import existing data to populate Partner and Partnership records. This service has been included as an optional item in the quotation based on the import of a single excel spreadsheet with good quality data which is presented in a state which is ready for import.

Integrations

This project does not require any integrations with other systems.

Quotation

Quotation 201819/10
Tax date 15 Nov 2018

Haplo Services
Unit B 1st Floor
Emperor House
Dragonfly Place
London SE4 2FL

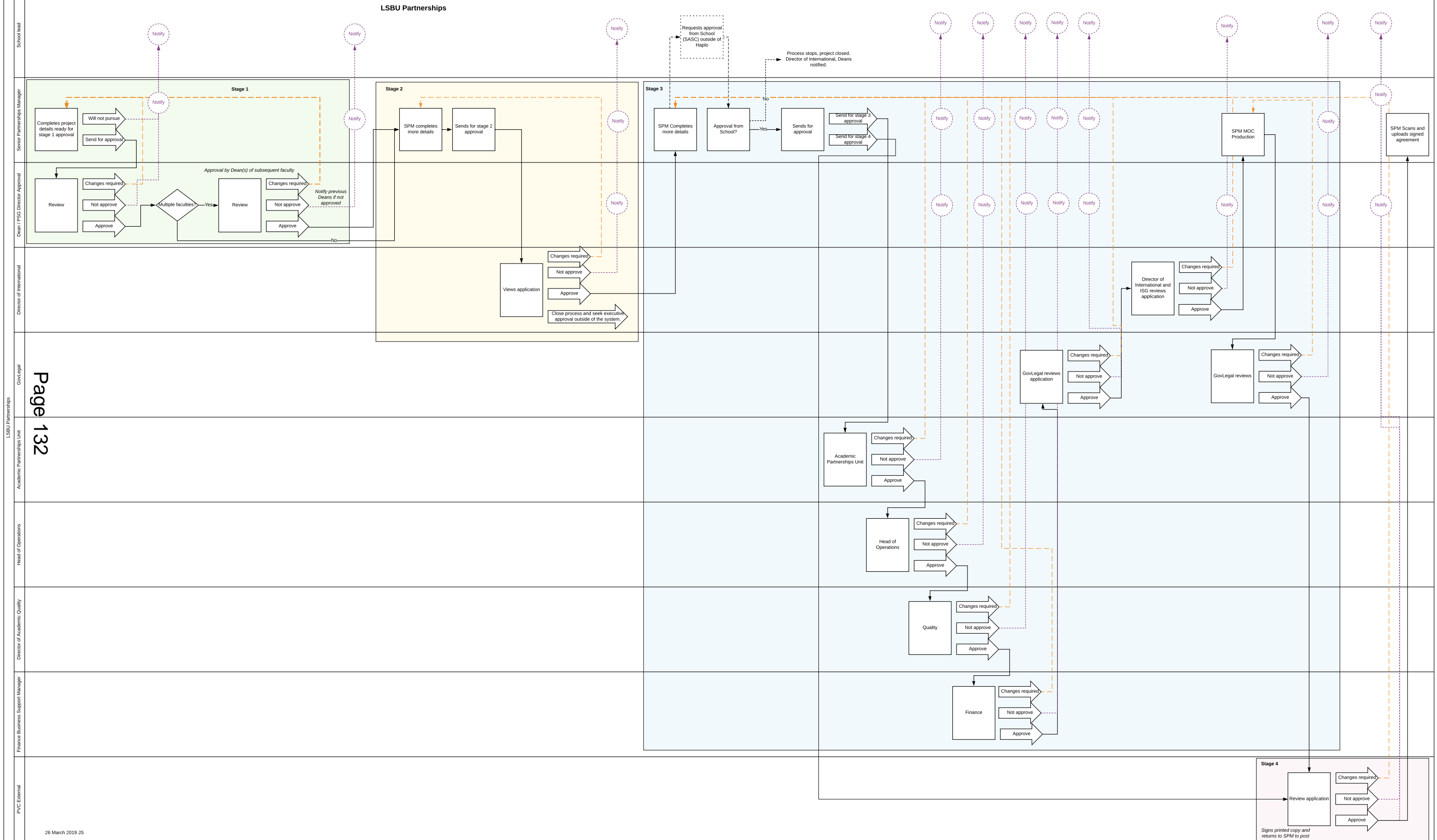
Partnerships
International
London South Bank University
103 Borough Road
London SE1 0AA

| Description | Net | VAT | Amount |
|---|------------|-----------|-------------------|
| Partnerships database and workflows implementation (initial phase of project as described in 'Partnerships database and workflow proposal') | £10,000.00 | £2,000.00 | £12,000.00 |
| Import of existing data (optional) | £1,000.00 | £200.00 | £1,200.00 |
| <i>Partnerships functionality annual subscription</i> | £5,000.00 | £1,000.00 | £6,000.00 |
| SUBTOTAL | £16,000.00 | | £16,000.00 |
| VAT DUE | | £3,200.00 | £3,200.00 |
| TOTAL DUE | | | £19,200.00 |

Timetable

| | Responsibility | Weeks | Dates |
|------------------------|------------------|-------|-----------------|
| Phase 1 | | | |
| Development | Haplo | 1-4 | 8 April - 3 May |
| Testing | University | 5-6 | 6-17 May |
| Revisions | Haplo | 7-8 | 20-31 May |
| Testing | University | 9-10 | 3-14 June |
| Final revisions | Haplo | 11 | 17-21 June |
| Deployment | University/Haplo | 12 | w/b 24 June |

LSBU Partnerships



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| | CONFIDENTIAL |
| Paper title: | Strategic Approach to Academic Collaboration |
| Board/Committee | Operations Board |
| Date of meeting: | 24 th January 2017 |
| Author: | Stuart Bannerman |
| Executive/Operations sponsor: | Prof Paul Ivey |
| Purpose: | Achieve agreement across LSBU of how a partnership is approved by the University |
| Which aspect of the Strategy/Corporate Delivery Plan will this help to deliver? | Internationalisation: Developing a multicultural community of students and staff, which through international alliances and partnerships will further build our capacity and capabilities in education, research and enterprise. |
| Recommendation: | This paper reflects the outcome of recent work and presents a process for the Operations Board to recommend for adoption by LSBU |

Executive Summary

For the successful operation of the London South Bank University TNE programmes and other overseas collaboration arrangements it is essential that there is a transparent and easily understood process for the sign off and successful management of the launch of new initiatives. Much work has been done over recent months between the international, legal, REI and quality in consultation with the schools and this paper reflects the outcome and presents a process for the Operations Board to recommend for adoption by LSBU.

The strategic direction of overseas collaborations is intended to provide:

1. excellent opportunities for growth
2. development channels for staff and students
3. efficient operations
4. high quality, brand building programmes

In practice, a relatively small number of broad and deep partnerships are more manageable than a proliferation of small arrangements. Partly because there is a fixed cost associated with any partnership, regardless of size, but mostly it is the ability of the university to manage off-site operations which is the most significant driver. It is highly preferred that new initiatives are given both the support necessary to progress, if they appear viable, but also to ensure that appropriate attention is given to the academic, quality, operational, financial and legal aspects. It is much harder to correct and redirect a project once it has been launched.

[This paper is only concerned with the approval process and the management of collaborations will be dealt with separately. It is also not intended to be a comprehensive reference resource for collaborations. The revised Academic Quality and Enhancement Manual, Chapter 4 Collaborations will be published shortly and will be informed by this paper.]

Collaborations can take on many forms and the quality code is now deliberately encompassing but does not cover academic networking and joint bids etc. which are part and parcel of the normal academic life. Rather any contract connected to the movement of students, staff or the academic product of the university which is being contracted to a third party for an award, credit (or even without credit transfer) arrangements is probably a collaboration .

Overseas collaborations will follow the normal 4 stage process pattern set by the university with close alignment between the quality and operational processes. While complex collaborations will involve many parts of the university the principal load of setting up and monitoring will fall to the international directorate, the quality office, the schools and to a lesser extent learning services, finance and marketing.

Stage 1

An interested party, usually an academic member of staff, has an initial discussion with their business partner in the International Directorate. A record form is then created and forms the first part of the formal process (which will be developed more fully as the initiative progresses). Some due diligence will be carried out at this time, an outline financial model will be worked out and a visit will have taken place. This record is taken to the school for approval by the Dean. **If a new course or variant is required this will run in parallel with the international process in the normal way.**

Stage 2

The project comes to the International Steering Group for information and discussion.

The Director International approves for further development.

Stage 3

Development continues with more thorough due diligence, and the formal paperwork required for Franchise etc. An NDA would normally be signed at this time too.

Stage 4

This is the finishing line* for a new initiative, so validation for the academic product, a formal approval from the International Steering Group and with Legal and Finance aspects meeting University standards.

*A matrix approach is being taken to the approval of overseas collaborations. While the academic, International, legal and financial flows are represented as finishing at the same time in reality they may happen at different times but only when all streams have reached a successful conclusion will the new initiative be given the full authority to commence.



| Course Approval | International | Legal | Finance |
|--|---|---|-----------------|
| Stage 1 | | | |
| New Course Proposed SASC (School) | Idea to Academic Lead brought to International Officers/ Senior International Officer or Academic Partnerships Dean Approves | Record Form Visit Report Due Diligence 1 | Outline Plan |
| Stage 2 | | | |
| APP Approved for Development | Director International Sign Off ISG for information | Letter of Intent MoU if appropriate | |
| Stage 3 | | | |
| Documents Prepared for validation | Development of Documentation AP collates and reviews Admin infrastructure in place | Due Diligence 1) MOU 2) Franchise/Validation 3) Dual Award 4) NDA | Financial Model |
| Validation | ISG Approval | Legal Approval | Finance Viable |
| Stage 4 | | | |
| Sign Off when all Streams/Conditions Met | | | |



**London
South Bank**
University

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| | INTERNAL |
| Paper title: | Sub-committee reports |
| Board/Committee: | Academic Board |
| Date of meeting: | 28 October 2020 |
| Author(s): | Dominique Phipp, Secretary to the Academic Board and Sub-Committees |
| Sponsor(s): | Pat Bailey, Provost |
| Purpose: | For Information |
| Recommendation: | The Academic Board is requested to note the reports. |

Student Experience Committee, 30 September 2020

The committee discussed:

- The newly formatted Student Voice report. The key issues discussed were student enrolment and induction, the impact of COVID-19 on value for money and learning, academic appeals and delayed cases, and graduation plans.
- Key findings from the PTES Survey. It was noted that PTES participation is very low and overall satisfaction is significantly lower than other benchmarks. A small group of the committee agreed to consider out of committee how to improve the PGR student experience.
- The Student Union Annual Engagement Plans 2020/21, which would be delivered through targeted interventions, course-based and community-based activities.
- 2018/19 progress against Access and Participation Plan targets and internal targets for part time students.
- 2019/20 withdrawals and interruption data and how best to improve retention.
- 2019/20 National Student Survey high level findings and the 2020/21 action plan to address the declining curve of results.
- The student disciplinary approach to breaches of COVID-19 guidelines. Whilst the approach would be consistent with existing student disciplinary procedures, it was recommended that the approach outlined is published and promoted to the student body separately to ensure students are aware of the procedures to which they may be held to account for breaching guidelines. The committee supported the approach outlined.

The committee also received the following reports:

- Student services metrics report.
- Student complaints report.
- Student support plans 2020/21.

Quality and Standards Committee, 7 October 2020

The committee discussed:

- Apprenticeship enrolment, completions, and reviews.
- The Apprenticeship Self-Assessment Report, which received a 'good' rating, and progress against the Quality Improvement Plan. It was agreed that SASCs should periodically review their progress against the QIP, and that DESEs should follow up with their course directors on low engagement with OneFile to inform the QIP. Lessons to learn from the success of OneFile data collection for the BEA Surveying apprenticeship programme would be brought to the next meeting.
- The AULA Education project. The committee supported the TQE team undertaking a comprehensive VLE review of the piloted learning platform.
- The annual review of Achieve Education 2019-20, a continuing professional development framework for staff. The committee supported the report's recommendations to give Achieve candidates parity with their PGCert colleagues in terms of time allowance, and to align the expectations of Achieve candidates more visibly with the Academic Framework and staff developmental activities.

The committee noted updates on:

- Course validations reviews and setup of the new academic planning panel to consider new courses and collaborative proposals, review course suspensions and closures, and note revalidations.
- The new course monitoring process pilot, which will be audited this year, and timeline for data to be presented to the committee.
- Transnational education, in particular activity at BUE and ASU.
- A new form to note procedural and operational changes implemented in response to the coronavirus pandemic by collaborative partners.
- Formation of the Regulations QSC Sub-Group.
- The schedule for the School Quality Standards and Assurance Review.

The committee also received the following reports:

- The Annual Student Issues Report (Complaints, Appeals, Academic Misconduct and the Office of the Independent Adjudicator).
- The list of accredited courses held on LSBU's database and by Professional, Statutory and Regulatory Bodies.
- A list of new external examiner appointments.
- TNE Board minutes (March 2020).
- School Academic Standards Committees' minutes.

Research Committee, 9 September 2020

The committee discussed:

- development of a fair internal process to manage internal and external nominations and select and support applicants for UKRI awards. The application process is very competitive and only two applicants, one male and one female, can be submitted each year.
- development of new research centre roadmaps. It was agreed that the Research Centre Heads would consider the content, layout and timeline for the roadmaps and report back to committee towards the end of 2021
- the 2020 sabbatical application process. It was agreed that a small sub-group of the committee would undertake a formal review of the sabbatical process by January 2021 to consider lessons learned and possible expansion of the scheme.
- the recommendations of the LSS Working Group for *Keeping Research Active*, which propose a number of measures to support all colleagues, particularly those with disabilities and/or caring responsibilities, to keep up with their research. The committee endorsed the recommendations.
- a new modelling approach to predict REF scores. The committee supported the direction of travel but recommended that the REF working group consider the approach also as they have greater knowledge of this area.

The committee approved its revised terms of reference, membership, and annual forward plan.

The committee noted updates on:

- Research income, awards, and performance in each School in 2019/20.
- Completion, enrolment, and re-enrolment activity for post graduate research degree programmes.
- Open access compliance rates in research publications since the last meeting.
- The activity of the University Ethics Panel in 2019/20. Discussion of how to improve collection of data on research projects involving human participants was taken offline for a report at the next meeting.

The committee also received the following reports:

- Preparations for REF 2021.
- The Research Concordat 2019.

Research Committee (Out of committee approval), 27 July 2020

- The committee approved a proposal for LSBU to return to face-to-face research using a system based on a number of levels of permitted research activity. The

system allows the institution to move between levels as the external COVID situation wanes and waxes.

Quality and Standards Committee (Approval by Chairs' Action), 29 June 2020

- Following consideration by the apprenticeships team and Student Services, the revised Student Interruption and Withdrawal policy was approved by Chairs' action without further changes.

Dominique Phipp, Governance Assistant