

Student Experience Committee Meeting

11.59 am on Wednesday, 29 January 2020
in Technopark, SE1 6LN

Agenda

<i>No.</i>	<i>Time</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
11.		Student Services Annual Report 2018/19	3 - 28	KC

Date of next meeting
2.00 pm on Wednesday, 25 March 2020

Members: Kirsteen Coupar (Chair), Steven Brabenec, Alison Chojna, Richard Duke, Gary Francis, Sajjad Hossain, Dawn Ingleson, Nelly Kibirige, Carol Rose, Alex Steeden and Harriet Tollerson

In attendance Anita Ikpa

Apologies Sebastian Bromelow

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Student Services – Annual Report 2018/19

Services for Students Vision

The values of a family will be at the heart of our approach to student services across the LSBU group. Our inclusive approach to meeting complex and diverse needs will enable every student to continue with their studies, develop as an individual and succeed academically and in their career

Our role

We support students to stay and succeed in their studies at LSBU. We provide students with skills and opportunities to enable them to pursue their career goals.

Our key contributions are to access, retention, progression, degree attainment and employability outcomes.

We manage student and organisational risk, meet key legal duties and enhance the reputation of LSBU through our work with students, families, partners, local and statutory bodies and employers.

Student Services Teams

We lead on

Student Life Centre (Advice and Guidance)

Student Disciplinary

Student Administration (including Helpdesks)

Access and Participation

Employability and Placements

Student Safeguarding

Wellbeing (Disability, Dyslexia and Mental Health)

Re-enrolment

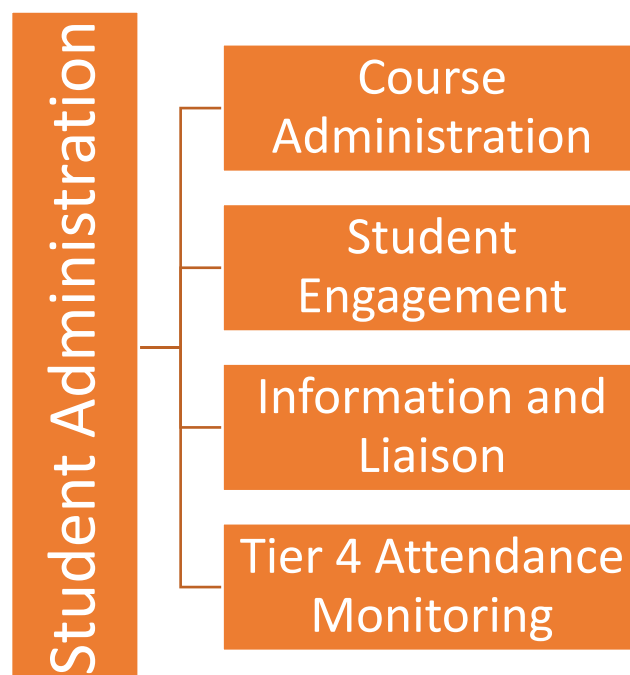
Academy of Sports

Complex student cases

Timetabling

Projects and Delivery

Student Administration



The Student Administration Offices are responsible for course and student administration. They work with both academic staff and colleagues across the University to support the student experience. Each office has a student facing helpdesk where students can speak with their administrator for help or a referral to the relevant service.

The Student Engagement Team is responsible for student engagement and attendance monitoring, for both home and overseas students. The team are also responsible for the administration of the extenuating circumstances process and the examination arrangements for those students registered with Disabilities and Dyslexia Support.

The Information and Liaison Team are responsible for administering the Fitness to Practice procedure and co-ordinating Schools and SFE responses to the OIA and FOI requests.

The Tier 4 Attendance Monitoring team are responsible for monitoring the attendance of those students that hold a Tier 4 visa.

Service Information and KPIs

# Courses administered	619 (up from 582 in 17/18 – a 6% rise)
Additional CPD administration for HSC	2152
Course and examination boards	620
Marks data entries	Circa 250,000
# Helpdesks operated	5

Student Administration Offices

Office	Student/Administrator Ratio	School	No. of Course	No. of Students
Tower	542	Applied Science	59	974
		Engineering	81	1309
		Built Environment & Architecture	111	2603
Borough Road	425	Law and Social Sciences	92	1660
		Arts & Creative Industries	30	1191
London Road	399	Business	127	2233
K2 & Havering		Health and Social Care	119	4004

Note: Additionally, the team in K2 had 2152 CPD enrolments to administer

Students Enquiries at our 5 Student Admin Helpdesks

Reason for Visit

Coursework Submission	21500
Travel Expenses	3109
Coursework Collection	1326
See a Course Administrator	2850
Results / Transcripts	2422
DBS Check	1722
Badges	1352
Timetable Query	1988
Letter Requests	221
Academic Staff Info.	680
Attendance Monitoring	798
Extenuating Circumstances	899
Enrolment / Re-enrolment	722
Module Attachments	522
Student Finance/Fees	1511
Moodle / IT	231
Referral from Student Centre	161
Bursary	122
Uniforms	228
Other (not specified)	1100

Total

43464

The total number of visits to our helpdesks is down 12% year on year (to 2017/18).

Student Engagement

The number of e-mails/letters sent to student regarding their engagement/attendance, broken down by school:

HSC	3574
BUS	1946
IACI	2007
NENG	1666
SASC	3065
RBEA	2230
WLSS	2805
Total	17293

The total of e-mails/letters sent is down 27% year on year (compared to 2017/18)

The number of additional needs exam arrangements put in place:

Semester I	1046
Semester I (resit)	297
Semester II	1302
Semester II (resit)	372
July HSC (resit)	76
Total support arrangements provided	3093

This total is down 21% year on year (compared to 2017/18)

We also sent **12,100** e-mails to the relevant students to clarify and put the exam arrangements in place. This total is up 11% year on year (compared to 2017/18)

The number of extenuating circumstances claims administered:

HSC (SWK and ESX combined)	2056
BUS	1152
ACI	336
ENG	942
ASC	758
BEA	952
LSS	1401
Total ECs handled	7597

This total is in line with 2017/18 (up by 0.3%).

Information & Liaison Team

HSC Fitness to Practise cases administered	35 (30% rise year on year*)
OIA cases serviced	17 (6% increase)
Information requests (all Schools)	79 (36% decrease)
Reference requests	3229 (4% decrease)

The 30% rise in FTP cases is a particular concern due to the extensive workload that each case creates.

Tier 4 Attendance Monitoring Team

E-mails and letters sent to non-attending students

e-mail 1s sent	1286
e-mail 2s sent	242
DTW letters sent	10
Total	1538

The total is a decrease of 5% year on year (compared to 2017/18).

Students dealt with at weekly Case Reviews

Semester I	108
Semester II	172
Total	280

This is a decrease of 10% year on year.

Students who were withdrawn

Semester I	5
Semester II	5
Total	10

This is a very positive 50% reduction compared to 2017/18

Academy of Sport

Sports Development

Throughout 2018-19, the Academy of Sport continued to provide opportunities for our students, staff and community to 'make a difference' through Sport. Our Sport Development programmes greatly impacted upon all sections of our community with a range of targeted projects using sport as a medium to develop our community. Our Volunteering programmes supported local children, in regular school based activity through our partnerships with Southwark Council and the London School Sport and PE Network. In addition, our #teamLSBUinAfrica project deployed a team of 9 Sports Ambassadors to deliver a 17-day Sport and Education programme in Malawi to over a thousand local children, leaving a legacy of sport and coach development in the partner schools and community. Our Sports Participation programmes offered community members with regular opportunities to engage in Sport and Physical Activity at all ages and stages from our 2000 participants in our Children's Sports programmes, through to our weekly Senior's Gym sessions focusing on positive aging and inter-generational connectedness.

The Academy continued to enhance the employability of our students with via Sports Ambassador and Coach Education development programmes. In 2018-19 our Sports Ambassadors delivered over 5000 hours of community sport to local schools, colleges and community groups inspiring participants to be physically active while embodying the 'civic purpose' of LSBU to provide access to opportunity. Ambassadors built skills, industry expertise and developed a wide network of contacts across the sporting community, while significantly contributing the reputation of the university in our community. Our education programmes trained and certificated 500 attendees through the delivery of over 30 training courses providing our students and community with recognised vocational qualification, and our Work Experience programmes hosted 30 placements from 15 schools, colleges and universities.

Student Sport and Elite Scholarship Programme

The Academy of Sport continued to support talented athlete students by providing funding and various other benefits to help ensure they can maintain their sporting success while also gaining academic success. In 2018-19, the Academy of sport supported 48 Sports Scholar students, from sports ranging from rowing to trampolining. 8 individual scholars competed in national competitions and 15 medals were achieved among the individual athletes, with one Karate scholar winning a bronze medal in the EUSA Games in July.

The Focus Sport programme developed talented Basketball and Futsal players by investing in elite players and quality coaching and training. In 2018-19, the men's Futsal team qualified for the trophy final as well as the league final play offs for the premier league. All 4 teams won their games at the Middlesex:LSBU varsity competition, and the London Thunder D2 partnership with the women's basketball team (which all scholars competed as part of the London "South Bank" Thunder team) led them to 2nd place in their league, while maintaining their place in the BUCS Premier division.

Facilities and Memberships

In 2018-19, the Academy of Sport continued to provide state of the art facilities to students, staff and the local community. Over 2,232 unique memberships were issued, not including 1,564 unique first year student free memberships, and 464 new members, and an average of 353 live memberships per month.

Facility usage included Sports Hall and studio hire to the local community, along with space made available for student sports, and a group exercise programme with a total attendance of 5,824 participants and an average attendance of 28%. The Academy totalled a footfall of 126,795 including community use for Positive Ageing sessions and female only activities.

The Academy also maintained its quality of services, scoring its highest ever percentage in the annual H&S audit (94%) and maintaining the Quest Excellent ranking, demonstrating continuous improvement and adherence to high quality service delivery.

Metrics

Education and Training

32 Courses

506 certificates/awards presented

79.5% uptake of available spaces

86 Free Course Spaces for Students

28 Work Experience Placements

4 Internships

Youth and Community

56 unique attendees at Junior Activities Sports Sessions

1800 attendees at Sports Camps

Employability

91 Sports Ambassadors contracted

3202 hours of Volunteering

4375 hours of Sports Ambassador employment

Student Sport

Ranked 89th place in BUCS – up 11 places from 17-18, and 3 places from 16-17

Total of 180 points – highest points for 3 seasons

Men's Futsal Team reached BUCS Premier league play off and trophy final

8 individual elite scholars competed in national competitions – 15 medals in total (most from 1 trampoline scholar)

Elite Karate Scholar and GB athlete Reisha Hull qualified for EUSA games and came 3rd after gaining bronze medal at the BUCS Nationals

Elite Judo scholar Zeynep Sun won bronze at BUCS Nationals

Men's basketball team competed in Eilat Friendship Games – positive student experience throughout the basketball team

All focus sport teams won in Middlesex LSBU varsity.

Facilities and Memberships

2,232 memberships

Total footfall of 126,795

94% in Annual H&S review

Customer Feedback

Service Requests: 149

Compliments: 187

Complaints: 32

General comment/enquiries:248

Employability & Placements Service

LSBU Employment:

LSBU Employment has predominately been working with reduced staffing (3 staff), facing challenges recruiting a dedicated externally focused Recruitment Consultant. Even with the limited resources the team have achieved the following:

- Filled **3020** Exam invigilator shifts
- Supplied **90** Clearing Administrators
- Supplied **88** Enrolment Advisors

Total number of vacancies successfully filled: **3606**

Key Financial Figures:

Total sales **£989,246**

VAT Savings: **£160,588**

LSBU contribution for 18/19 was £20,194, the business case projected a loss of £80,684. So far in 19/20 LSBU Employment's contribution to the university is £146,456. Total sales of £755,145 and VAT savings of 137,795.

Employability & Placements

The focus in 2018/19:

- Implement & develop Employability Strategy
- Develop placements, train staff including academics & develop InPlace
- Deliver increased Graduate Internships (GI's)
- Grow our Fairs & Events
- Implement a Career Management System
- Implement the relocation of the Service & make it a success
- Staffing - Recruited 6 new staff from a team of 7
- Developed digital offerings
- Set clear KPI's - indicators of success
- Piloted Service Level Agreements (SLA's)

Metrics:

The table below showing the Carers Hub (formerly Jobshop) student usage numbers compared to 17/18 for 18/19.

Enquiry type:	Numbers 17/18	Numbers 18/19
Workshop	25	39
Employability	25	46
Service Enquiries	80	94
P/T Work	140	127
Graduate Work	54	118

CV & Applications	226	465
Placement/Internships	96	150
Total interventions	646	1196

Fairs	Employers 17/18	Employers 18/19
Adult Nursing and Mental Health	16	19
Business	14	17
Engineering and Built Environment	30	30
Hospitality, Events, Tourism & Bakery (developed into Joint Fair)*	12	29

Student Life Centre

The Student Life Centre (SLC) is the operational hub for Student Services.

The Student Life Centre offers both face to face and telephone enquiry management.

More complex student issues are referred onto Senior Student Advisors who offer advice on finance/debt management, student funding, housing and other non-academic queries.

Several bursaries are managed via the Senior Student Advisors.

Key Activity/Outcomes

Our key activity remains student enquiries to the Student Life Centre helpdesk. In terms of outcomes: **Total student queries managed 18/19 = 69,070. This is an increase of 13,889 annual queries from 17/18 (55,181), which equates to a 25% increase.** The main difference in the two years is the format of the queries that we are receiving. We have seen a 9% drop in face to face interactions yet a 10% increase in email interactions and a massive 129% increase in telephone interactions. Our online letter facility for students continues to gain in popularity which can partly explain the slight decrease in numbers to the helpdesk

	Queue		Calls		Emails		Letters
	18/19	17/18	18/19	17/18	18/19	17/18	18/19
September	2955	3522	2781	1346	2936	2718	2094
October	3473	3461	2531	1034	2645	2986	1410
November	2601	2477	1646	569	2378	2726	792
December	1445	1408	1377	286	2174	1610	519
January	628	816	1053	342	1629	1237	386
February	1533	1706	1097	330	2210	1537	547
March	1357	1516	1132	556	1703	1562	503
April	1074	830	1321	436	1925	1357	482
May	691	1221	1187	397	1274	1394	276
June	691	951	1365	401	1205	1434	356
July	354	394	1535	338	1205	1052	426
August	535	745	988	1813	3842	3242	803
	17337	19047	18013	7848	25126	22855	8594

The total number of Individual students who used the service is 9374 (19% rise on 2017/18).

5564 students used the service more than once. (in line with 2017/18)

393 students used the service more than 10 times. (22% decrease on 2017/18)

Types of Enquiries

Disability & Dyslexia support	3362
Student Status Letter	2418
Student Funding Advice	2440
Mental Health & Wellbeing	2440
ID Card	2624
Fees and Bursaries	1431
Council Tax	907
CV and Applications	475
Withdrawal & Interruption Advice	619
SPLD Screening Assessment	1015
Student Advice	816
Course Support Office & Coursework	2064
Oyster Card	574
Appointments	882
Placement & Internships	572
Student Funding & Money Advice	1809
Enrolment	436

Breakdown by school

Health & Social Care	8220	Up 29% (on- 17/18)
Business	4667	Down 18%
Engineering	3961	Down 17%
Law & Social Science	3045	Down 22%
Built Environment & Architecture	3039	Down 20%
Applied Science	2448	Down 8%
Arts & Creative Industries	2176	Up 2%

Senior Student Advice appointments

Appointment Type	2018/19	2017/18
Funding Advice	923	Up 35%
Withdrawal & Interruption Advice	317	Up 4%
On the Day	997	Up 504%

Funds/Bursaries Awarded

Fund	Number of students*	Amount awarded
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Care Leaver Bursary	58	£54,973
Emergency Fund	232	£64,472
Laurence Burrows Trust	10	£10,000
British & Foreign Schools Society Grants	36	£3,500

*- numbers remain in line with 2017/18

Student Disciplinary

Breakdown by School:

School	Number of Cases 2017-2018	Number of Cases 2018/19
ACI	4	13
APS	1	9
BEA	17	14
BUS	14	20
ENG	13	38
HSC	4	2
LSS	4	7
Other e.g. On Campus	1	4
Total	58	107 (84% year on year rise)

Types of Offence

Sexual assault	4
Drugs (possession or use)	2
Physical assault/ fighting	10
Verbal assault/ aggressive behaviour	17
Alcohol abuse	3
Stalking/ harassment	5
Racism/ homophobia	4
Theft/ criminal damage	4
IT (hacking, etc.)	1
Misuse of LSBU ID card	10
Possession/ threat to use a weapon	4
General rule breaking	4
Falsified information	34
Malicious claims against staff	5

Disciplinary Case Outcomes:

Exclusion	30
Written Warning	25
Fine	
Attendance at drugs workshop	1
Informal Verbal Warning & Conditions	10
Informal Resolution/ apology/ no further action	24
Awaiting Outcome	18

Student Wellbeing – 2018/19

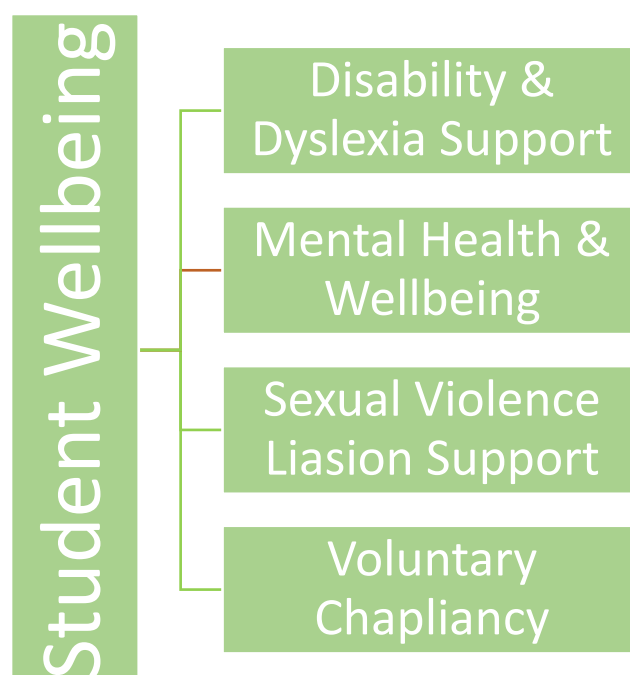
DISABILITY AND DYSLEXIA SUPPORT | MENTAL HEALTH AND WELLBEING | MULTI-FAITH CHAPLAINCY | SAFETY AND SAFEGUARDING

We provide a range of services, procedures and support aimed at allowing students to get the most from their university experience, prioritising student wellbeing. Our teams consist of experienced specialist advisers and practitioners providing a professional support and advisory service to students and staff. We are led by the input and experience of our students and by collaboration and cooperation with colleagues: we are committed to evidence-based service development and place the student's experience, safety, and successful study at the heart of all our work.

2018/19 was a successful but challenging year for the team, with increased demand for both core services, record numbers of students in contact with the teams and a number of staffing changes and vacancies, including the Head of Wellbeing.

The teams deliver staff training and information sessions throughout the year, bookable via OSDT MyWorkplace and also offer course teams and PSG staff bespoke sessions on supporting students in distress, signposting to student services, having healthy conversations, disability support, inclusive practice and reasonable adjustments.

In 2018-2019 the teams had a combined total contact with 3475 individual students.



Disability & Dyslexia Support

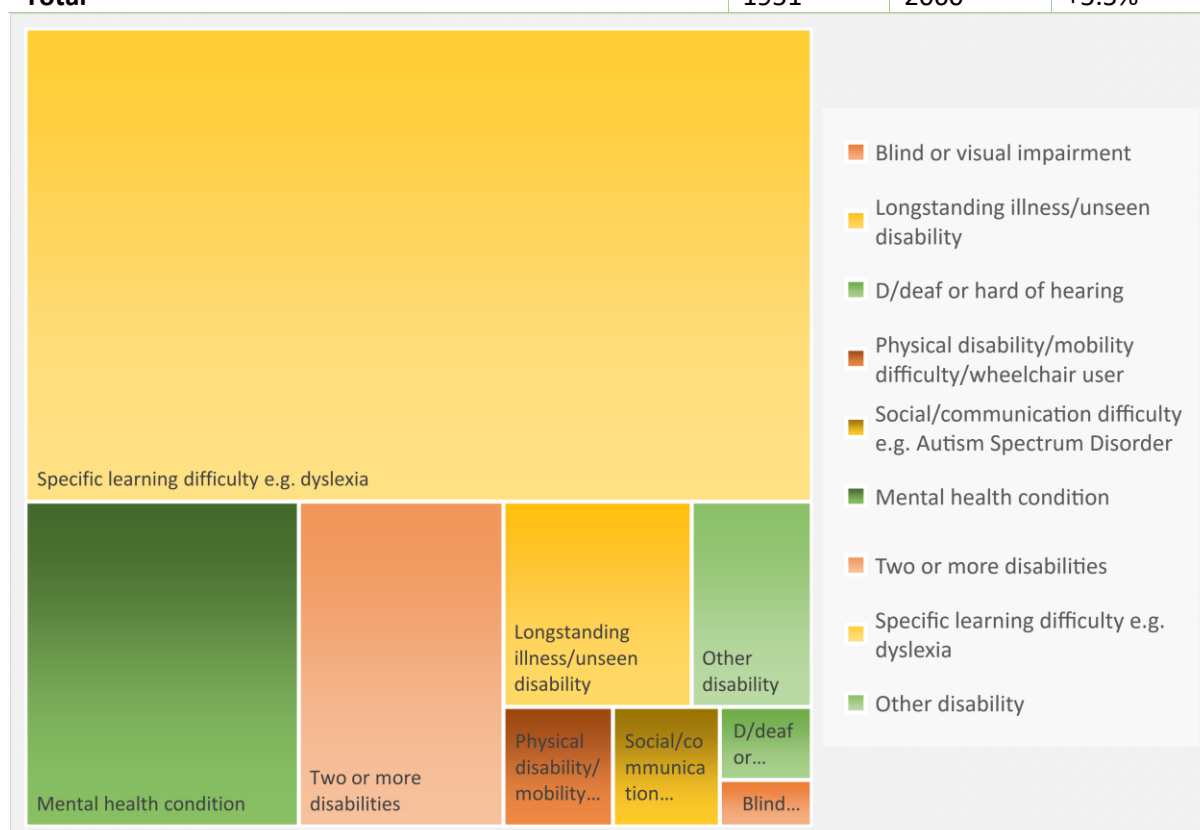
18/19 saw a slight increase in the number of enrolled students with a disability, a slight increase in those eligible for support choosing to access it and an increase in appointment demand from the previous year. Positively a decrease in the hours of non-medical help delivered by Randstad reflects a move towards inclusive practice, non-human support and use of other agencies.

The increase in the number of students opting in to support before they begin their studies is encouraging as it allows for support to be in place earlier in the academic year and means barriers to success are removed more quickly.

Student appointments take the form of 1 hour sessions, 20 minute 'quick queries' and 30 minute screening feedback sessions.

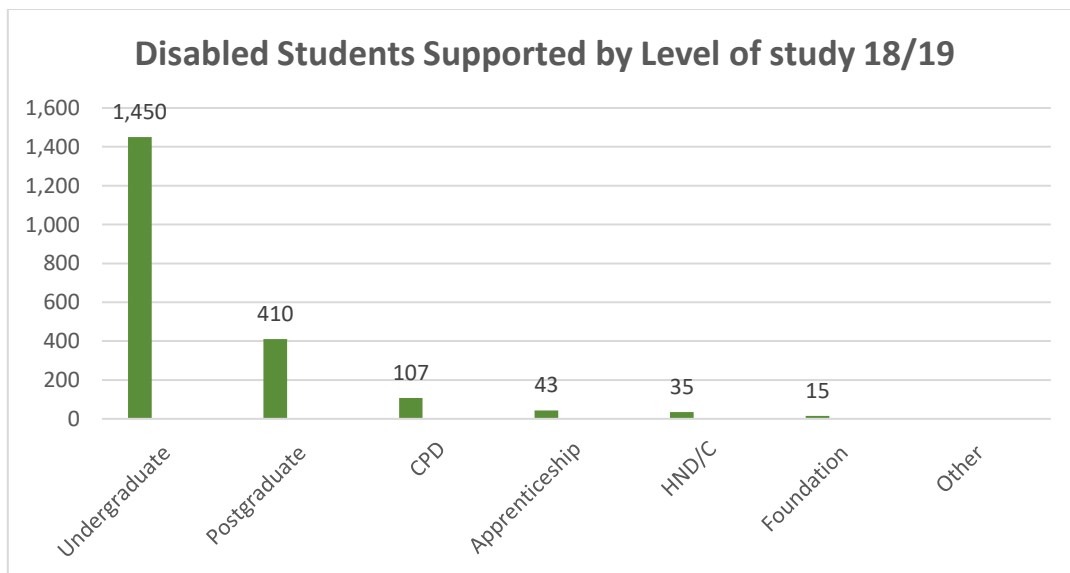
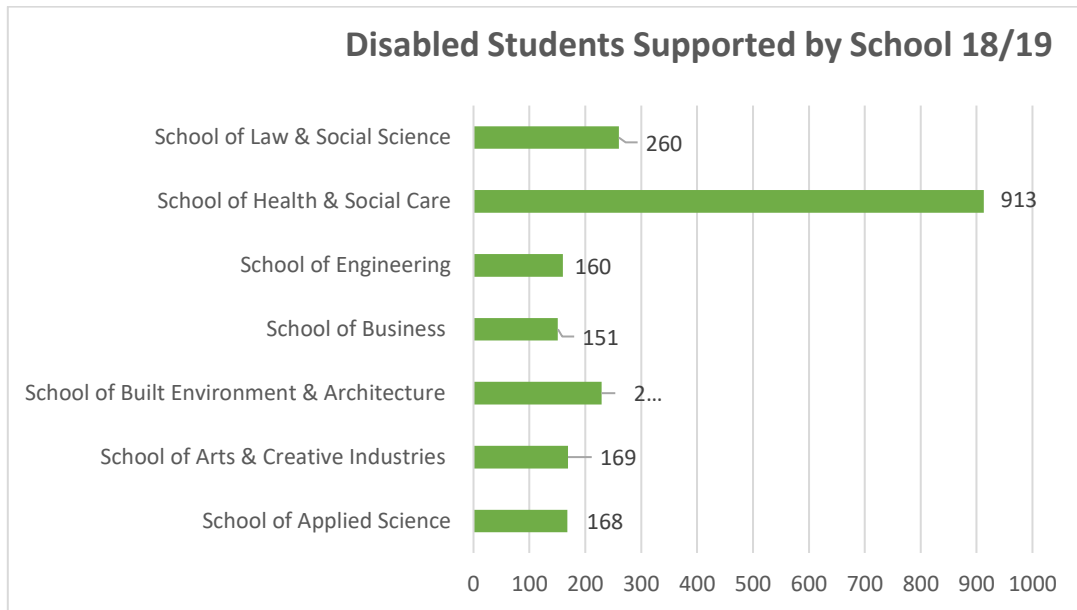
Key Disability Information	17/18	18/19	change
Disclosed disability	2472	2577	+4%
% of whole university population disclosing a disability	14.4 %	15%	+ 4%
Number of disabled students with Support Arrangements in place	1951	2060	+ 5.5 %
% of disabled students with support in place	79%	80%	+1 %
Disability Support Appointments booked	2331	2617	+12%
Hours of non-medical help support facilitated via Randstad	6,598	5512	-16.5%
New Support Arrangements agreed	821	1015	+ 23.5%
Support Arrangements updated	253	319	+26%
Pre-entry/applicants in contact with the team	257	376	+ 46.5%

Nature of Disability	17/18	18/19	change
Blind or visual impairment	14	14	0
Longstanding illness/unseen disability	106	127	+20%
D/deaf or hard of hearing	20	22	+10%
Physical disability/mobility difficulty/wheelchair user	35	43	+23%
Social/communication difficulty e.g. Autism Spectrum Disorder	42	42	0
Mental health condition	236	292	+23.5%
Two or more disabilities	195	218	+12%
Specific learning difficulty e.g. dyslexia	1226	1222	-0.5%
Other disability	77	81	+5%
Total	1951	2060	+5.5%



SpLD Screenings & Educational Psychologist (EP) Assessments **17/18** **18/19** **change**

SpLD Screenings & Educational Psychologist (EP) Assessments	17/18	18/19	change
Total number of screenings	450	554	+23%
Number of screenings that led on to EP Assessment booking	403	423	+5%
Number of EP assessments attended	385	361	-6%
EP assessment outcome of SpLD	94%	87%	-7.5%



Mental Health & Wellbeing

18/19 saw further significant increase in demand for emotional and mental health support with 815 students having at least one appointment with the team. A further 308 students had contact with the team, such as email support, phone call or a booked but missed appointment bringing the total number of students contacted, excluding those who engaged with events, workshops or Wellbeing Wednesday to **1123**. Demand for online support also significantly increased. There was a reduction in students being referred to counselling support, the team's view on the reason for this overall reduction is that many students seen in the 18/19 academic year required specialist statutory support due to the complexity of their need, and so were referred to NHS services.

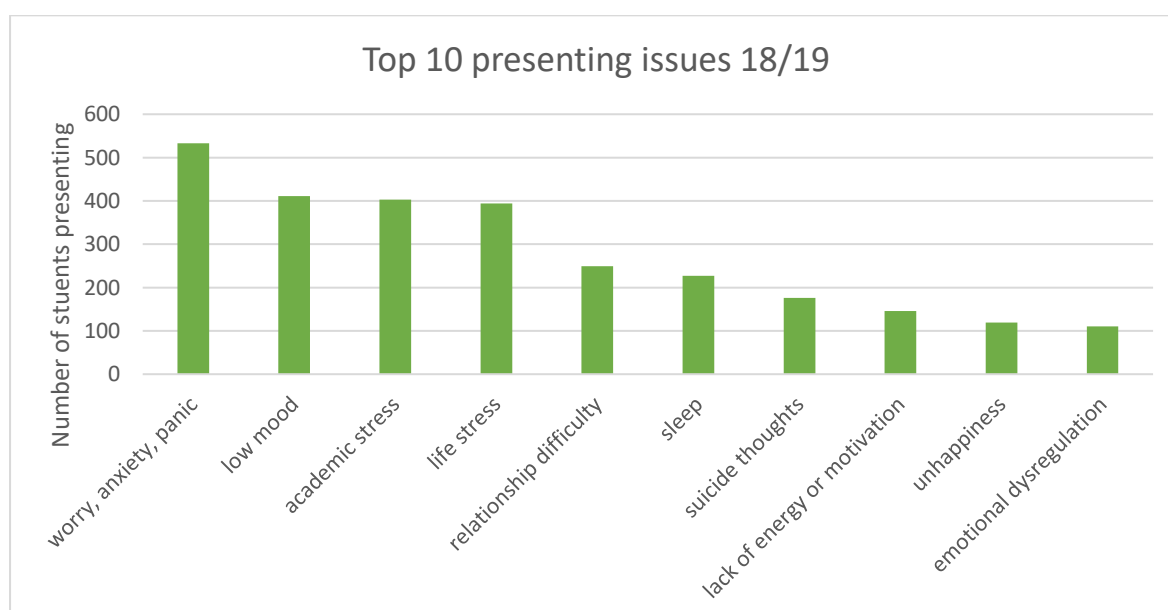
Students continue to present to the team for support with a wide range of complex emotional and mental health difficulties, and distressing circumstances and life events.

176 students who sought support last year were experiencing thoughts of suicide.

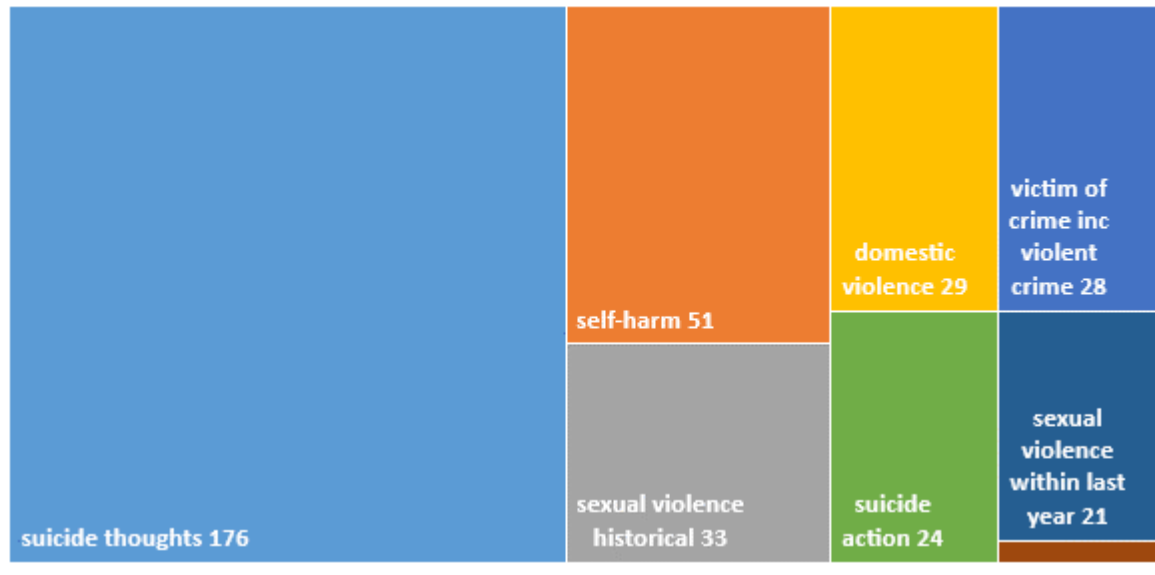
24 students took action to end their life (but did not die).

54 sought support for sexual violence and **29** for domestic violence

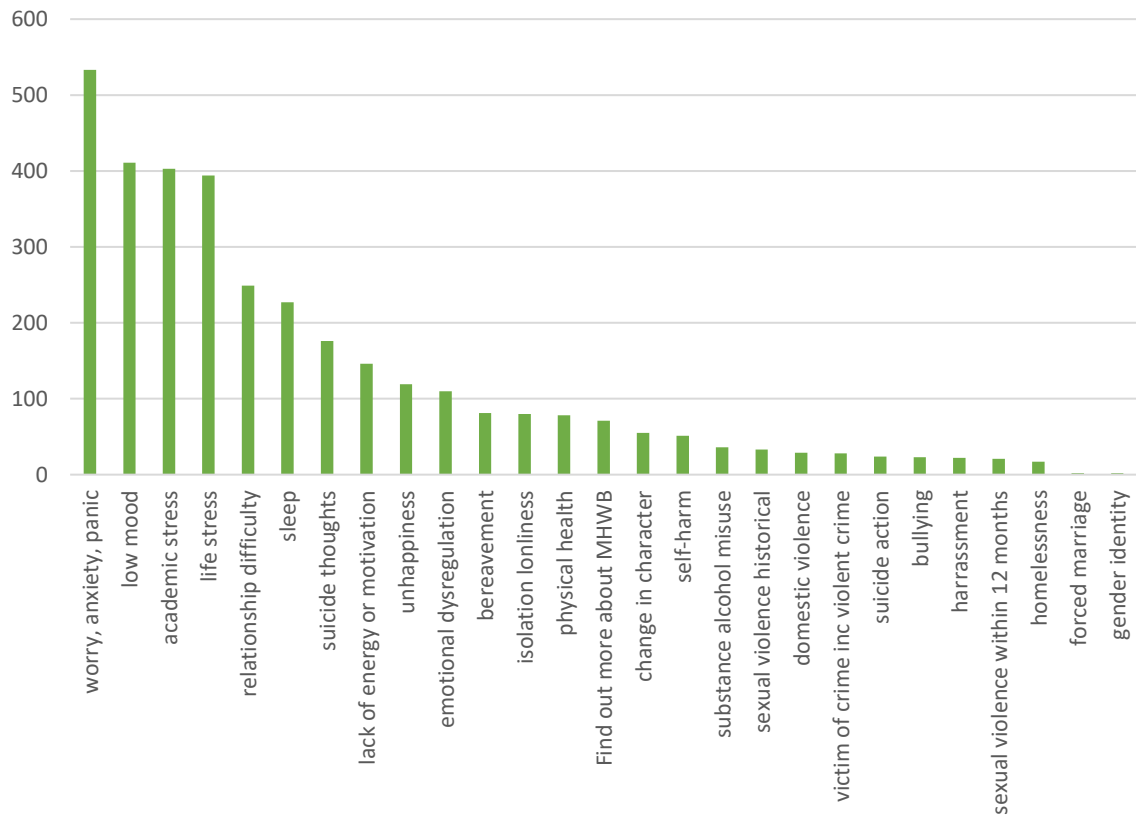
Key Information	17/18	18/19	change
MHWB Appointments booked	1744	1964	+12.5%
Number of individual students attending at least one appointment	666	815	+ 22.5%
Number of individual students who had some individual contact with the team (i.e. email, phonecall, booked appointment but did not attend, attended appointments)	(not recorded)	1123	n/a
Number of students who were referred to counselling provider Mind	292	255	-12.5%
SilverCloud (online skill-based support)	410	642	+56.5%



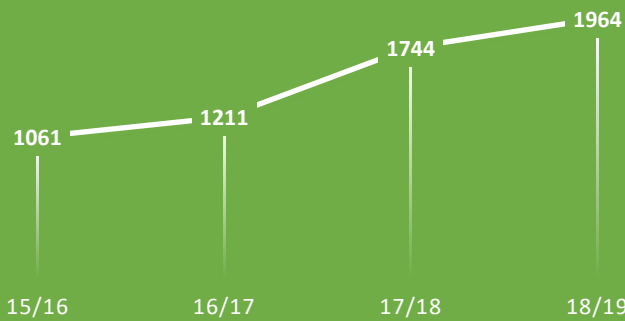
MOST SAFETY-IMPACTING PRESENTING CONCERNS 18/19



What students sought support with 18/19 (many students presented with more than one difficulty)

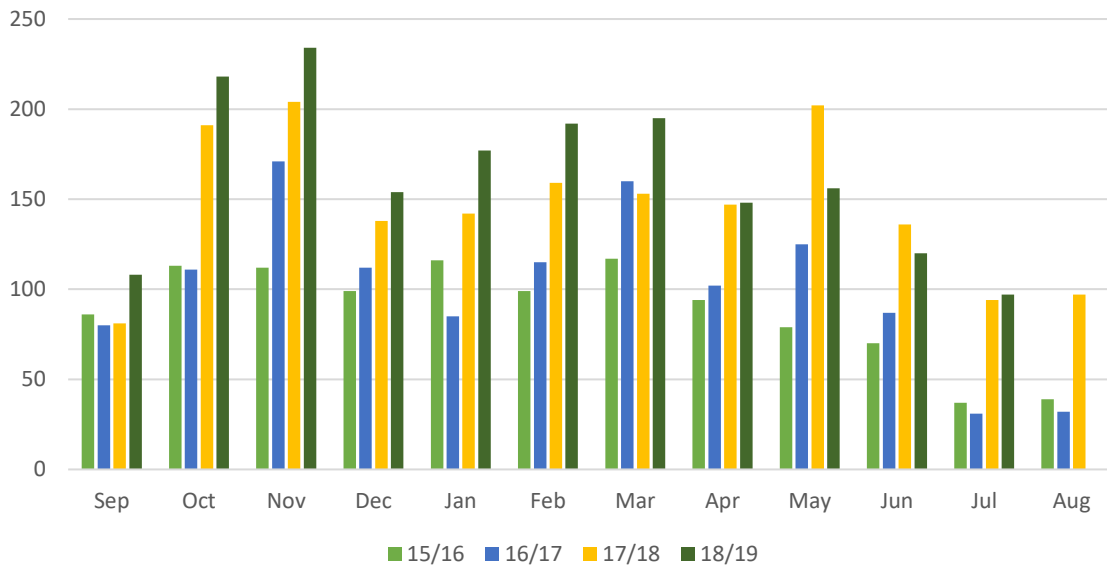


BOOKED MENTAL HEALTH & WELLBEING APPOINTMENTS 15/16 - 18/19

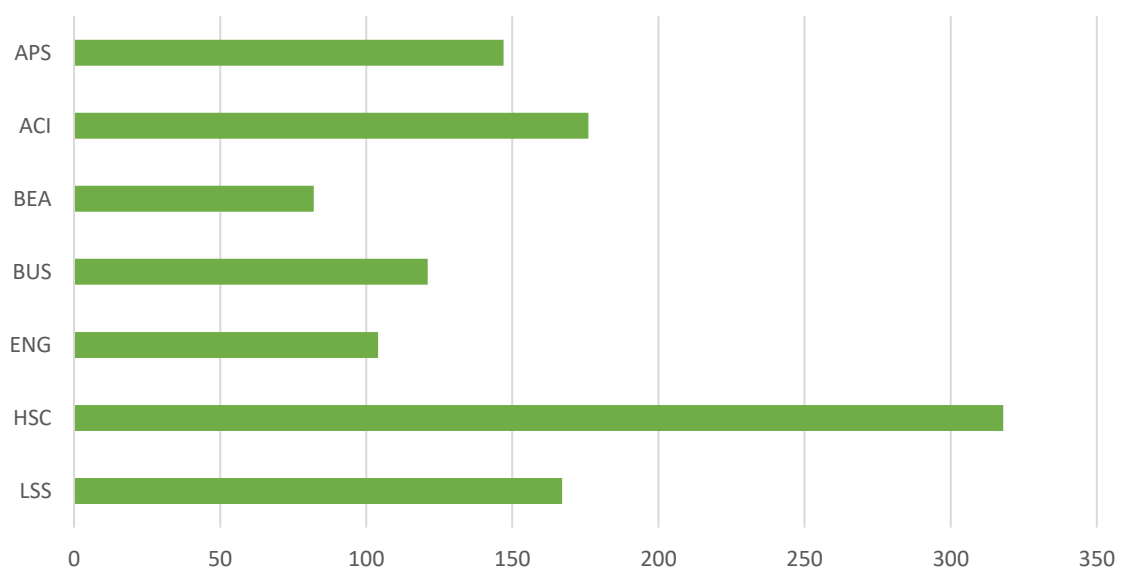


Demand for appointments continues to grow year on year, with record numbers of appointments offered and booked in 18/19 year. Between 15/16 and 18/19 the demand for appointments has grown by 85%. October and November continue to be the busiest months, with January, February and March having the sharpest increase in demand last year.

BOOKED MHWB APPTS BY MONTH 15/16 - 18/19



Students with any contact from MHWB by School 18/19



Fitness to Study

	17/18	18/19	change
Number of Fitness to Study Cases	17	12	-29%

Safety Concern Response

A cross university action focussed group, chaired by Head of Wellbeing, with representatives from Security, Accommodation, Health & Safety. Only student cases requiring a cross institution response are discussed, with a clear focus on action to mitigate risk and reduce safety concerns. Moving forward a student disciplinary colleague will join the group membership.

To be used to identify level of risk at time of incident and then to review current level of risk			
Very High	High	Medium	Low
High risk of severe (potentially lethal) harm to self or others. Likely to require emergency services. Extremely concerning behaviour.	Likely to require multi-agency liaison. Has potential to become more risky if actions not taken.	Significant concerns about personal safety/safety of others, may require multi-agency/external involvement, or may be supported in house.	May still be of significant concern but situation unlikely to cause physical harm to student or others. May not need non-LSBU action.

	17/18	18/19	change
Number of cases brought/discussed	116	160	+ 38 %
% cases related to self-harm or suicide thoughts/behaviour	30%	28%	-6.5%
% of students living in halls	53%	62%	+17%
% of students "very high" at time of incident	42%	29%	-31%

The change in the numbers of students being assessed as "very high" at time of incident, is multi-factoral. Partly, we as a panel are getting more skilled at calibrating and assessing risk and determining what is "very high". Also, the teams across the university are becoming increasingly skilled at identifying where there is a safety concern and intervening, before the risk becomes "very high".

Projects and Delivery, Student Services

Student Services Project and Delivery (SSPD) is a relatively new team, responsible for delivering project management methodology across all of Student Services from project initiation through to delivery in respect to:

1. Change initiatives
2. New product/ service launches
3. Process/ Product enhancements (small/ medium scale)
4. Act as a conduit and feed into LEAP and other LSBU programme initiatives.

Historically, 2fte project resource sat solely within Employability (3fte) often carrying out value adding BAU activities but not utilising Project management methodology to its full potential or strategic focus.

Key projects:

OE Timetabling Project:

Key Objectives

1. To deliver an accurate personalised timetable to our students by 1st September 2019.
This was achieved.
2. To deliver push notifications to inform students of rescheduled lessons with sufficient notice.
The SMS functionality has been delivered but not yet utilised.
3. For students and staff to be able to view the timetable in their Outlook calendar.
This functionality has been delivered, although improvements in communication is required going forward.
4. Deliver a NSS 10% incremental improvement in 2019 (on a starting point of the 2017-18 data).
NSS data will not be available until April 2020, however, a New Student Survey was conducted at the start of 2019 semester 1 displaying early indications of the positive impact of the changes implemented to Timetabling.

	APS (+/- 2018)	ACI (+/- 2018)	BEA (+/- 2018)	BUS (+/- 2018)	ENG (+/- 2018)	HSC (+/- 2018)	LSS (+/- 2018)
Timetabling satisfaction (UG avg. = 65%)	65% (+19%)	48% (+10%)	58% (+17%)	65% (+4%)	57% (+13%)	68% (+23%)	78% (+14%)

Disorganised/ poor communication / timetabling issues was the main pain point for the UGs, however, satisfaction improved significantly since last year in this area with an overall increase in satisfaction of **+16%** amongst UG (PT/FT) new starters and poor timetabling/ class scheduling only representing 5% of all multifaceted negative concerns from detractors.

It is clear that action taken to address the issues is having a positive impact. Continued work will be needed moving forward to ensure that all new students receive their timetables promptly and accurately and where change isn't possible, manage expectations through early communication. This will require change within process and culture, operational, structural areas.

KPIs	Reporting frequency	2019/20 Target	Current performance 2019/20				
			Aug	Sept	Oct	Nov	YTD
% of students receiving personalised timetables by 1st September	Annual	80%	n/a	80%			100%
Increase in NSS score	Annual	10%	n/a	n/a			n/a
No. of rescheduled events per semester	End of each semester	<5%	n/a	15*		5*	0%
Outlook integration downloads	End of 1st semester	50%					30% students 6% staff
No of cancellations	End of 1st Semester	<1%	n/a	2*	n/a	n/a	1%
Deadlines met - TT contacts met deadlines in May/ July / Aug	June/ Aug/	90%/ 90%/ 90%	98%	n/a	n/a	n/a	98%

Key challenges:

There were a number of operational and process and cultural aspects which posed a challenge and impacted the delivery of timetabling which were not in the scope of the project, however, many were identified during the implementation and where possible pro-active action taken to mitigate significant impact e.g. late choosing of optional modules, assessment of the reduction in teaching space and the recruitment of 3 additional timetablers to assign 1 per School.

Graduate Outcomes: Responsible for the delivery of the change in approach from DHLE to HESA shadow calling for 2017/2018 graduates.

Key Objectives:

1. To collect our own data to build our case if the HESA collected data varies significantly. To counter the risks of HESA weighting collected data and the impact of having a low target response rate of 60%*^.
2. Signposting to LSBU services and scheduled interventions with the aim to convert to graduate level outcomes and maximise our Graduate Outcomes.

*DLHE surveyed graduates six months after graduation and the Graduate Outcome (GO) Survey is carried out at 15 months after graduation. This is therefore not a direct like for like comparison.

^HESA are carrying out the GO survey and separating it into 4 cohorts, surveyed between December 2018 and September 2019.

Table 1: All Cohorts (A-D) 2017/18 results

	School	Response rate %	Graduate Employment /Graduate Study	Outcome Population	Graduate Outcome %	Graduate Outcome % (DLHE 16/17)*	Difference
OVERALL	Applied Sciences	42.0%	82	153	53.6%	66.6%	-13.0%
	Arts and Creative Industries	42.6%	64	121	52.9%	73.3%	-20.4%
	Built Environment and Architecture	47.5%	293	363	80.7%	90.5%	-9.8%
	Business	42.3%	192	343	56.0%	78.7%	-22.7%
	Engineering	47.0%	113	216	52.3%	79.8%	-27.5%
	Health and Social Care	55.4%	783	843	92.9%	96.1%	-3.2%
	Law and Social Sciences	46.4%	171	279	61.3%	77.8%	-16.5%
	Grand Total	48.2%	1698	2318	73.3%	85.0%	-11.8%

EPI (FT FD UK)	Applied Sciences	48.1%	46	93	49.5%	74.4%	-25.0%
	Arts and Creative Industries	43.9%	43	91	47.3%	78.3%	-31.1%
	Built Environment and Architecture	53.6%	35	48	72.9%	88.2%	-15.3%
	Business	44.3%	32	94	34.0%	76.0%	-42.0%
	Engineering	55.9%	58	113	51.3%	85.1%	-33.8%
	Health and Social Care	55.2%	305	332	91.9%	98.8%	-6.9%
	Law and Social Sciences	47.0%	70	129	54.3%	75.1%	-20.8%
	Grand Total	50.5%	589	900	65.4%	86.2%	-20.8%
TEF (FT UG UK)**	Grand Total	48.1%	608	980	62.0%	87.7%	-25.7%
TEF (PT UG UK)**	Grand Total	44.0%	268	343	78.1%	92.4%	-14.3%
Post Graduate	Grand Total	52.2%	751	886	84.8%	93.0%	-8.3%

*2016/17 DLHE figures have been restated to exclude non graduate types of further study to align with the GO results.

**All types of further study have been included as a graduate outcome for TEF cohorts.

Assumptions made:

HESA have introduced a new survey choice, 'Developing a creative, artistic or professional portfolio'. The finalised SOC coding include codes for this option with the majority being graduate level, therefore these outcomes have now been included in the population.

Further study has only been counted as graduate level if it is at post graduate level. This is in order to align with the OfS B3 Performance Measure definition of 'Professional employment or postgraduate study'. 57/156 further study options were therefore not counted as 'Graduate level', including these would increase the graduate outcome figure by 3% for 'All' and 1% for EPI.

Initiatives in progress:

HEAR

Key Objectives:

1. Progress with the next phase of value add system development via a third party provider led ICT solution.
2. Create and communicate a clear and representative process for validating new HEAR activities.
3. Raise student awareness of what the HEAR is, the value it can add and how to engage with it.
4. Identify the skills gaps in the graduate market place and develop the HEAR to be used as a personal development plan to guide students in filling the gaps through engagement with extracurricular activities.

2019 to date

- Funding secured
- Procurement finalised
- Project Governance in place – Project board, Steering committee
- Design stage completed – test demo in progress in line with business requirements

- Development stage in process

Access and Independence

Co-ordination of 3 key projects (Stand-alone pledge, Care leavers Covenant and University of Sanctuary) with the aim to address Inclusion and equality, student experience and in turn improve retention and attainment amongst vulnerable cohorts.

Current state of play:

- Project Governance in place – all key stakeholders engaged including Lambeth and Alumni.
- AS IS assessment completed
- Statement of intent in process of being signed and submitted for Care Leavers Covenant.
- TO BE assessment initiated

Student Voice: Responsible for the design and delivery of an input mechanism to encourage and capture student feedback and real life experiences to be paramount in the strategic changes and decisions which help shape the future of LSBU.