

Meeting of the Academic Board

2.00 pm on Wednesday, 6 June 2018
in 1B27 - Technopark, SE1 6LN

Agenda

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Items for discussion			
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6.	Annual ethics report	13 - 16	SP
7.	Foundation Year	17 - 24	PB
8.	National Student Survey: analysis and planning	Verbal Report	SW
9.	Academic Regulations	25 - 34	JB
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13.	Student Union Issues (as required)	Verbal Report	
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No. Item

Pages

Presenter

**Date of next meeting
9.45 am on Thursday, 27 September 2018**

Members: Pat Bailey (Chair), Asa Hilton Barber, Sodiq Akinbade, Ian Albery, Craig Barker, Janet Bohrer, Patrick Callaghan, Kirsteen Coupar, Charles Egbu, Patricia Godwin, Janet Jones, Mike Molan, Jenny Owen, Shushma Patel, Lesley Roberts, Tony Roberts, Warren Turner, Shân Wareing and Saranne Weller

Apologies: Paul Ivey

In attendance: Claire Freer



**Minutes of the meeting of the Academic Board
held at 2.00 pm on Wednesday, 21 February 2018
1B27 - Technopark, SE1 6LN**

Present

Pat Bailey (Chair)
Sodiq Akinbade
Craig Barker
Janet Bohrer
Patrick Callaghan
Charles Egbu
Paul Ivey
Mike Molan
Jenny Owen
Shushma Patel
Tony Roberts
Shân Wareing
Saranne Weller

Apologies

Ian Albery
Asa Hilton Barber
Kirsteen Coupar
Patricia Godwin
Gurpreet Jagpal
Janet Jones
Lesley Roberts
Warren Turner

In attendance

Claire Freer
Sally Skillett-Moore

1. Welcome and apologies

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

2. Declarations of interest

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

3. Minutes of previous meeting

The Board approved the minutes of the meeting held on 1 November 2018.

4. **Matters arising**

The Board discussed the matters arising.

AOB: It was noted that an increase in phd students had not been coupled with an increase in technical service capacity. Mitigating steps had been put in place including the creation of separate ticketing systems for staff and students to better respond to requests. The team were also looking at how to bring in additional support or contractors when there were gaps in skills/expertise internally. A further update would be given at the next meeting.

5. **PG Academic Portfolio Review**

The Dean of the School of Business provided an update on the portfolio review of LSBU's taught postgraduate provision, the results of which had been shared with the Deans and DESEs of each school.

The Board discussed:

- The risks associated with increasing student numbers by increasing course offerings.
- The need for periodic reviews to prevent the proliferation of courses and to be reactive to changes in the market.
- The development of clear paths of progression – undergraduate courses that link into postgraduate taught courses and then into postgraduate research programmes.
- The need for better reporting on the quality and cost of courses.
- The need for better data regarding student experience at postgraduate level.
- The advantages of developing a framework within schools which would reduce the burden of individual validations.
- The possible advantages of marketing all professional practice courses together.
- The need to ensure that courses continued to be valued into the future as well as providing value for money at the point of entry and at a later date.

6. **Deputy Vice-Chancellor's report**

The DVC provided his report to the Board, and provided updates on finances, admissions and recruitment status, the relaunch of the Achieve Scheme, the delivery of the Passmore Centre, and the current status of the estates development plan.

The DVC requested that everyone continued to encourage students to complete the NSS. Highlight how previous survey results had been actioned and messaging around 'You said, we did' would be beneficial.

The DVC noted the focus and press coverage regarding the use of trigger warnings by universities. LSBU's Freedom of Speech policy was under review and would be brought to the next meeting.

7. Foundation Year

The DVC provided an update on the work underway to review LSBU's foundation year provision and to look at future options for Year 0. A final report and recommendations would be brought to the Academic Board at its next meeting. The Board noted their support of the project.

8. TEF 3 Pilot

The PVC (Education & Student Experience) provided an update on the TEF3 subject level pilot and noted her thanks to Janet Bohrer, Richard Dukes and the DESEs for their hard work and support completing the exercise. A key benefit of taking part in the pilot would be the institutional learning and preparation ahead of any wider rollout to the sector.

9. REF 2021

The PVC (Research and External Engagement) provided an update on the work underway to prepare for LSBU's REF2021 submission and to maximise performance. A code of practice was being developed to identify and support LSBU staff who had significant responsibility for research.

10. LEAP: Student Journey Transformation Programme

The PVC (Education & Student Experience) provided a high level overview of Student Journey Transformation Programme and business case. The business case would be presented to the Major Projects and Investment Committee at their meeting in March for approval. Budgeted costs included the hiring of a dedicated programme manager, bringing in individuals to support change management across the organisation, and for the secondment and backfill of key roles to support the project.

11. Digitally Enhanced Learning - 2018 priorities

The PVC (Education & Student Experience) outlined the 2018 priorities for improving digitally enhanced learning capabilities, noting that the available budget had been significantly reduced.

The Board discussed the need to manage how lecture capture facilities were allocated across courses to ensure students did not feel disadvantaged if they did not have access to them. Due to timetabling restrictions it was unlikely that it would be possible to match usage to benefit students that needed extra support. Clear messaging to students setting out the scope, rational and expectations would be key.

DEL would have significant impact on ICT and to a lesser extent Estates capabilities and therefore any development of DEL needed to be directly linked into the ICT roadmap and budgeting for IT and Estate upgrades.

12. Student Union Issues (as required)

The SU President noted that the elections for the 2018/19 SU Sabbatical Officers were underway. Results would be announced the week commencing 26 February 2018.

13. Academic KPIs

The Board noted the Academic KPIs.

14. Reports from sub-committees

The Board noted the Sub-committee reports.

15. Policies and Procedures

The Board noted the policies and procedures approved by the sub-committees.

16. Any other business

The Board noted the Research Committee annual workplan.

**Date of next meeting
2.00 pm, on Thursday, 26 April 2018**

Confirmed as a true record

..... (Chair)

Joint Board and Academic Board strategy day notes – 26 April 2018

Avonmouth House, SE1

The Chair welcomed governors and members of Academic Board to the meeting, in particular, Asa Barber, the new Dean of Engineering.

On behalf of the Board, the Chair thanked Mike Molan, Dean of School of Business, who will be retiring in July 2018, and welcomed his successor, Sarah Moore Williams.

The Chair encouraged contributions particularly on the two key questions for the day:

- (i) confidence around medium term financial sustainability, and;
- (ii) additional areas to explore?

Update (Vice Chancellor)

The VC gave an update on key challenges and opportunities. The meeting noted and discussed:

- LSBU's position in the Complete University Guide league table had improved by 15 places, a key achievement as part of the corporate strategy.
- the Office for Students new regulatory framework and the challenges to student recruitment as a consequence of an increase in providers. In this context, there was a need to remain ambitious and optimise performance and achievements across the breadth of university activities.
- the need to ensure LSBU has the appropriate staff capacity and skills at both Schools and PSGs, and challenges for the Schools in re-shaping course portfolios, modules and assessment methodologies.
- in response to income challenges, it was noted the Executive is reviewing staffing costs and opex budgets.

Finance update and 5-year forecast (Chief Financial Officer)

The CFO presented current and 5-year financial forecasts. The meeting noted and discussed:

- the challenging current financial position. Key factors include the challenges in UG recruitment, international student recruitment, and retention.
- the Executive is already taking action to reduce opex and staff costs to meet the target surplus of £1.5M.
- It was noted that a surplus is necessary to generate cash and facilitate borrowing for capital developments, e.g. estates and LEAP (student journey project).
- the 2018/19 budget is a greater challenge than the current year due to flat income and increasing staff costs. Any reduction in staff costs would need to ensure that the necessary capacity and skills were available to maintain

improvements gained in recent years, as well as secure new successes in driving income streams.

- that a number of initiatives, e.g. the student journey project, would drive cost efficiencies in the medium/long term but not the short term.
- that future financial plans are cautious with realistic student number targets.

Future financial sustainability (Chief Marketing Officer)

The CMO presented a review of future financial sustainability. The meeting noted and discussed:

- the Executive now has a clearer understanding of the graduate recruitment market. Marketing the current UG tariff is important but presents challenges in relation to the quality of applicants and retention. Converting applications is the priority which is largely driven by the reputation of the School.
- the Executive is looking to reduce the number of courses without reducing the number of students.
- growth will be driven by the right course portfolio, and improving LSBU's reputation at subject, local and international levels.
- opportunities exist in complementary course design, e.g. overlap between health, engineering and business courses.

Afternoon session: Board and Executive – conclusions of the day

Board and Executive members discussed the two key questions posed at the start of the day:

Governors were supportive of:

- the cautious approach to financial forecasting which does not rely on increased student numbers; however, it was noted £1.5M is not a comfortable surplus.
- the Executive's diverse approach to the current challenges and that standing still was not an option, but the focus needed to be on those practical initiatives with the best impact.

Governors did not identify any additional areas to explore and requested the Executive to continue to develop the organisational development (OD) function in the university.

Overall, the Board is broadly optimistic about the medium-term financial sustainability of the university.

*LSBU Governance team
May 2018*

Attendance

Board of Governors: Jerry Cope (Chair), Douglas Denham St Pinnock (Vice Chair), David Phoenix, Sodiq Akinbade, Steve Balmont, Duncan Brown, Julie Chappell, Michael Cutbill, Peter Fidler, Jenny Owen, and Tony Roberts

Apologies: Shachi Blakemore, independent governor
Kevin McGrath, independent governor
Hilary McCallion, independent governor
Mee Ling Ng, independent governor

Academic Board: Ian Albery, Research Staff Representative
Craig Barker, Dean of Law & Social Science
Janet Bohrer, Director of Academic Quality Development Office
Patrick Callaghan, Dean of Applied Sciences
Kirsteen Coupar, Director of Student Services
Charles Egbu, Dean of Built Environment & Architecture
Asa Barber, Dean of Engineering
Gurpreet Jagpal, Director Research, Enterprise and Innovation
Janet Jones, Dean of Arts & Creative Industries
Mike Molan, Pro Vice Chancellor (Enhancement), Dean of Business
Sarah Moore Williams, Director of Research and Enterprise, School of Business, new Dean of Business (for July 2018)
Lesley Roberts, Head of Skills for Learning
Warren Turner, Dean/PVC Health & Social Care
Saranne Weller, Director, Centre for Research Informed Teaching

Apologies: Shushma Patel, Professorial Representative

University Executive: Pat Bailey, Deputy Vice Chancellor
Richard Flatman, Chief Finance Officer
Paul Ivey, Pro Vice Chancellor, Research & External Engagement
Nicole Louis, Chief Marketing Officer
Ian Mehrtens, Chief Operating Officer
James Stevenson, University Secretary & Clerk to the Board of Governors
Shân Wareing, Pro Vice Chancellor, Education & Student Experience

With: Michael Broadway, Deputy University Secretary
Joe Kelly, Governance Officer

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**ACADEMIC BOARD - WEDNESDAY, 21 FEBRUARY 2018
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	To provide update on progress re technical support for phd students.		Tony Roberts	To do
5.	PG Academic Portfolio Review	To provide an update on actions at the next meeting.		Pat Bailey	To do
6.	Deputy Vice-Chancellor's report	To bring the revised Freedom of Speech policy to the next meeting.		Pat Bailey	On agenda
7.	Foundation Year	Final report and recommendations to be presented at the next meeting		Pat Bailey	On agenda

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	CONFIDENTIAL
Paper title:	University Ethics Panel review to the end of April 2018
Board/Committee:	Academic Board
Date of meeting:	06 June 2018
Author(s):	Shushma Patel, Director of Education & Student Experience, School of Engineering
Sponsor(s):	Pat Bailey, Deputy Vice Chancellor
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the report.

Background

This report gives an overview of the operations of the UEP to the end of Q3 2017-18. A number of themes relating to ethics application management (School and University – wide) have been prominent in this reporting period:

- GDPR and University guidance
- Introduction of HAPLO ethics module
- Ethics training for Supervisors
- UEP audit of SEP ethics applications
- Data collection and ethics approval in studies involving human participants

UEP overview to April 2018

1. GDPR and University guidance

In the lead up to the introduction of the General Data Protection Regulation 2018 (GDPR) – the Panel have started to review the current Ethics Code of Practice (CoP). This is to ensure that guidance and support issued by the University is robust in the face of the stringent requirements of new regulation. Ahead of the March 2018 UEP meeting, the Chair, Vice-Chair and Secretary of the Panel reviewed current materials, determined what needed to be updated and in discussion with the wider UEP reached agreement on who would be responsible for drafting the new sections of the CoP and supporting guidance.

Additionally the Chair of the Panel requested all School Ethics Panel to inform staff and students about the use of online data collection tools. This addresses the issue of where data is stored when using online tools, which means that it is non-GDPR compliant. The instruction, which is effective from the academic year 2018/19, informs staff and students of the requirement to use Bristol Online in order to be compliant. In some areas, licensed tools such as Qualtrics are in use. The Panel has agreed alternative tools can be used,

although the onus is on the individuals/areas to evidence and confirm GDPR compliance with governance (dpa@lsbu.ac.uk).

2. Introduction of HAPLO ethics module

In November 2017 and April 2018, the UEP met with the HAPLO team to discuss/roadmap implementation of their ethics module across the University. Implementation will address some of the issues previously identified regarding the streamlining and time efficiency of ethics applications management and processing at Doctorate and Staff level. The consensus across Panel members, however, is still that this will not fully address the administrative that will still need to be supplied from the Schools' administrative pool.

As detailed in the last report to the Academic Board, and in discussion with the RBoS the current administrative burden for ethics management, in 4 out of 7 Schools lies with individual SEP leads. This is not sustainable and the Chair has indicated that the matter needs to be referred back the Chair of the Academic Board.

Following the April 2018 meeting, the UEP revised the timescale for implementation, to better suit the realities of the academic work planning cycle. The anticipated date for completion – new CoP, guidance, application pathways (and integration with the CRIS) is September 2018.

Although the introduction of the Haplo ethics module will alleviate some of the administrative burden on the compliance team, there is a need for administrative support for the University Ethics Panel and the ethics module.

3. Ethics training for Supervisors

A reoccurring theme has been the level of training and support on ethics (general understanding, and in the review of School applications) available for staff, in particular those with supervisory responsibilities.

Led by UEP members, a number of Schools have developed and delivered staff and Doctorate ethics training. At the beginning of the reporting period, there was lack of clarity around who had overall responsibility for ethics training. The responsibility for staff training should be with OD and the London Doctoral Academy, with the support from UEP. The London Doctoral have responsibility for students. An outstanding action for the UEP is to engage with HR so that ethics training developed by the former UREC is rolled out again as part of the calendar of OD learning and development opportunities

4. UEP audit of SEP ethics applications

Between June and September 2017, an audit of SEP decisions, looking at approximately 10% of submissions from each School was scheduled by the UEP. The subsequent timing of the audit was amended, and work was completed in early 2018. The audit looked at 'applications from the point of: quality of the review; application processing against the agreed SLA; processing of applications in accordance with the detail of the LSBU Code of Practice. [It also looked] at the completeness of Schools' documented processes and ethics document sets.

Key outcomes of the audit are summarised:

- Overall the standard of the review conducted by the SEPs is satisfactory
- Administrative support is still needed, so that SEPs can more productively focus on higher level ethics governance issues within their Schools.
- There are a number of issues with understanding eligibility for a 'light touch review' – with some applications being submitted under this category when their research surpasses the agreed threshold, and falls into more high risk research.
- Serious issues with methodology in some applications – for instance, data collection methods that ultimately yield data that are unusable (and, as such, an unethical waste of participants time).
- In some Schools, there is a need for more staff to be trained in ethics and take up responsibility as reviewers – to relieve the burden on the very small pool of staff performing this function.
- A lack of experience in some reviewers that manifests in feedback that lacks conciseness and clear direction/advice for those that they supervise.

The last three findings tie into the ongoing need for more training for doctoral supervisors.

5. Data collection and ethics approval in studies involving human participants

There has been at least one instance that has been brought explicitly to the attention of the UEP, where research data collection has been commenced by a doctoral student without ethics approval. It is doubtful that this is an isolated incident and raises a number of questions around how we are training our students to understand consent and collection and use of data not already in the public domain. It also raises questions around the supervisors' role and responsibility in supporting the work of their research students and the central support the University is providing to facilitate this.

The new UEP CoP will strengthen the current guidance in a number of key areas, including, consent, GDPR, use of secondary data etc. This, however, does not address the issue of students may already find themselves in the position of having collected data, which, as per University guidelines, cannot be used - due to a lack of ethics approval.

As stated, the University guidance is clear in stating that retrospective ethics consent cannot be given the use of such data. However, the Chair is proposing that in light of the issues that may have led to such situations arising, there is a period of grace and doctoral students are allowed to submit ethics applications for, until December 2018.

Meanwhile, ethics training for staff, particularly current supervisors must be prioritised by OD and staff across the Schools encouraged to attend as a key part of their development.

6. Other matters dealt with by the UEP – blood research protocols

In March 2018, the UEP issued a short moratorium on 'research involving blood sampling studies using venepuncture and capillary sampling (finger / ear lode prick). This allowed time to consult with LSBU's insurers to ascertain that the activity is covered by our Public Liability Insurance, rather than requiring separate medical insurance. In April 2018, this was confirmed and in light of this the 'Standard Operating Procedure for blood sample collection that is used for teaching and research' will more prominently be referenced by the new CoP. In addition, the School of Applied Sciences ethics lead and School staff – have further defined the scenarios under which research involving blood collection can be conducted and which will fall under the University's standard insurance.

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	CONFIDENTIAL
Paper title:	Review of Foundation Year
Board/Committee	Academic Board
Date of meeting:	6 June 2018
Author(s):	Pat Bailey, Deputy Vice Chancellor
Sponsor(s):	Pat Bailey, Deputy Vice Chancellor
Purpose:	For Discussion
Recommendation:	The Board is requested to review the Foundation Year proposal.

1) Executive Summary

Our current Foundation Year courses enrol about 300 students, bringing in about £5.4M p.a. of fees from students who come to LSBU through that route (including those who have successfully progressed to other HE courses). However, only a quarter of these students progress all the way to a degree; if 50% of the students were to do so, this would bring in about £2.25M of additional income, with only marginal costs.

This review concluded that the top priority was to identify how best to optimise the success of students coming through the FY route, especially as the funding (and numbers) of FY students in future are not assured. Lessons for achieving this through interventions by the Skills for Learning team have been strikingly successful; there is also recent experience at teaching Level 2 competencies as part of the apprenticeship programmes.

With this expertise, and information available from other successful FY courses in the UK, we are proposing a new model for how the FY could be delivered from September 2019, with some of the changes potentially introduced with the existing FY courses from September 2018. In addition, there are important recommendations about the revised course that should aid recruitment, student experience, progression, and income.

The key features include a revised 3-term structure for the FY, with Term 1 starting in November; the use of portfolio and competency tests to replace examinations; and a focus on skills development, team work, and confidence-building.

2) Background

LSBU has run around 10 Foundation Year (FY) courses for several years, recruiting around 300 students (see Appendix 1). However, rates of progression to year 1 (ca 50%), and successful completion of a degree (ca 50% of those entering year 1), have been

disappointing, despite the commitment of the current tutors. The FY provision was reviewed in 2016/17, but it was decided at that time to introduce a number of improvements to the existing provision, and to defer an assessment of more significant changes to the course offerings – that is the purpose of this review.

Six specific issues were identified concerning current vs revamped provision:

- i) Should we be offering around 10 courses, or just one (or maybe two)?
- ii) Do we require over 40 20-credit modules (see Appendix 1b)?
- iii) Are we offering the education in a way that optimises the success of FY students?
- iv) Where/who should be delivering the FY?
- v) How can we make the course attractive to students concerning both content and the finances?
- vi) How can we make the course(s) financially viable for LSBU

A rough calculation suggests that the 300 FY students **currently bring in about £5.4M p.a.** (£2.7M in Yr 0, £1.35M in Yr 1, and £1.35M in Yrs 2 + 3); if 75% progression and 75% completion could be achieved, that figure would **rise to £7.8M p.a., excluding potential higher FY numbers with successful marketing**; this would also be important for key courses that depend on the FY for their student numbers, and it would affect key metrics such as progression rates.

3) Proposed Foundation Year Offer

3.1 Curriculum and Course Structure

3.1.1 Overarching aims of the course

Whilst the 'obvious' aim is to provide a progression route onto undergraduate courses for students who do not quite meet our year 1 entry requirements, the more specific underlying requirements are:

- To ensure students have the required core competencies
- Develop the study skills that are required for their degree
- Instil enthusiasm for their chosen subject
- Start developing the transferable skills (team work, communications, confidence, ethics)

We were unanimous in our view that it is NOT about passing exams *per se*, and many of the students have the academic ability but have in the past struggled with traditional academic assessments.

Recommendation 1: the new FY should involve assessment through year-long portfolio, supplemented by competency tests as required in specific disciplines.

Clearly the new FY needs to be designed by those who have both the expertise and responsibility for it, but Appendix 2 includes some additional ideas concerning the types of activity that might be included.

3.1.2 How many FY courses?

After extensive discussion, we concluded that it was possible to devise a single FY course that would:

- Provide the discipline-specific content that students expect, as generic FY courses have been found to be unattractive to students
- Offer efficiency in some of the study skills opportunities
- Allow students to change their mind concerning the degree for which they study from Year 1

The way to achieve this is to have a series of activities for which the disciplines provide the specific content, directly relevant to the subject area (see Appendix 2); we also envisage some interdisciplinary projects, and a significant amount of problem-based learning.

Recommendation 2: a single FY should be offered, to include material that is subject-specific, but following a generic structure.

Recommendation 3: students who pass the FY would be eligible to transfer to Year 1 of any HE LSBU course for which they had passed any core competencies necessary for their chosen course (e.g. maths or literacy).

3.1.3 Market demand for the programme and name of course

A limited search indicated that FY courses around the UK can attract 300-500 students, although there is huge variation (see Appendix 3). We explored a whole range of potential names for the course, and also consulted with Marketing and Comms (see Appendix 4), who have suggested 'Flexible' for the FY tagline; concerning the name, the T&F Group were of the view that 'Foundation Year' has crucial market recognition, whilst the marketing material should emphasise the flexibility of our provision.

3.2 Enrolment and funding

3.2.1 Entry grades

We are expecting a range of entry routes, that might include those who miss our entry grades by (say) up to 40 tariff points (old scale), or by other criteria (non-tariff). However, this will have to be decided as part of the wider entry criteria, and so there is no specific recommendation in this report.

3.2.2 Full-time and part-time?

We currently have about 30 students studying the FY through a part-time route. We did look hard at whether we should offer both FT and PT options, but the PT route created major problems concerning student engagement – a crucial feature of the planned course. We therefore propose that only the FT course is available, although a bespoke PT provision could be delivered if the business case stacked up (e.g. in construction). The PT offering might be reconsidered once the new FY had been launched.

3.2.3 One/two/multiple starts?

We had originally intended to offer (at least) a second start date in January, and this still potentially remains a **possibility, with January starts completing their studies over the summer (effectively taking terms 2, then 3, then 1)**. However, we think that a realignment of timing of the delivery offers substantial advantages that would meet most of the 'late' market demand. Note that student loan eligibility requires 24 weeks minimum of tuition.

Recommendation 4: the FY should be offered in 3 terms, with Term 1 being 6 weeks (starting in November), and Term 2 (pre-Easter) and Term 3 (post-Easter) of 9 weeks.

The main advantage of this is to be able to pick up late applicants for the start of the FY, and ensure that they are fully engaged from day 1.

(Point requiring clarification: Can UK students starting in January be considered FT if they have 24 weeks of tuition, or must they start in the previous calendar year?)

3.2.4 Attendance requirements

Because much of the delivery will be through problem-based learning and team-work, we are expected high contact hours, and a requirement for high levels of attendance. Students failing to meet minimum attendance levels will not be eligible for progression to Year 1.

3.3 Delivery, administration and student experience

3.3.1 Student finances

We looked extensively at the various funding models (Appendix 5), and despite the apparent attractions of the Advanced Learner Loans (ALL), they have a number of features that make them unappealing to students, complex to administer, and poorly taken up across the UK. So, although it is each student's responsibility to find the fees, we need to ensure that our FY structures facilitate the drawing down of **HE student loans**, and this has affected several of the recommendations in this report.

Recommendation 5: the FY structure needs to align with students being able to draw down the HE student loan for the fees.

3.3.2 Fees

We haven't yet carried out a detailed financial analysis, but market analysis indicates a huge range across other institutions (£6-9.25k; Appendix 3). We are also conscious that students could be attracted elsewhere after their FY at LSBU, and so a 'loyalty discount' might be appropriate. Our current fee is £9,250, but we should consider lowering this, with the pay-back being increased numbers and better progression into years 1-3 of degree courses.

Recommendation 6: the full business case should initially explore a £6k fee, with a £1k fees discount for those students progressing into Years 1, 2 and 3 (leading to a 4-year total fee currently of £30,750).

3.3.3 Registration for 1, 2 or 4 years?

The FY could operate through 3 models:

- Stand-alone FY, with guaranteed entry to Year 1 of a degree if successful
- Registration for a 2-year HECert, with guaranteed entry to Year 2 if successful
- Registration for a 4-year extended degree.

The ability to draw down a student loan is crucial, which option 1 precludes. Option 4 would be most attractive to students. However, the [2 + 2] option safeguards LSBU against some potential negative metrics, without disadvantaging the students; provided we market this well and offer strong support for applying for the additional 2 years of student loan, this is the best option.

Recommendation 7: students should register for a 2-year CertHE, marketed as a flexible route into a degree through a [2 + 2] route; however, some further checking of the market is needed, which might identify the 4-year degree as the best option; provisionally, the panel felt that calling ‘Year 0’ the ‘Foundation Year’ would be best recognised by potential students.

3.3.4 Where should the FY be delivered, and by whom?

The attraction of the FY rests with it being a ‘University’ course, and we therefore strongly recommend (based on feedback from other universities) that it is located on the LSBU campus. It could be delivered by tutors from various places – the Skills for Learning team are best placed to design the overall FY course, with some of the strands delivered by Schools, but some of the Level 3/4 material could be delivered by tutors outwith LSBU (e.g. sessional tutors, CEG tutors, or those with Level 3 delivery expertise).

We should also continue (and possibly extend) our support and partnerships with FE providers for HE routes such as *Access to HE*, BTEC, and non-tariff entry.

3.3.5 Quality checks (‘exam’/progression board)

Appropriate progression processes must be put in place, but the details were not discussed in this review.

3.3.6 Other FY provision at LSBU?

Two other FY courses are being developed alongside this review:

- A bespoke FY for Health & Social Care, driven by the Health Trusts
- A revised proposal from CEG for int’l students

We have kept in close contact with those developing these FY courses, and we will explore synergies and collaboration; however, we think that the revised FY course outlined herein should be introduced, as a replacement for the suite of FY courses currently provided by LSBU. It is possible that the new FY course proposed here might be suitable for international students in due course, dependent on how the CEG provision develops.

3.3.7 Estates requirements

Although the new FY teaching may require some different room provision than is currently the case (e.g. rooms suitable for problem-based learning), we do not expect the requirements to significantly exceed current needs (unless successful marketing leads to a significant increase in numbers). However, evidence from other successful FYs suggests it is crucial that FY students feel they have a specific and supported identity. This should not require a bespoke set of room for the main tuition, but does need a base for social mixing and informal work, information sharing, and access to FY-dedicated tutors.

Recommendation 8: a dedicated ‘base’ for the FY students and a core set of tutors is important to its success.

3.4 Next steps and measures of success

3.4.1 Business case

The next stage is to prepare a full business case, which we would expect to be completed in April. This would allow the course to be developed (if the BC stacks up) for validation in the 2018/19 recruitment cycle.

3.4.2 Impact on League tables

The key issues are outlined in Appendix 6. A key issue concerns whether students are registered on a 1, 2 or 4 year course; the [2 + 2] option has been recommended (Section 3.3.3, Recommendation 7), as a compromise that supports students drawing down a loan whilst mitigating the impact of poor progression.

3.4.3 Can revisions to the FY be introduced from September 2018?

We suggest that there is an exploration as to whether some of the teaching changes might be piloted in 2018/19; we also suggest that the November start and assessment changes (with less reliance on examinations) should be explored.

Recommendation 9: whilst the new FY would start from autumn 2019, some of its features should be considered for then 2018/19 cohort – piloting the use of some of the group project work, November start (linked to changes to the teaching periods for Terms 1, 2 and 3), revised assessment methods (less exams), and possibly the fees.

3.4.3 What would success look like?

We would be judging the success of the revised FY based on KPIs of:

- Recruitment numbers
- Progression to Year 1
- Success in HE qualifications
- Financial viability and contribution to the University

Recommendations:

Recommendation 1: the new FY should involve assessment through year-long portfolio, supplemented by competency tests as required in specific disciplines.

Recommendation 2: a single FY should be offered, to include material that is subject-specific, but following a generic structure.

Recommendation 3: students who pass the FY would be eligible to transfer to Year 1 of any HE LSBU course for which they had passed any core competencies necessary for their chosen course (e.g. maths or literacy).

Recommendation 4: the FY should be offered in 3 terms, with Term 1 being 6 weeks (starting in November), and Term 2 (pre-Easter) and Term 3 (post-Easter) of 9 weeks.

Recommendation 5: the FY structure needs to align with students being able to draw down the HE student loan for the fees.

Recommendation 6: the full business case should initially be based on a £6k fee, with a £1k fees discount for those students progressing into Years 1, 2 and 3 (leading to a 4-year total fee currently of £30,750).

Recommendation 7: students should register for a 2-year CertHE, marketed as a flexible route into a degree through a [2 + 2] route; however, some further checking of the market is needed, which might identify the 4-year degree as the best option; provisionally, the panel felt that calling 'Year 0' the 'Foundation Year' would be best recognised by potential students.

Recommendation 8: a dedicated 'base' for the FY students and a core set of tutors is important to its success.

Recommendation 9: whilst the new FY would start from autumn 2019, some of its features should be considered for then 2018/19 cohort – piloting the use of some of the group project work, November start (linked to changes to the teaching periods for Terms 1, 2 and 3), revised assessment methods (less exams), and possibly the fees.

Review panel: Pat Bailey (chair), Janet Bohrer, Sarah Moore-Williams, Tony Moss, Lesley Roberts, Jennifer Hackett (support and panel coordination), plus significant input from Steve Faulkner, Mike Simmons, Stuart Bannerman.

Appendices (available but not attached)

- 1) a) Our current FY courses
b) Our current FY modules
- 2) Outline proposals for course content
- 3) Info on other FY courses around the UK
- 4) Marketing input
- 5) Funding for students
- 6) Impact on league tables

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Agenda Item 9

	CONFIDENTIAL
Paper title:	Academic Regulations 2018/19
Board/Committee:	Academic Board
Date of meeting:	06 June 2018
Author(s):	Maighread Hegarty, Deputy Director, Academic Quality and Enhancement
Sponsor(s):	Shan Wareing, PVC Education and Student Experience
Purpose:	For Approval
Recommendation:	The Board is requested to approve the amendments and revisions agreed at Quality and Standards Committee.

Executive Summary

The academic regulations have been reviewed and amended for clarity in light of issues arising during the 2017/18 academic year. In addition the regulations have been amended to include LSBU apprenticeships.

The amendments were reviewed and agreed at the Quality and Standards Committee on 23rd May 2018.

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Academic Regulations 2018/19



Academic Regulations 2017/18

These regulations are approved by the Academic Board of London South Bank University. They were last updated in June 2017.

- 11 The academic regulations guarantee the standards of our awards, including research degrees. The academic regulations (including any changes made to the regulations) are the responsibility of our Academic Board. They apply to all academic awards that we have the right to make under powers granted through the Further and Higher Education Act, 1992. The awarding powers allow us to:
 - a. grant degrees, diplomas, certificates and other academic awards to students who have successfully completed courses which we have set, approved, monitored and reviewed and who have passed our assessment;
 - b. grant honorary degrees and awards to students in line with criteria and conditions which we set;
 - c. grant Edexcel awards under licence from Pearson (the company that owns the awards); and
 - d. withdraw any academic and honorary award we have granted, if there is a good reason for this.
- 12 University procedures and the Research Degrees Code of Practice explain how we will apply the academic regulations.
- 13 All staff and students must keep to our academic regulations. We treat all students fairly and equally, and take strict measures to avoid bias in our processes. We make reasonable adjustments to our processes when necessary to make sure that a student is not disadvantaged because of their disability, pregnancy, maternity (whether they are pregnant or have recently given birth), or other characteristics protected by law.
- 14 We are allowed to use our discretion when applying the academic regulations in exceptional circumstances, as long as any variation is reasonable, is agreed by a member of our executive team and is clearly recorded. There will be cases where we may have to alter the way we apply procedures for other regulatory reasons, for example to meet the requirements of different professional bodies. This might also apply, for example, to apprenticeship because of specific visa requirements, or because a course is delivered in partnership with another organisation. Please see your course specification for the relevant details for the award you are studying for.
- 15 We have a responsibility to the Home Office to check that all students enrolled and studying in the UK have the right to do so. Before you enrol and while you are studying with us, we have the right to ask to see documents which show your right to remain in the UK. We can take action to suspend or exclude you if you fail to show us documents which can prove this. In all cases, the Home Office's rules take priority over our regulations. Please see further details about our procedures relating to [immigration regulations](#) on our website.

List of awards

- 16 The different types of awards we make are approved by the Academic Board. All our awards have the appropriate approval and monitoring arrangements. For details of awards offered and the progression criteria for each, see [List of Awards](#). Any award can be made as an 'aegrotat' (a certificate stating that you were, and are likely to remain, too ill to take the exam) and can be awarded posthumously (after your death if you die while studying with us or after completing your course). For details on how we assess taught awards, please see the

Assessment and Examinations Procedure. For research degrees you should read the academic regulations with the **Research Degrees Code of Practice**.

Research degrees

- 1.7 We may propose programmes of research in any approved field of study. All proposed programmes will lead to scholarly research that will be assessed by examiners. All proposed research programmes will be considered for research degree registration on their academic merits and without referring to the concerns or interests of any associated funding body. We encourage co-operation with industrial, commercial, professional or research establishments for the purposes of research leading to research degree awards. These organisations are known as 'collaborating establishments' and will be recorded on your thesis and certificate.
- 1.8 Each research degree should demonstrate research ability and, where this applies, original contribution to knowledge (specific details are in the **Research Degrees Code of Practice**).

University admissions and enrolment

- 1.9 We use admissions criteria to admit students to courses if we consider them to have a reasonable expectation of completing the award and achieving the required standard. We consider applicants based on their previous attainment (for example, qualifications and experience) and evidence of potential.
- 1.10 Students will normally have reached the age of 18 before admission to the university. For the purposes of this regulation, 'admission' is defined as September 1st in the academic year of entry. Applicants who will be under 18 on this date must follow requirements of the **Procedures for applicants under the age of 18 at entry**
- 1.11 You must have a suitable standard of English. Please see the **Admissions and Enrolment Procedure** for more details.
- 1.12 Once you have enrolled at the university you must keep to the conditions set out in the **Admissions and Enrolment Procedure**.
- 1.13 If you are in the School of Health and Social Care, your studies involve contact with patients or service users and you are enrolled on any course that involves registration to practise as a professional, you must keep to the **Fitness to Practise Procedure**.
- 1.14 If you have an appeal or complaint about admissions, you should contact the Head of Admissions. Please see the **Complaints and Appeals about Admissions Procedure**.

Varying a course or transferring to a different course

- 1.15 If you are on a taught course, we may allow you to transfer from one course to another within the university. We will give permission only on the recommendation of the director for the course you want to transfer to and you must keep to the conditions set out in the **Changing Courses Procedure**.
- 1.16 In exceptional circumstances, we may allow you to vary your course by swapping a module for a module from another course. We will usually give permission on the recommendation of the course director by an exam board.
- 1.17 In cases of complicated judgements about course transfers or variations, a panel of senior university staff may be responsible for making the decision.

University assessment and examinations

- 1.18 The assessment method, criteria for assessment and marking we use are based on learning outcomes and reflect the credit level of the module. We will assess your progress within or at the end of each module (or both). We do not allow the same allocation of credit to be used to meet the requirements of more than one academic award at the same level ('double counting'). You should not receive more than one allocation of credit for achieving a learning outcome unless you are on an approved progression pathway such as an apprenticeship where qualifications build up and contribute to the final award.
- 1.19 Alternative assessment arrangements can be approved by the Quality and Standards Committee for students from other higher-education providers who are taking modules at our university which do not contribute to a qualification we award. There are more details in the [Assessment and Examinations Procedure](#).

Coursework

- 1.20 All work we assess must be in English, unless the examination paper or coursework specifies another language. There are details of the processes for handing in coursework and handing in coursework late in the [Assessment and Examination Procedure](#).

Examinations

- 1.21 A summary of the rules for examination candidates is displayed in every examination room. These rules apply to all examinations. You must make sure you are familiar with the examination rules. Please see the [Assessment and Examinations Procedure](#).

Circumstances outside your control

- 1.22 If you believe that your assessed work has been negatively affected by circumstances outside your control (extenuating circumstances), you can draw these circumstances to the attention of the award and progression examination board by making a claim for extenuating circumstances. Please see the [Extenuating Circumstances Procedure](#).

Examination boards

- 1.23 Decisions about assessment outcomes for students must be made by an examination board. These decisions must be consistent with the academic regulations, and with any local rules which apply, based on other regulatory requirements, for example from a professional, statutory and regulatory body (PSRB) or apprenticeship requirements, set out in the relevant course specification.
- 1.24 External examiners report on university standards and student achievement in relation to those standards. They do not moderate or adjust the marks of individual students.
- 1.25 Examination boards may be 'single tier' (they deal with decisions about outcomes, progression and award in a single meeting) or 'two tier' (they deal with decisions about assessment outcomes separately from decisions about progression awards). For more details about the role of examination boards please see the [Assessment and Examinations Procedures](#).

Progression and award

- 1.26 Progression means a student can move to a higher stage of study. If you have passed all the modules in one stage of study you can progress to the next stage. If you have failed any modules within the stage of study you can progress to the next stage if your failure has been compensated or condoned. On certain courses, it may be possible to

progress to the next stage of study without achieving the specified minimum credit. Where this is possible, detail will be reflected in the relevant courses specification and will be agreed



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by the university and any relevant employer.

You must have passed all relevant modules (or had any failures condoned or compensated) before you can receive an award. Further information is available in the

[Assessment and Examinations Procedure](#)

- 1.27 Whether you are eligible to progress to a higher stage of study or receive an award depends on whether you have built up the necessary amount of credit at the required stage of the course modules. There may be extra requirements for an award specified by a PSRB. These will be included in the examination board rules and set out in the relevant course specification.
- 1.28 If you have built up the necessary credit within the time allowed, you are eligible for the award you are enrolled for, unless we decide to withhold the award for reasons relating to academic misconduct or because you owe us money.

Attempts at assessment

- 1.29 If you do not successfully complete the assessment for a module during, or immediately after, the first time you take part in that module, we will allow you to try to complete the assessment at a future date. This is a resit opportunity. Please see the [Assessment and Examinations Procedure](#).
- 1.30 If we have accepted your claim for extenuating circumstances, this resit opportunity will be regarded as a 'deferral' and the marks will not be capped.
- 1.31 If you have not made a claim for extenuating circumstances or if we have not accepted your claim, the resit opportunity will be considered as a 'referral'. If you complete an assessment as a result of a referral, the mark is capped at the passmark.
- 1.32 If you have not completed the module's assessment requirements to the necessary standard after the resit opportunity, we may allow you to repeat that module. Repeating a module involves registering for that module again and a further attempt at completing the assessment. The marks will not be capped unless as a result of a referral see 1.31 above. You will not be allowed to repeat any assessed component of the module which you have already successfully completed. You will normally have to pay a fee for repeating the module.
- 1.33 You are not usually allowed to register more than twice on any module including deferral and referral opportunities. Please see the [Assessment and Examinations Procedure](#).

Marks and results

- 1.34 Your marks and results are confidential and we will release them only to you (or, if you are an apprenticeship student, to you and your employer). However, the fact that we have made an award, and its classification, are not confidential. For full details about marks and results please see the [Assessment and Examinations Procedure](#).

Copyright

- 1.35 If you take notes during lectures you must use these only for the purpose of private study. You must not record lectures without the lecturer's permission. If a lecturer agrees that you can record during a lecture, you must keep to any conditions the lecturer sets, and must not use the recording for anything except private study.



Interrupting, suspending or ending your registration

- 1.36 You can apply for an interruption from your studies at any time. If we agree to an interruption of studies, this means that you will stop attending your course temporarily. You will usually start attending your course again in the next academic year at the beginning of the semester in which the interruption began. The maximum period of interruption is two years. In exceptional circumstances, we may agree to further interruptions. Interruptions of studies must be within any period of enrolment, which we will not automatically extend when we agree to an interruption.
- 1.37 The appropriate award and progression examination board records our decision to agree to an interruption of studies. The examination board will also consider the results of any modules which you completed before the interruption started, and will decide if these should be capped at the pass mark or not (see 1.29 to 1.32 above). If you have completed some, but not all, assessments for a module before interrupting your studies, the marks for these assessments will be carried forward. You will need to complete all the assessments for any module (or modules) which you did not complete before the interruption started.
- 1.38 If you are a student on an apprenticeship, your employer must also agree to the interruption of studies.
- 1.39 If you want to apply to interrupt your studies, please see the [Interruption, Suspension and Withdrawal Procedure](#).
- 1.40 In exceptional circumstances, we may decide it is appropriate to interrupt your studies. In these cases the appropriate Director of Education and Student Experience will make the decision (in consultation with your employer if you are an apprentice) and you will have the right to appeal against the decision through the Pro-Vice Chancellor (Education and Student Experience). The maximum period of interruption to your studies in these circumstances would be until the beginning of the next academic year or the next registration point, whichever is sooner.
- 1.41 If you are a research student and ill-health or other circumstances outside your control prevent you from making progress with your research, you can apply to interrupt your studies, normally for six months. In exceptional cases, we may allow you to interrupt your studies for a period of one year. You must normally provide written evidence to support your application for a period of interruption. If you want to interrupt your research, please see the [Research Code of Practice](#).
- 1.42 In some circumstances, we may have to exclude or suspend students. This may apply if you:
- fail to keep to the terms of a visa – see [Immigration Regulations](#);
 - have committed a disciplinary offence – see the [Student Disciplinary Procedure](#);
 - are unfit to study at the moment, but may be reasonably expected to be fit to study again in the future – see the [Fitness to Study Procedure](#).
 - As a student apprentice your employment has been terminated following disciplinary or fitness to practice procedures.
- Please see the [Interruption, Suspension and Withdrawal Procedure](#) (link above).
- 1.43 If we suspend you during a semester, you will not be considered to have made an attempt at any uncompleted assessments for that semester. The relevant award and progression board will decide whether to allow opportunities for deferral or referral (see 1.28 to 1.31 above).
- 1.44 If you have been suspended, you will normally continue your studies in the following

academic year at the beginning of the semester in which the suspension took place.

We may ask to see evidence (for example, a medical certificate) before allowing you to enrol and continue your studies – see the [Admissions and Enrolment Procedure](#).

- 1.45 You may decide to withdraw from your course. This means permanently leaving the course before successfully completing it. Once you have withdrawn from a course you will not normally be allowed to enrol onto that course again – see the Interruption, Suspension and Withdrawal Procedure (see link above).
- 1.46 An award and progression examination board may decide to end your studies and withdraw you from your course if you have tried every way possible of completing the course – see the [Assessment and Examinations Procedure](#).
- 1.47 If an examination board has ended your studies, or you have been excluded or suspended, you can appeal to the Pro-Vice Chancellor (Education and Student Experience).

Complaints and appeals

- 1.48 A complaint is an expression of dissatisfaction about something we have done or have failed to do, or our standards of service, on or off campus, which you have not been able to deal with through informal processes. You can make a complaint on your own or with a group of students. Please see the [Student Complaints Procedure](#).

Employers who sponsor students or whose employees are on an apprenticeship at LSBU can make a complaint. Please see the [Employer Complaint Procedure](#).

- 1.49 You can use our Appeals Procedure to appeal against our decisions relating to administering the marking process, your progression on a course and awarding qualifications. This includes decisions made by examination boards about circumstances outside your control and decisions taken through the academic misconduct process. During the appeals process, 'academic judgement' refers to the judgement of an academic member of staff about their subject of academic expertise. You cannot appeal against academic judgement.
- 1.50 You must be aware of, and follow, our regulations and procedures. You cannot appeal against a decision because you did not understand or were not aware of course or university regulations. This includes regulations relating to extending a date for submitting coursework, making a claim for extenuating circumstances within the deadline, finding out examination results or interrupting your studies.
- 1.51 We will provide an independent advice service, usually through the students' union. This will support you with understanding our policies, regulations and procedures.
- 1.52 We keep to the regulations of the Office of the Independent Adjudicator (OIA). At the end of the internal appeal or complaints process, we will issue a 'Completion of Procedures' letter which gives you a right to appeal to the OIA. The OIA review the way we apply our processes and consider whether our decision has been reasonable in the circumstances.
- 1.53 We will keep details of the appeal and relevant documents on file until after you have completed your course.
- 1.54 The University Secretary is responsible for working with the Office of the Independent Adjudicator and making sure that we follow their recommendations and observations.

Notes

Please see our [glossary](#), which is a separate document, for definitions of the key terms used in the academic regulations.



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The Examinations and Conferments Office publishes a university-wide timetable. It is your responsibility to be aware of this.



	INTERNAL
Paper title:	Race Equality Charter Mark – Bronze Submission
Board/Committee:	Academic Board
Date of meeting:	06 June 2018
Author(s):	Sofia Jabeen
Sponsor(s):	Shân Wareing Pro -Vice Chancellor of Education and Student Experience
Purpose:	<p>The institution agreed in October 2016 to submit our application for the Race Equality Bronze Award on the 13th July 2018 to the Equality Challenge Unit.</p> <p>The paper has been tabled for discussion and information.</p>
Recommendation:	<p>Board members are asked to:</p> <ul style="list-style-type: none"> • Note the contents of the draft submission • Comment on the contents of the submission • Provide any recommendation for action

Executive Summary

Context

In 2016/17 LSBU had over 18,000 students drawn from over 130 countries.

- 53% of our undergraduate student population identifies as BME
- 97% of our students are from state schools.
- 70% of our students are mature/returners to education participation
- 46% of our undergraduate students state that their parents have no higher education qualifications
- We also have high participation from students who would have been entitled to free school meals, an indicator of childhood deprivation and social class.

Given some of the above challenges the Institution faces, the Executive team agreed and confirmed in October 2016 that it would make its application for the Race Equality Charter Bronze Award in July 2018. A Bronze award recognises that the

institution has a solid foundation for eliminating racial inequalities and developing an inclusive culture that values all staff and students. A Bronze award acknowledges commitment and preparation to act.

The purpose of the submission is to improve the representation, progression and success of LSBU minority staff and students. In order to gain greater insight into the experiences of our BME staff and students, we critically analysed our institutional data and developed an engagement programme of activities. The key findings will be addressed in the action plan of the submission.



Race equality charter application form

London South Bank University

Level of award application:

Bronze

Main contact for the application and contact details:

Ms Sofia Jabeen
Head of Equality, Diversity & Inclusion
People and Organisation
Technopark, 90 London Road, SE1 6LN
Email: jabeens3@lsbu.ac.uk
Tel: 0207 815 6009

1 Letter of endorsement from vice-chancellor/principal

London South Bank University is a large, modern, civic university located at the heart of a very diverse area of London. We have amongst the largest proportion of students (51%) and staff (33%) from ethnic minority background of any university in the UK, and we are proud of the diversity of our LSBU community.

However, we know that the academic and professional opportunities of our students are unequal, and that ethnicity is a significant factor in their academic progression and achievement, and their success after graduation. Furthermore, our staff are not represented equally at all levels of the organisation or on employment contracts, with our BME staff disproportionately represented amongst staff on temporary contracts and underrepresented in senior posts.

I am fully committed to promote equality and provide opportunities for career development and personal fulfilment which can be equally accessed by all students and staff. This goal will not be a reality until BME staff are equally represented in all tiers of staff and BME student academic and professional outcomes do not differ from those of white students.

I have the full support of the Executive Team, the Academic Board and the Board of Governors towards our journey to achieve this goal.

Some of the most concerning statistics about our profile from my perspective are:

- The gap in attainment between white and minority ethnic students
- Differential proportions of BME staff compared to white staff on senior grades

I am very concerned about the fact, that according to our staff survey, BME staff are more likely to think that their voices will not be heard, that their opinions are not valued, and that recruitment and promotion processes are unfair.

The University Equality, Diversity and Inclusivity Steering Committee is chaired by a member of the Executive team, the Chief Operating Officer. We have an independent Governor representing the Board of Governors on the Committee. Members of Executive sponsor our four staff networks for groups of people with protected characteristics or allies, including EquiNET, LSBU's race and ethnicity network, which is sponsored by the Pro Vice Chancellor for Education and Student Experience, who also chairs our Race Equality Chartermark Steering Group. The Executive Team have all attended training on unconscious bias, and on 4th October 2017, a half day was devoted to race and ethnicity for the Operations Board which includes all members of the Executive team, the Deans of Schools and Directors of Professional Service Groups. The group reviewed LSBU's data on ethnicity and prioritised actions as part of the REC submission.

The 2015-2020 Corporate Strategy has goals relating to all staff feeling their achievements are equally and fairly valued, and KPIs relating to staff engagement.

We did not include a race or ethnicity related KPI in 2015, but are currently identifying suitable targets for KPIs in the 2020-2025 strategy. We report to the Board through the quarterly HR Strategic Report ethnicity metrics including the BME salary gap, the ethnicity-based results and actions in the staff survey, the differential outcomes for students based on their ethnicity, and students' different perceptions of the university based on their ethnicity.

To support our race equality work, we have added resource in our Planning, Performance and Assurance team to analyse and present data about our students and staff, allocated resource from the Student Support and Employment budget to analyse student academic achievement data, and committed resources within our EDI team.

As a university, our work to date on our Race Equality Chartermark has been very beneficial. It has brought us together as a community to discuss experiences of race and ethnicity, to study our own data, and to commit collectively to change. We have shared personal histories, developed a common language and reference points, and the courage to talk more openly about race, skin colour, ethnicity and culture.

I know, and my team and LSBU community know as well, that we are on a journey to achieve the equality and fairness we aspire to, but we have made a collective agreement to be open and transparent, embrace change and deliver on our promises.

A comment made in our Race Equality Staff survey summarises our view of the present and the future of LSBU:

"There are lots of genuine unsung heroes working in this institution and to be fair I have seen many new initiatives that give hope and promise"

In this spirit, I commend our Race Equality Charter Mark submission to you.

Yours sincerely
Prof David Phoenix

Vice-Chancellor and CEO

2 The self-assessment process

2a Description of the self-assessment team

2. A Self- Assessment Process

The Self-Assessment team approached the Race Equality programme as a set of specific projects particularly around data collection, student and staff engagement.

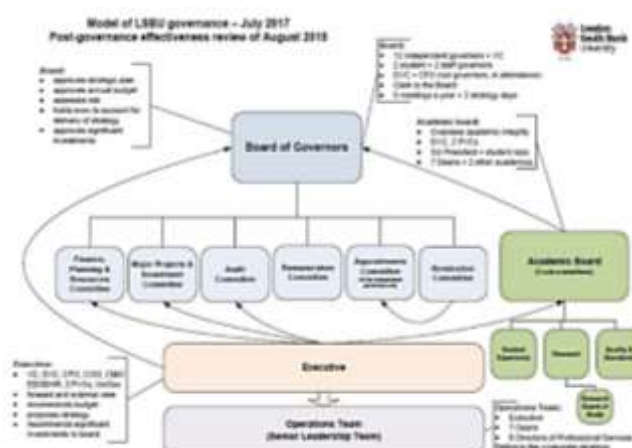
Race Equality Awareness Building and Engagement

Prior to the Race Equality team meeting, the following plans were agreed and communicated to all staff via all staff forums, group “town hall”, cascade meetings and general meetings:

- Business Plan
- Project Plan
- Three Phase Communication and engagement plan

The above plans were agreed and presented to key committees in LSBU’s governance structure including:

- Board of Governors
- Finance, Planning and Resources Committee
- Executive and Operations Team
- Academic Board
- Quality and Standards Committee
- Student experience and the
- Equality, Diversity and Inclusion Steering group
- Equinet – BME Staff Network
- Student Union Team meeting



As part of phase one of our engagement plan a detailed presentation on Race equality was made to each School and Professional Service Group, a total of over 22 meetings where the following information was shared:

- Introduction to Race Equality project and phases
- Understanding Race inequalities that exist within HE
- Introducing the LSBU’s Equality, Diversity and Inclusion Diversity Dashboard (and the specific data set on the Race Equality)

Following the initial engagement phase with staff across the organisation, we were delighted to receive requests for further development and awareness-raising on race equality. In response, the REC Steering Group established race specific workshops early on the project, open to both staff and students:

- “Closing the Chasm- addressing student attainment gap and BME career progression” (1st February 2017)
- “Understanding Student BME attainment”
- “Race Equality Workshop”
- “Unconscious Bias training”
- The EDI team organised for all the members of the Race Equality steering and advisory group to attend a day trip to the Victoria and Albert Museum Black People in Britain (3rd March)



Picture – Black History Month

Race equality Steering group membership




Membership of the Race Equality Steering group were nominated in. All members were briefed by the Chair and the Heads of EDI on specific individual contributions and support required on the group in 121s. Members were selected due to their role, interest and representation.

Race equality Steering Group membership

Name	Role within the SAT	Role	Grade	Ethnicity	
Ben Acquah	EquiNet Co- Chair (BME Network)	ICT Senior Application Support Analyst	SU07	Black or Black British - African	
Steve Baker	Student Union Chief Executive – Student engagement	Chief Executive	N/A	U/K	
Craig Barker	Academic – Dean representative Academic Sponsor of EquiNet	Dean of School of Law and Social Sciences	N/A	U/K	
Kirsteen Coupar	Student Support and Employment Perspective	Director of Student Support & Employment	SM - C	White	
Richard Duke	Strategy	Head of Planning and Performance Assurance	SU10	White	
Charles Egbu	Academic – Dean representative Academic sponsor to GenderNet	Dean of the Built Environment and Architecture	SM - C	Black or Black British - African	
Sofia Jabeen	Project Lead and Race Equality Lead	Head of Equality, Diversity & Inclusion	SU09	Asian or Asian British - Pakistani	
Sukaina Jeraj	Student employability and placements	Head of Employability and Placements	SU09	Asian or Asian British - Indian	

Cheryl King-McDowall	Co- Chair of Race Equality Steering group	Director of Organisational Development	SM12	Other Black Background	
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Race Equality Steering Group Membership

Markos Koumaditis	HR and Recruitment representative	Deputy Director of HR Business Service	SM11	White	
Emily Rubython	Student Survey voice and Experience	Senior Manager, Market Research and Insight	SU09	White	
Shaminder Takhar	Chair of Equinet – BME Network Chair	Associate Professor in Sociology	AC09	Asian or Asian British - Indian	
Shan Wareing	Chair of Race Equality Charter	Pro Vice Chancellor, Education and Student Experience	SPHS14	White	
Saranne Weller	Support Inclusive Curriculum development	Director of Research Informed Teaching	SM11	White Irish	
Laurence Gouldbourne	Athena SWAN lead and representative	Senior Equality, Diversity & Inclusion Manager	SM08	Black or Black British - Caribbean	

Student Union President	Student voice and Experience	N/A			
Tolu Oke	Student and Staff engagement and communication lead	EDI Project Co-ordinator	SM06	Black or Black British – African	

Members of the Race Equality Advisory Group

The Race Equality Advisory Group consists of 25 members from diverse ethnic backgrounds. The ethnicity makeup is 9 White, 4 Asian British – Indian, 2 Asian British – Chinese, 1 Asian British – Pakistani, 1 Asian Other, 2 Black British – Caribbean, 2 Black British – African, 1 Black Other, 2 Other Ethnic Background. During the consultation and engagement phase of the project, it was apparent that our staff were enthusiastic to talk about race equality and be involved in action for change. A request for volunteers to join the Race Equality Charter Mark Steering Group received an overwhelming response. The programme group decided to set up an additional two groups (Race Equality Advisory Group and Race Equality Programme Group) to harness their ideas and good will, and ensure everyone who expressed an interest would be involved in developing race equality at LSBU.

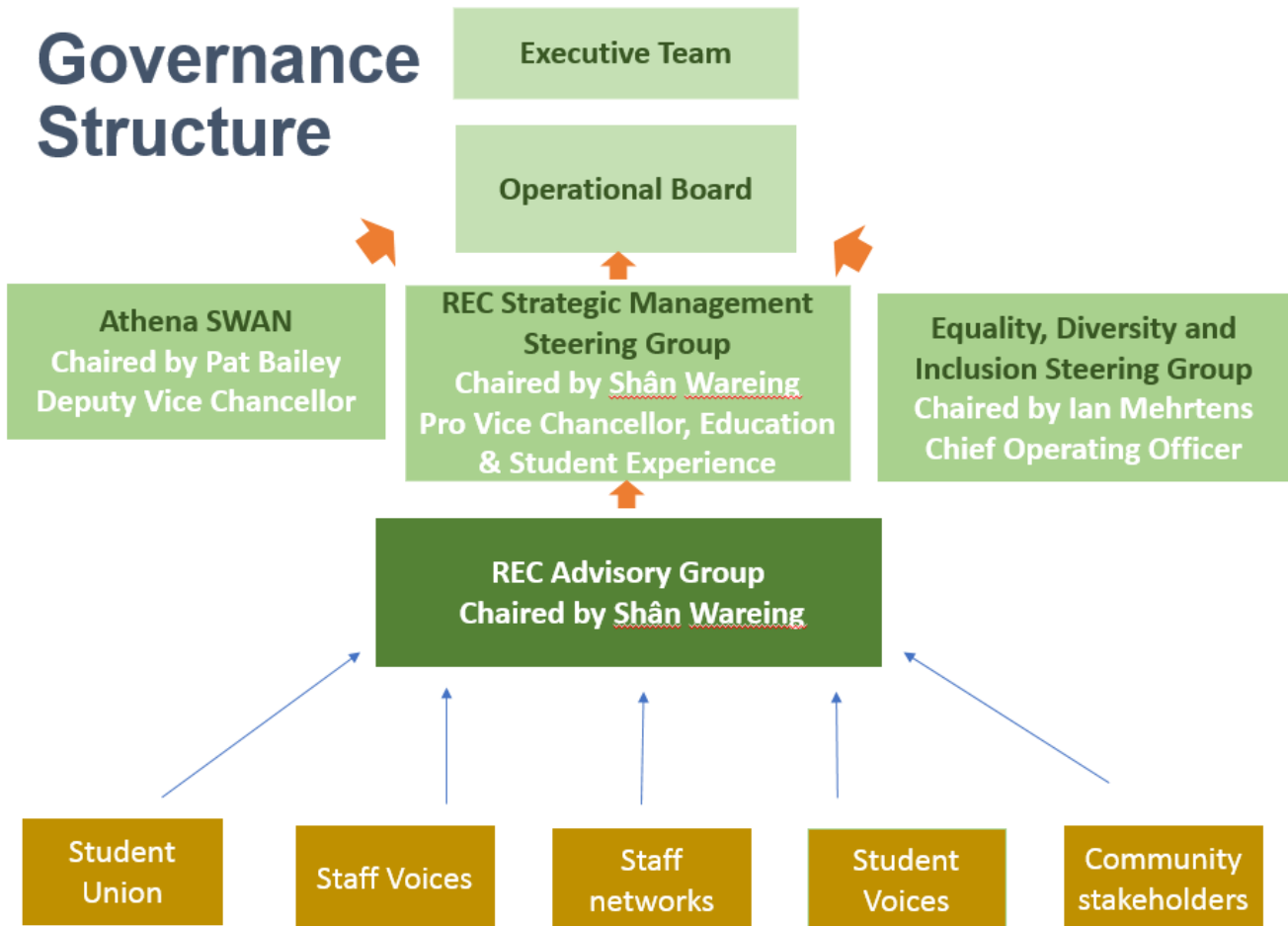
Members were asked to express why they wanted to be involved in the Advisory group and what contributions they would demonstrate in advancing race. Members were involved in designing the key objectives of the group and the terms of reference for the group.

Name	Role	Faculty	Grade
Denise Arnold	Residence Customer Service Manager		
Safia Barikzai	Associate Professor		
Neeta Barot	Business Engagement Manager		
Nicola Bourke	Research and Enterprise Support Officer		
Cheryl King-McDowall	Director of Organisational Development		SM12
Shan Wareing	Pro Vice Chancellor, Education and Student Experience		SPHS14
Shaminder Takhar	Associate Professor in Sociology		
Sam-kee Cheng	Contract Delivery Manager (Health & Safety)		
Alison Chojna	ARR Deputy Director of Library and Learning Resources		
Sourav Dalal	Project Manager		
Emma Downes	Business Intelligence Analyst		
Richard Duke	Head of BIU		
Sarah Gordon	Head of Outreach and Engagement		
Beverly Joshua	Course Director - Adult Branch		
Gianna Knowles	Associate Professor		
Chung Lam	Research Support Officer		
Yasmin Mahmood	Quality & Enhancement Advisor for Student Voice		
Mandy Maidment	Head of Division: Food Sciences		
Samantha White	OD Programme Advisor		
Calvin Moorley	Senior Lecturer		
Phil Newman	ARR Deputy Director of Sports Academy		
Delia Ojinnaka	Senior Lecturer: Food Science		
Pamela Thomas	Learning Development Advisor – Academic Skills & English		
Shushma Patel	Interim Dean		
Ballu Sesay	Programme Manager		

Race Equality Groups and meetings

The race equality steering group feeds directly into the Quality and standards committee and the Equality, Diversity and Inclusion Steering group that feeds to the Academic Board, Executive team and the Board of Governors.

As part of our engagement plan the team regularly met with the student union team, staff equality networks, student societies and groups.



Word Count 367

The following face-to-face meetings are set up:

Race Equality Groups	Aims of each group	Date of meetings	Outcome of meetings
Race Equality Programme Group	<ul style="list-style-type: none"> To drive and steer the project plan to ensure LSBU improves the representation, progression and success of minority ethnic staff and students To identify Race specific objectives which are aligned to LSBU's Strategic Objectives and KPI's. To ensure key priorities, actions and objectives are included in the 3-year action plan. To support the programme plan and the delivery of the Race Equality Bronze Submission by July 2018. 	25/05/2017 20/07/2017 26/09/2017 30/11/2017 25/01/2018 22/03/2018 24/05/2018 26/07/2018	
Race Equality Steering Group Page 47	<ul style="list-style-type: none"> To work with the Programme Group to ensure LSBU improves the representation, progression and success of minority ethnic staff and students. To identify Race specific objectives which are aligned to LSBU's Strategic Objectives and KPI's. To ensure key priorities, actions and objectives are included in the 3-year action plan. To support the programme plan and the delivery of the Race Equality Bronze Submission by July 2018. 	30/03/2017 27/04/2017 22/06/2017 17/08/2017 26/10/2017 22/02/2018 26/04/2018 28/06/2018	
Race Equality Advisory Group	<ul style="list-style-type: none"> Advise LSBU on its strategy and actions to improve the representation, progression and success of minority ethnic staff and students Contribute to and evaluate the delivery of the REC submission plan and programme plan Contribute to the development of the approach taken to data analysis, and how it adequately informs strategic objectives and direction 	05/05/2017 06/09/2017 06/12/2017 07/03/2018 06/06/2018	

	<ul style="list-style-type: none">• Inform the development of LSBU's approach in analysing the student and staff feedback, and the extent to which it informs strategic objectives and direction• Contribute to the development of Race specific objectives and their alignment to LSBU's Strategic Objectives and KPIs• Support the development of the key priorities, actions and objectives for a 3 year action plan		
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2C - Involvement, Consultation and Communication

Student Survey

The first phase of our Race Equality student survey began in late February 2017. The EDI team undertook a number of activities to raise awareness of the student survey including:

- Recruiting and training 5 student ambassadors to promote the survey
- Circulating briefing packs to a minimum of 5 course directors to empower them to speak to their students on the REC and encourage them to complete the survey
- Equipping all student societies to send out the survey to their student membership on a weekly basis
- Sending student ambassadors to promote the survey in lectures across all 7 LSBU Schools
- Student ambassadors raising awareness of the Race Equality Charter in each LSBU Halls of Residence
- Student ambassadors engaging students during LSBU's wellbeing day
- Liaising with SU reps to promote the survey through SU communications and events
- The Pro-Vice Chancellor also sent an institution wide email (please see below) reinforcing the importance of completing the survey



Dear Tolulope

You may recall that I [emailed you](#) back in March about our plans to further the representation, progression and success of our ethnic minority staff and students.

To deliver on this, I would like to invite you to take part in the Race Equality Charter (REC) survey. Almost 700 staff and students have already completed the survey - could you take just 5 minutes to [share your views and experiences](#)?

[Take the survey](#)

The survey is completely anonymous and forms part of a full evaluation of race equality across LSBU. Your views will provide an insight into what we're doing well and help identify the structures, processes and cultures that need improving.

It doesn't matter what background, ethnicity or race you identify as – everyone can help. To add your voice, please visit www.lsbu.ac.uk/recsurvey or click on the button above.

Thank you for helping make LSBU a place where difference is valued and everyone is treated fairly.

Kind regards

Shân Wareing
Pro-Vice Chancellor for Education and Student Experience

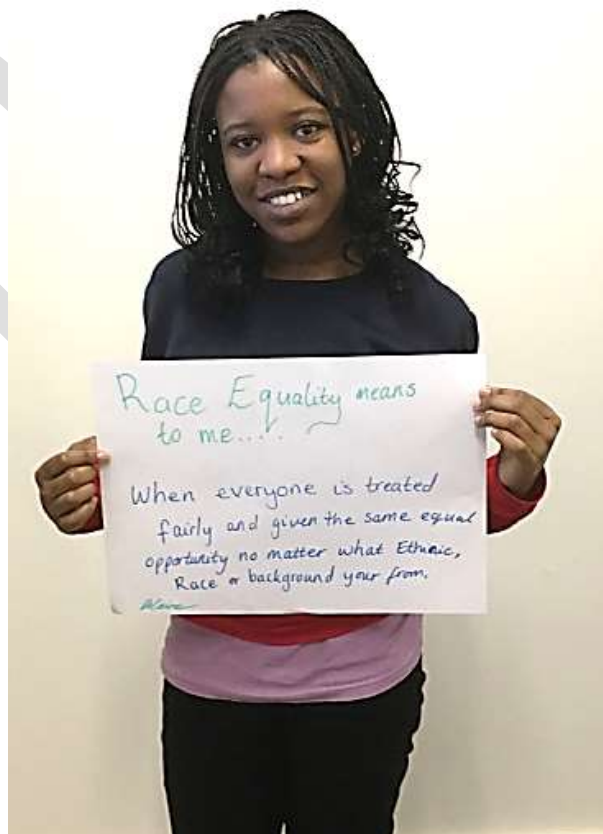
All this activity took place prior to our student survey opening on 20th March 2017. The first phase of our student survey ended on 26th May 2017. Between the opening and closing dates of the survey, our student union reps continued to send communications and speak prior to lectures to promote the REC. Each individual student also received an invite to complete the survey, with respondents notified that they would be automatically entered into a prize draw to win an Ipad. By the end of May 2017, we had received over 700 responses.

Our second student survey phase began in February 2018, and involved the same awareness raising and promotion we had implemented with the first campaign. By the close of the survey in April 2018, it had registered 1725 responses overall (please see Student Infographic to view survey results).

The EDI Team used the Survey Gizmo marketing research tool to analyse our data by presenting results in online charts and tables, and all individual responses within a detailed Microsoft Excel report. The 'individual response' function allowed us to break down responses by ethnicity, and draw out themes that were being specifically raised by BME students, as opposed to our student cohort as a whole.

In conjunction with the survey, the EDI Team ran 6 student focus groups (with 7-10 students on average), which discussed the key themes that had emerged, and where we aimed to gain a greater insight into our students' feedback. Prior to each focus group, we presented institutional data relating to student attainment, progression and employment outcomes. The largest focus group involved 16 students, and was conducted after our February 2018 Course Rep Forum.

At the close of each focus group, students were asked to support our Race Equality campaign by noting down 'What Race Equality Means to Me' (example below).



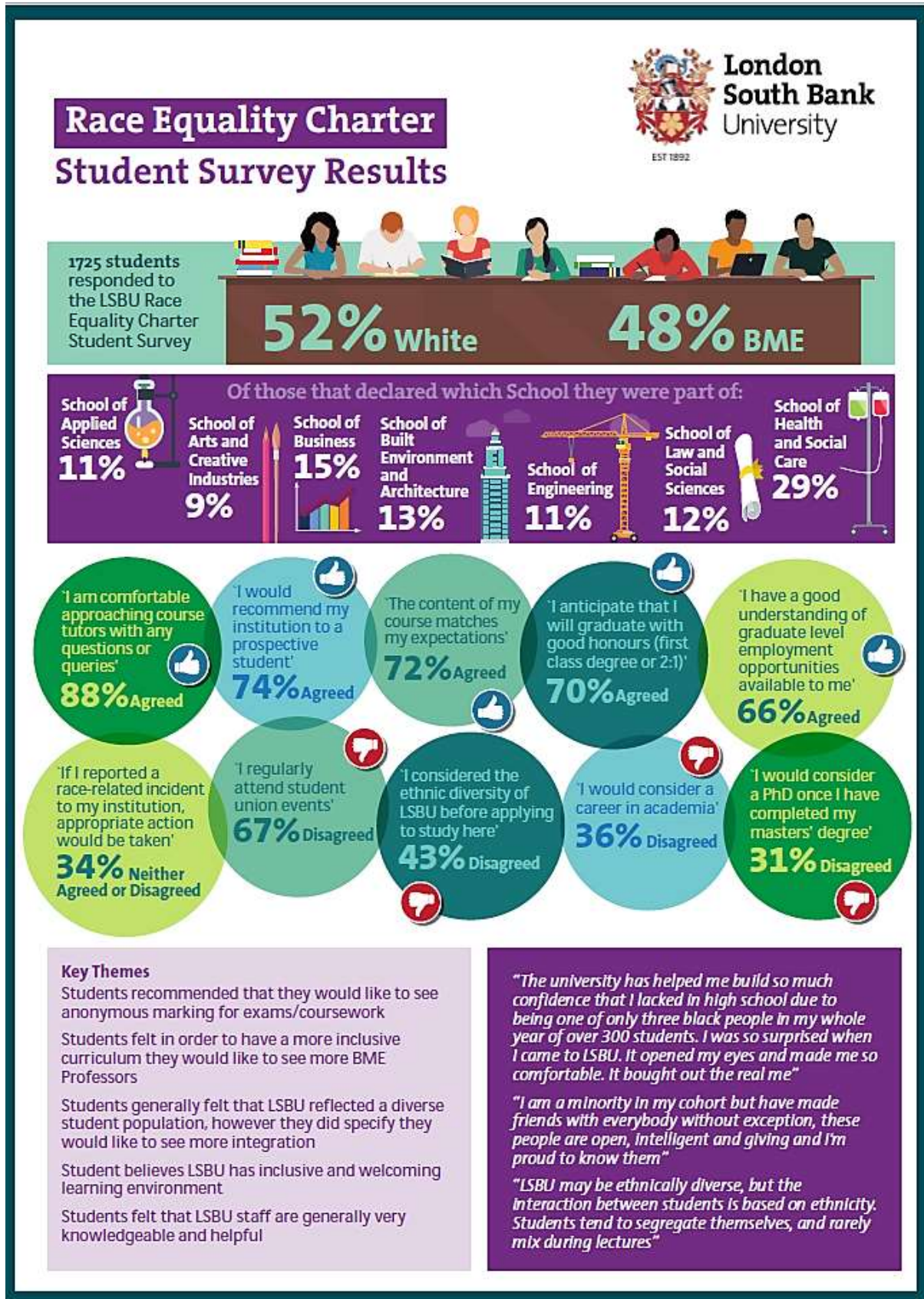
Some themes (both positive and negative) that emerged from the student focus groups were:

- Helpful admissions staff
- Passionate lecturers
- Feeling overwhelmed during induction week
- Lack of awareness of any attainment gap between students of different ethnicities
- Issues with group work
- A need for greater promotion of careers events
- Greater access to networking opportunities

The EDI team attended ‘cascade meetings’ with each of the 7 Schools at LSBU and all 10 professional service departments, and presented the results of the survey, in order for senior management within those schools to develop action plans in response to our findings.

School	Date
Applied Science	9 th February 2018
Arts & Creative Industries	26 th March 2018
Built Environment & Architecture	28 th March 2018
Business	12 th March 2018
Engineering	30 th May 2018
Health & Social Care	21 st February 2018
Law & Social Sciences	28 th February 2018

We also presented the survey findings at our REC Steering/Advisory Group meetings (dates referenced earlier in section). The purpose of these meetings, was to consult with members in order to develop action plan points to address the themes that had emerged from our analysis.



Staff Survey



Dear Tolulope

LSBU is one of the most diverse Universities in the UK with 55% of students and 28% of staff identifying as BME.

But the employee engagement survey showed that we have lots more to do to respect individual difference and ensure everyone has access to the same opportunities. We want to address this and improve the representation, progression and success of our ethnic minority staff and students.

To deliver on this we will be undertaking a full evaluation of race equality across LSBU as part of the process to apply for a Race Equality Charter (REC) award.

We will be creating a REC Advisory Group to oversee this evaluation and identify the steps we need to take to ensure that we support and harness the talents of everyone in our University community.

The Group will be made up of representatives from across LSBU and chaired by myself, with Cheryl King-McDowall as a deputy Chair, and we are looking for colleagues to volunteer to be part of this work. You can [find out more and apply via OurLSBU](#).

Throughout the process we will be creating lots of opportunities for all staff to contribute their views, comments and ideas.

We all want LSBU to be a place where everyone feels difference is valued and everyone is treated fairly – the Race Equality Charter will be a big step towards achieving this

Best wishes

Shân Wareing
Pro-Vice Chancellor for Education and Student Experience

Our BME Staff Network Equinet (which comprises over 200 BME members of staff) were also involved in promotion. The Chair of Equinet, Dr Shaminder Takhar, sent out the below communications to all network members.

Dear All

Race Equality Charter Survey

The University is currently undertaking a full evaluation of race equality across LSBU, looking at progression & success of both ethnic minority staff and students.

To deliver on this, we are asking staff to take part in the Race Equality Charter survey.

Almost 400 staff have already completed our survey. The survey is completely anonymous and takes no more than 5 mins.

Please complete the survey through this link <https://lsbu.onlinesurveys.ac.uk/rec>

Best wishes

Shaminder

Dr Shaminder Takhar

Associate Professor in Sociology | School of Law and Social Sciences / Division of Social Sciences | London South Bank University | 103 Borough Road, London, SE1 0AA

We had 478 responses overall, and analysed the staff survey using SurveyGizmo, in the same manner as we did the student survey (alluded to earlier). We worked in collaboration with Business in the Community's Diversity Advisor, Sonia Meggie, in order to address some of the results from our survey (such as how to ensure effective mentoring of BME staff, and encourage their progression to senior levels). We also ran a focus group with Equinet on 25th April 2018 to present institutional staff data relating to promotion, and discuss responses to our findings.

Some themes (both positive and negative) that emerged from the staff focus groups were:

- The BME Network at LSBU being a good platform to discuss barriers faced by BME members of staff
- The senior BME staff within Equinet being viewed as inspirational role models
- More mentoring opportunities for BME staff
- Senior managers should be challenged as to why BME staff are not reaching senior positions within the institution
- Campaign to raise awareness of the LSBU Dignity at Work scheme (which aims to tackle bullying and harassment)
- Line managers should be proactive in discussing the training opportunities available to BME staff during their appraisal.

As with the student survey results, The EDI team also attended 'cascade meetings' with each of the 7 Schools at LSBU and all 10 professional service departments to promote the survey results.

LSBU Race Equality Charter Staff Survey - Infographic



Race Equality Charter Staff Survey Results

478 members of staff responded to the LSBU Race Equality Charter Staff Survey



Key Themes

- Staff felt that LSBU is an inclusive working environment
- Staff felt their values were respected and they could be themselves at work
- Staff felt that LSBU could do more in promoting and communicating recruitment opportunities
- Staff did feel that there is a lack of BME staff in senior positions
- Staff felt flexible working opportunities should be more accessible

"I have had several students who noted that the racial diversity in the student population is not reflected in the teaching staff - in other words there are very few black teaching staff. They were not complaining about the current teaching staff and stated that they found them very helpful and caring. They would just like to see a little diversity"

"It is difficult to change the culture of an institution overnight and to some extent we have to work harder to be more inclusive and treat people with respect and dignity i.e. treating people as you would want to be treated"

2d Future of the Self-Assessment Team

3 Institution and local context

3a Overview of your institution

London South Bank University is one of the largest and oldest London institutions with a proud history of providing industry recognised qualifications to learners from non-traditional and diverse backgrounds, dating back to our early roots in 1892. Our holistic approach brings together teaching, applied research and enterprise. Over the last 18 months LSBU's success in each of these areas has been widely recognised:

- We gained a silver rating in the government's Teaching Excellence Framework



- The Universities Academy of Engineering at South Bank was rated "Good" by Ofsted. In research, we have established a second research centre on the Cambridge Technology Park.



- In enterprise, LSBU was named Entrepreneurial University of the Year in The Times Higher Education Awards 2016 and is also London's largest provider of European-funded business support.



- Nearly 1000 employers send around 7000 students to LSBU and we now have nearly 400 higher and degree apprentices studying on LSBU programmes. This focus on employability also extends to the academies we have created and to our international partnerships. The British University in Egypt now houses nearly 4,000 LSBU students, making it the largest site for UK transnational education in the Middle East and North Africa region.



- In 2017, we were rated by diversity consultancy VERCIDA as one of the top ten employers for black and minority ethnic staff nationally. LSBU was the only university in the top ten, and was ranked alongside organisations such as Lloyds, BBC, Ofcom and Royal Mail.



We're a cosmopolitan university, and in 2016/17 we had over 18,000 students drawn from over 130 countries. 53% of our undergraduate student population identifies as BME, and 97% of our students are from state schools. In addition, 70% of our students are mature/returners to education participation. 46% of our undergraduate students state that their parents have no higher education qualifications, and we also have high participation from students who would have been entitled to free school meals, an indicator of childhood deprivation and social class.

We are a large and complex institution, with 7 faculties covering a wide range of subject disciplines: The School of Applied Sciences; The School of Arts and Creative Industries; The School of Built Environment and Architecture; The School of Business; The School of Engineering; The School of Health and Social Care; and The School of Law and Social Sciences.

In addition, we have 10 Professional Service departments: Academic Related Resources and Support; Estates and Academic Environment; Executive Office; Finance and Management Information; International; Marketing Admissions and Communications; People and Organisation; Research Enterprise and Innovation; Student Support and Employment; and Teaching Quality and Enhancement. In 2016/17, we had almost 2000 staff, of whom 44% were in professional services and 56% were in academic, research or teaching roles.

3b Overview of the local population and context

Population Demographics

London South Bank University is located in the London Borough of Southwark – an ethnically diverse borough, with 45.8% of the local population coming from a minority ethnic background.¹ It is 39.7% White British², with another 12.3% of the population belonging to an Other White ethnicity.³ BME students account for 51% of the LSBU student population by full person equivalent, and 32.9% of LSBU staff are from a BME background.

According to the 2011 census, Southwark has the largest Black African population in the UK at 16.4%.⁴ More than a quarter of its overall population is from a Black ethnic background (26.9%) – with a significant percentage of Black Caribbean residents (6.2%)⁵ as well as Other Black residents (4.2%)⁶ – which includes those of Somali descent.

Those from an Asian background make up 9.4%⁷ of Southwark’s population (the most being from the Chinese ethnicity at 2.8%).⁸ In terms of South Asian communities – Indian residents make up 2%⁹ of Southwark’s population compared with 1.4% from a Bangladeshi background¹⁰, and 0.6% Pakistani.¹¹ Those from a mixed-race background constitute 6.2%¹² of Southwark’s residents, with a further 2.4% from an ‘Other ethnicity’.¹³ In terms of religion and belief, in 2011 - Southwark was 52.5% Christian¹⁴, 26.7% having no religion¹⁵, 8.5% Muslim¹⁶, 1.3% Hindu¹⁷, 1.3% Buddhist¹⁸ and 0.3% Jewish.¹⁹

3.2.4. Of all local authorities nationally, Southwark ranks the highest for the proportion of residents born in Africa²⁰ (37,059), Nigeria and Ghana in particular²¹ (13,588 and 4808 respectively). In 11% of households across the Borough (13258), no individual in the household had English as a first language.²²

¹ Southwark Council., ‘Race and ethnicity in Southwark’, available at: <https://www.southwark.gov.uk/council-and-democracy/equality-and-diversity/public-sector-equality-duty?chapter=8>. [accessed 10 April 2018]

² Ibid

³ Ibid

⁴ Ibid

⁵ Ibid

⁶ Ibid

⁷ Ibid

⁸ Ibid

⁹ Ibid

¹⁰ Ibid

¹¹ Ibid

¹² Ibid

¹³ Ibid

¹⁴ Southwark Council., ‘Religion and Belief in Southwark’, available at: <https://www.southwark.gov.uk/council-and-democracy/equality-and-diversity/public-sector-equality-duty?chapter=9> [accessed 10 April 2018]

¹⁵ Ibid

¹⁶ Ibid

¹⁷ Ibid

¹⁸ Ibid

¹⁹ Ibid

²⁰ Southwark Council, ‘Southwark Key Housing Data 15/16’, available at: https://www.southwark.gov.uk/assets/attach/2683/Southwark_Housing_Key_Stats_October_v2_2015.pdf. [accessed 10 April 2018]

²¹ Ibid

²² Ibid

Southwark is the 41st most deprived borough in the UK²³ (out of 326), and the 12th most deprived in London.²⁴ 35% of Southwark's residents live in the most deprived LSOAs (Lower layer Super Output Area's) in England.²⁵

Racial tension within the community

With regard to racial tension in the local community - in 2010/2011, the rate for race hate crime in Southwark was 1.25 per 1000 of the population.²⁶ Most victims of race hate crime in Southwark were from the Afro-Caribbean community (65%)²⁷ followed by White European (28%)²⁸ and Asian groups (24%)²⁹. The vast majority of perpetrators of hate crime in Southwark were White European (67%)³⁰, with a further 28% from an Afro-Caribbean background.³¹

In terms of any racial tension at the institution itself, some of our student responses to our surveys and focus groups have alluded to segregation and lack of understanding between different races at the University, whilst others have portrayed LSBU's diversity in a positive light. For example, there were survey responses and focus group statements which spoke of inter-diversity tension between different Black (as well as Asian) groups although respondents put this down to cultural differences rather than disrespect or disdain for each other.

Community Engagement

Word Count 557

²³ Southwark Council, 'Southwark Demographic Factsheet', available at:

<https://www.southwark.gov.uk/assets/attach/2653/Demographic%20factsheet.pdf> [accessed 10 April 2018]

²⁴ Ibid

²⁵ Ibid

²⁶ Southwark Council, 'Hate crime Strategy Ward', available at:

<http://modern.gov.southwark.gov.uk/documents/s24706/Report%20Hate%20Crime%20Strategy.pdf> [accessed 10 April 2018]

²⁷ Ibid

²⁸ Ibid

²⁹ Ibid

³⁰ Ibid

³¹ Ibid

4 Staff Profile

4a Academic staff

This section explores the ethnic demographics of both academic and professional service staff at LSBU, and seeks to identify any inequalities in terms of representation across the institution, and provide actions to address these issues.

Our analysis of our academic staff data demonstrates that:

- BME academic staff are more likely to be offered fixed term contracts compared to a permanent contract
- BME academic staff are overrepresented in part-time contracts
- In one LSBU school (The School of Applied Sciences), the BME representation of academics is low compared with other schools, but in line with the national average.

Our professional services data illustrates that:

- The proportion of BME staff working in professional services is higher than in academic roles
- However, BME staff are more likely to be working in the lower grades in professional services and are less well represented in the higher grades
- BME support staff are more likely to be part time
- Part time BME support staff are significantly less likely to be offered a permanent contract
- The ethnic groups least represented at higher professional service bands of the organisation included Mixed, Other, Pakistani and Bangladeshi.

Despite the challenges outlined above, LSBU's academic staff (both UK and Non-UK) are still much more ethnically diverse than the higher education national benchmarks:

- We have 5 times as many BME Non-UK professors than the national average
- In terms of UK academics, the staff in one of our schools (The School of Engineering) are more than 40% BME
- For Non-UK academics, three of our schools are over 40% BME, including the School of Engineering which is 61% BME
- The percentage of our UK BME academics on permanent contracts is nearly 2.5 times the national average

In terms of our professional services staff:

- Our UK staff profile is 34% more ethnically diverse than the national average
- Our Non-UK staff profile is 67% BME compared with the national ECU benchmark of 30%
- Our UK BME staff are 4 times more likely to be on permanent contracts than nationally
- Our Non-UK BME staff are nearly twice as likely to be on permanent contracts than nationally
- The percentage of our UK BME staff who are full time, is 20 percentage higher than the national ECU benchmark
- The percentage of our Non-UK BME staff on full time contracts is more than 10% higher than the national average

In the academic year 2016/17, London South Bank University (LSBU) had more than 1,990 staff, of whom 56% were academics and 44% were from professional services. Between 2014-2017, the ethnic profile of LSBU staff overall was 59% White, 32% BME and 9% Unknown. 79% of staff were from the UK, and 21% were Non-UK. Compared with the 2017 BME sector average for UK Higher Education staff (8.9%)³², LSBU was 3.5 times more ethnically diverse.

Our academic staff profile is 10% more ethnically diverse than the national average in higher education providers³³, and in contrast with our professional services staff, our academic staff are evenly represented across pay grades (which can be partially explained by our academic promotions framework). However, though both these points may be encouraging, we will still endeavour to identify firstly why we have fewer BME academics than professional services staff, as well as implement measures to attract and retain more BME academics through our recruitment practices.

In July 2017, in response to the race equality baseline data which presented the above challenges, LSBU integrated race equality metrics, which included reporting on BME staff representation and BME student outcomes, in its Organisational Effectiveness Review meetings. These meetings took place for each School and Professional Service Group at twice a year, led by the Vice Chancellor with representatives from the Executive, People and Organisation, and Planning Performance and Assurance. The meetings comprised planned strategic conversations and reviews, with inputs including planning metrics and performance results, workforce plans and operational risk registers.

In order to improve our collective understanding of the perception of staff, we ran a Race Equality Charter Staff Survey, with a two-part communications campaign to ensure maximum staff engagement.. The survey received 483 responses overall - 57.9% of respondents were White (including Other White), 27.7% were BME, and 14.4% did not declare.

³² Equality Challenge Unit., 'Equality in higher education: staff statistical report 2017', available at: <https://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>. [accessed 10 April 2018]

³³ Ibid

Key themes that emerged in the staff survey responses were the lack of ethnic diversity among interview panels, the lack of BME staff in senior positions and issues BME staff face when seeking promotion.

For example, 54% of respondents disagreed with the statement, 'I have been encouraged to apply for promotion', and 50% of respondents disagreed with 'Work-related opportunities for development.....are allocated fairly and transparently'.

Some specific qualitative statements which supported these themes included:

- "The racial inequality is clearly evident in all forums from attending meetings, internal interviews, the senior management team and well as the Associate Professor appointments. This disparity is evident to students thereby inferring that lecturers of colour are not worthy of holding higher posts."
- "There is no diverse representation in the senior management which speaks a lot."

In contrast, some positive responses in relation to recruitment/staff progression included:

- "I think LSBU recruits fairly and transparently"
- "LSBU policy is very good at promoting diversity. Academics do all they can to promote diversity."

In addition, 73% of respondents agreed with the statement 'I am treated equally by all colleagues irrespective of ethnicity or race'.

The University ran an Employee Engagement Survey in 2017 which was completed by close to 800 members of staff (23% of whom were BME).

The survey revealed that BME academics felt they lacked support to progress beyond senior lecturer roles, they faced barriers to development and promotion, and they perceived there to be underrepresentation of BME employees in senior roles in schools/departments.

Asian Indian/Asian British Indian staff had the least positive perception of inclusivity at LSBU compared with other ethnic groups, including other Asian groups. In addition, staff from all Asian and 'Other' ethnic backgrounds were least satisfied with fairness of pay compared to White British staff. On the other hand, Black African and Black British African staff were most satisfied with career progression at the institution (57%).

4a Academic Staff Data

In the graphs below showing the profile of academic staff, any category with a headcount numbers fewer than 5 is not recorded, to uphold HESA data protection regulations and prevent individuals from being identifiable.

- *Note 1:* All benchmarking data is from the Equality Challenge Unit’s ‘Equality in higher education: staff statistical report which uses the 2015/16 academic year national benchmark.

The Institution as a Whole (UK and Non-UK Academics)

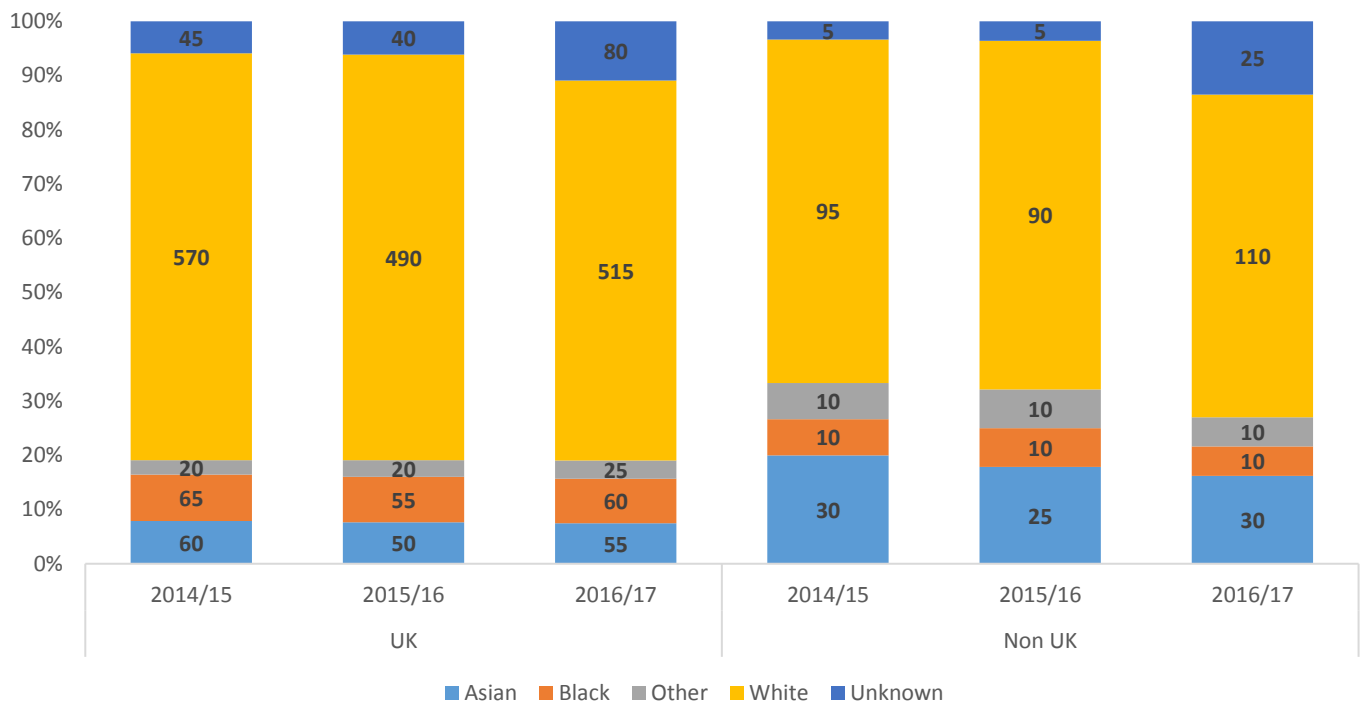


Figure 1:

* Due to the low numbers of academic staff of mixed heritage at LSBU they have been included under ‘Other’

In 2016/17, the profile of London South Bank University’s (LSBU) academic staff was 82% UK compared with 18% Non-UK. The above graph indicates that through 2014-2017, LSBU’s academic staff from the UK has consistently been 80% White. This is almost 11% more ethnically diverse than the sector average for UK academic staff which is 90.9%.³⁴ In addition, for LSBU’s Non-UK academic staff, the average White representation between 2014-2017 was 67% compared with the national benchmark of 72%.³⁵

Action: To increase the representation of BME academic staff through a review of our academic recruitment procedures, unconscious bias training for academic recruitment panels, and mentoring for BME academics.

³⁴ Ibid

³⁵ Ibid

Each Academic School as a Whole (UK Nationals)

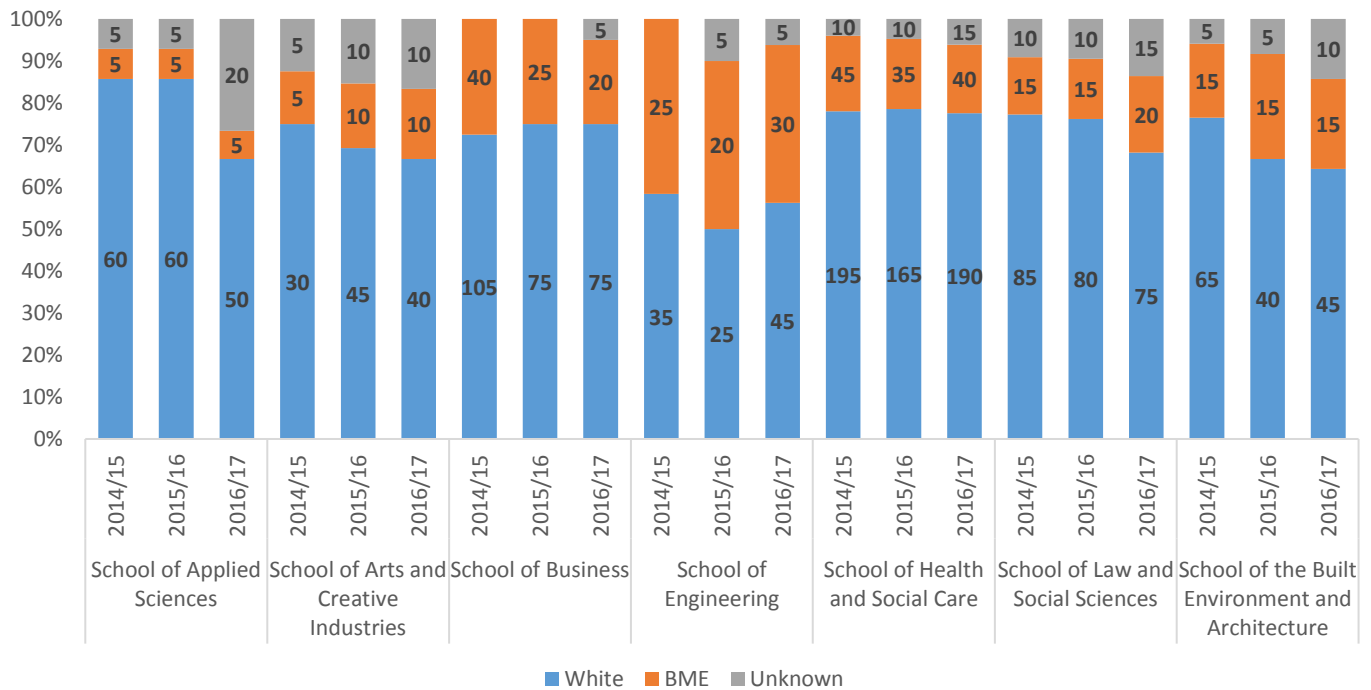


Figure 2:

Each Academic School as a Whole (Non-UK Nationals)

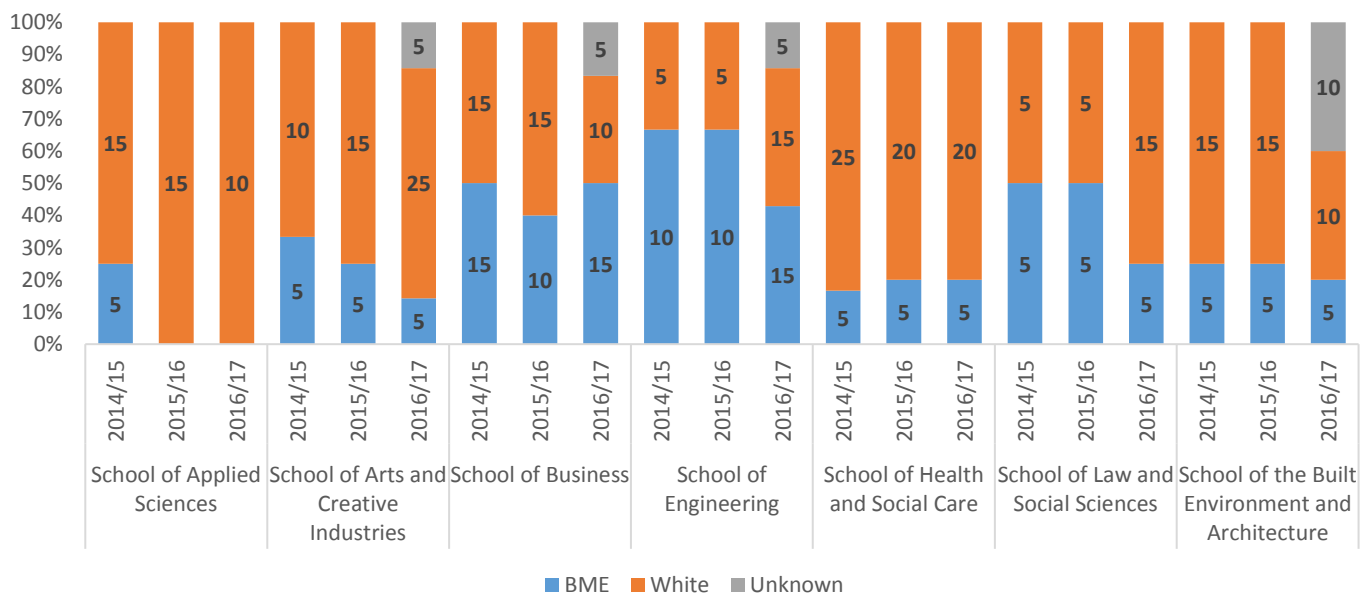


Figure 3:

In terms of UK academic staff, the above graph outlines that the School of Applied Science is least ethnically diverse, with an 8% average BME representation between 2014 and 2017 (this percentage is in line with the national benchmark for UK academic staff, which is 91.9% White). This is followed by the School of Law and Social Sciences (17% BME), Health and Social Care (18% BME), Arts and Creative Industries (20% BME), the School of Built Environment and Architecture (24% BME), and the School of Business (25% BME). The most diverse LSBU School over the three year time period is the School of Engineering (42% BME).

With regard to Non-UK academic staff, the graph above illustrates that the School of Applied Science is still least ethnically diverse, with an 8% average BME representation between 2014 and 2017. This is followed by the School of Health and Social Care (19% BME), Arts and Creative Industries (25% BME), the School of Built Environment and Architecture (28% BME), the School of Law and Social Sciences (42% BME), and the School of Business (50% BME). The most diverse LSBU School over the three year time period is once again the School of Engineering (61% BME).

Action: In order to address the lack of BME academic staff (both UK and Non-UK) in the School of Applied Sciences, the School has committed to the implementation of an inclusive recruitment and retention framework. The goal of this framework is for BME staff to represent 20% of Applied Sciences staff by 2020.

Each Academic Grade (UK and Non-UK Nationals)

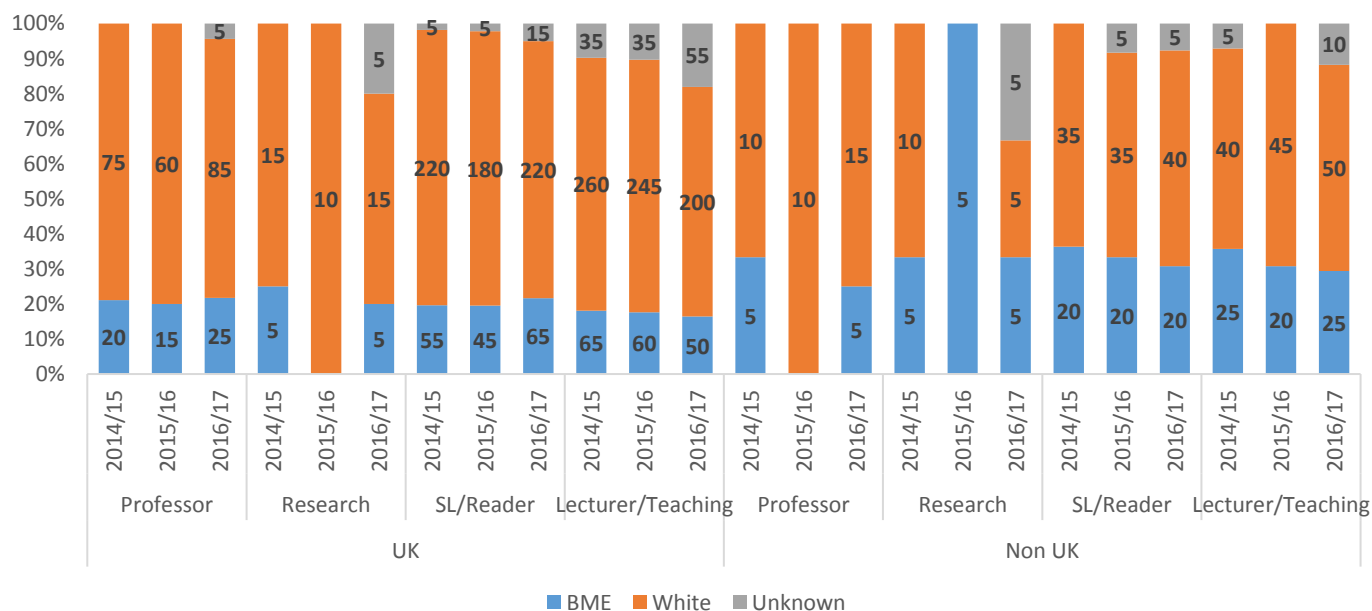


Figure 4

UK BME Professors	
Institution	BME Representation
ECU Benchmark	9.7%
LSBU	21%
University of East London	13%
University of Greenwich	10%
Kingston University	9%
Middlesex University	12%

Table 1: Sector and LSBU – UK BME Professors

Non- UK BME Professors	
Institution	BME Representation
ECU Benchmark	3.8%
LSBU	19%
University of East London	33%
University of Greenwich	N/A
Kingston University	N/A
Middlesex University	18%

Table 2: Sector and LSBU Non-UK BME Professors

Between 2014-2017, the average percentage of LSBU’s UK professors who were BME was 21% compared with 19% BME for Non-UK professors.³⁶ The percentage of LSBU’s UK BME professors is almost twice the sector average (9.7%), and there are also 5 times as many Non-UK BME professors at LSBU than nationally (3.8%).³⁷

³⁶ Ibid

³⁷ Ibid

Academic Contract Type (UK and Non-UK Nationals)

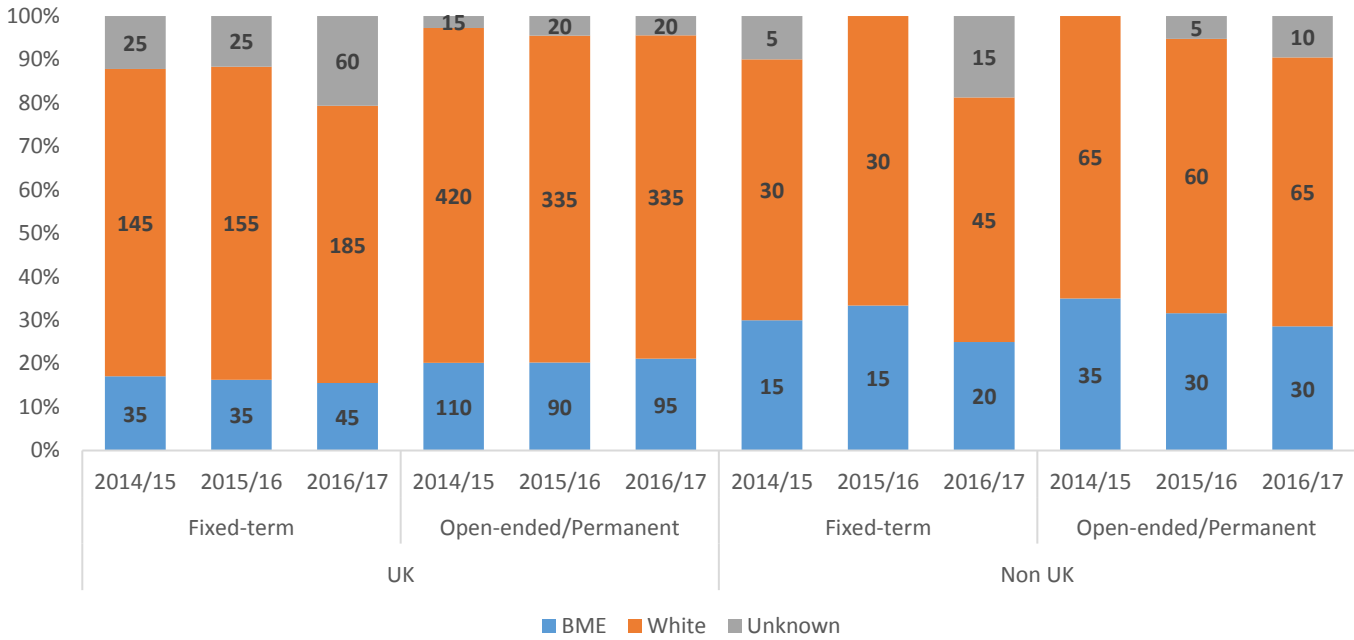


Figure 5

UK BME academic staff on permanent contracts	
Institution	BME Representation
ECU Benchmark	8.5%
LSBU	21%
University of East London	19%
University of Greenwich	15%
Kingston University	13%
Middlesex University	17%

Table 3: Sector and LSBU UK BME academic staff on permanent academic contracts

Non-UK BME academic staff on permanent contracts	
Institution	BME Representation
ECU Benchmark	24.3%
LSBU	33%
University of East London	35%
University of Greenwich	33%
Kingston University	25%
Middlesex University	33%

Table 4: Sector and LSBU Non-UK BME academic staff on permanent academic contracts

Between 2014-2017, 21% of LSBU’s UK BME academic staff were on permanent contracts in comparison with 8.5% nationally.³⁸ During the same time period, 33% of LSBU’s Non-UK BME academics were on permanent contracts – nearly 9 percentage points more than the sector average.³⁹

The percentage average (2014-2017) of the institution’s UK BME academic staff on fixed-term contracts was 19%, compared with 10.4% nationally.⁴⁰ Secondary research has suggested that this is common due to greater dependency on student fee income and rising costs, compared to income driving institutions to keep their staffing more flexible to adjust to changes in student recruitment.

Action: To commission a report into the underlying factors behind why a high proportion of our UK BME academic staff are on fixed-term contracts.

³⁸ Ibid

³⁹ Ibid

⁴⁰ Ibid

Academic Contract Type - Full Time/Part-Time Contracts (UK and Non-UK Nationals)

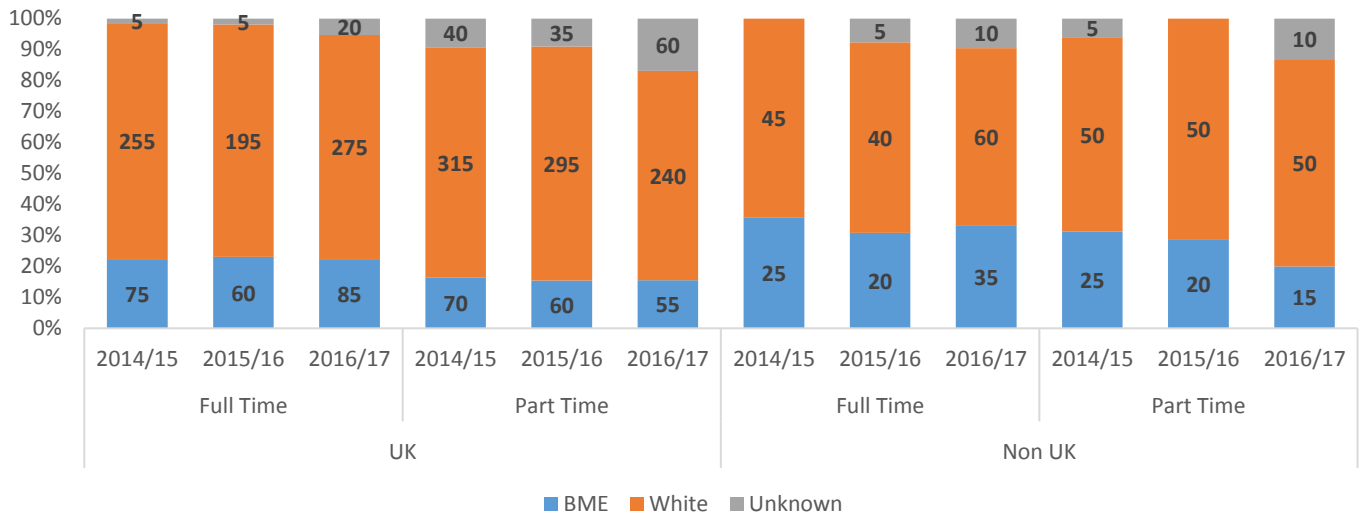


Figure 6

Action: To identify via qualitative/quantitative research methods why BME academics are highly represented in part time contracts but not full time.

Of the institution’s UK BME academic staff (on average, 325 between 2014-2017), 23% were full time in comparison with 9.7% nationally.⁴¹ Moreover, LSBU’s Non-UK BME academic staff who were full time during the same time period accounted for 35%, nearly 7 percentage points more than the national average (28.3%).⁴²

⁴¹ Ibid

⁴² Ibid

School Staff leavers by Ethnicity

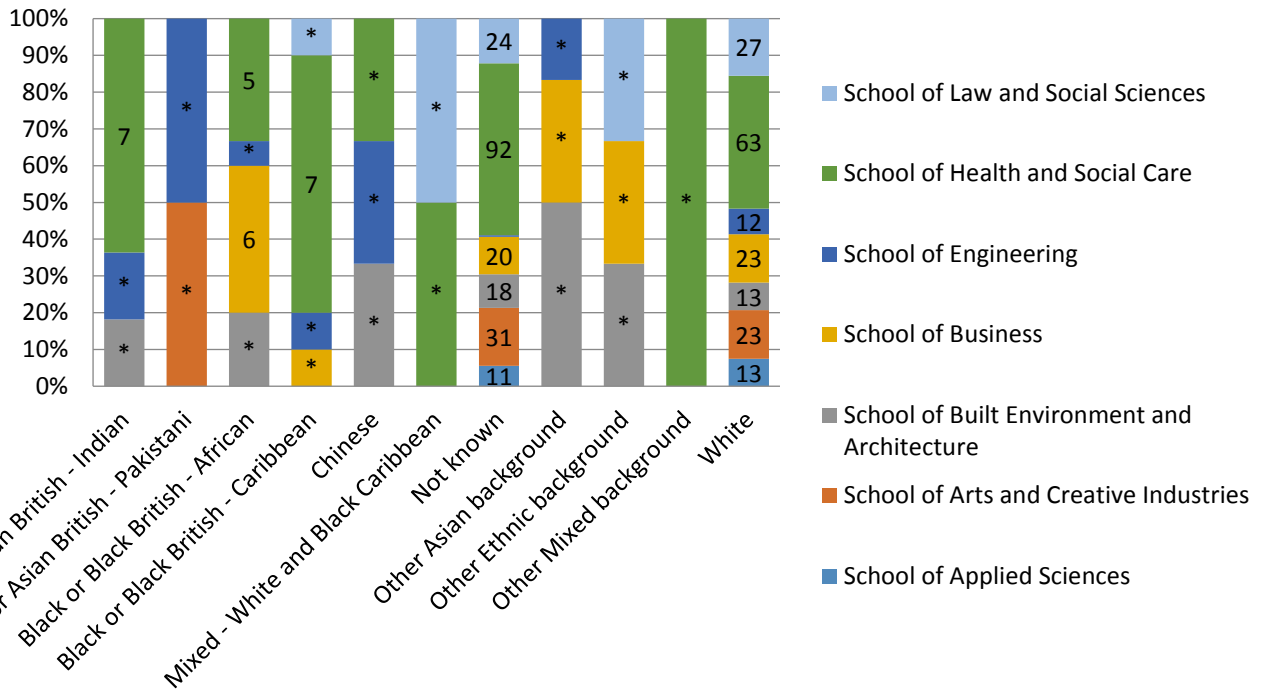


Figure 7: Academic Staff Turnover Rates 2014-15

Ethnicity	School of Applied Sciences	School of Arts and Creative Industries	School of Built Environment and Architecture	School of Business	School of Engineering	School of Health and Social Care	School of Law and Social Sciences	Grand Total
Asian or Asian British - Indian			*		*	7		11
Asian or Asian British - Pakistani		*			*			*
Black or Black British - African			*	6	*	5		15
Black or Black British - Caribbean				*	*	7	*	10
Chinese			*		*	*		*
Mixed - White and Black Caribbean						*	*	*
Not known	11	31	18	20	*	92	24	197
Other Asian background			*	*	*			6
Other Ethnic background			*	*			*	*
Other Mixed background						*		*
White	13	23	13	23	12	63	27	174
Grand Total	24	55	41	53	20	178	54	425

Table 5: Academic Staff Turnover Rates 2014-15

Schools	Leavers	Total Staff	Ratio
School of Applied Sciences	24	141	17.02%
School of Arts and Creative Industries	55	143	38.46%
School of Built Environment and Architecture	41	167	24.55%
School of Business	53	254	20.87%
School of Engineering	20	126	15.87%
School of Health and Social Care	178	443	40.18%
School of Law and Social Sciences	54	209	25.84%
Grand Total	425	1483	28.66%

Table 6: Academic Staff Turnover Rates by School 2014-15

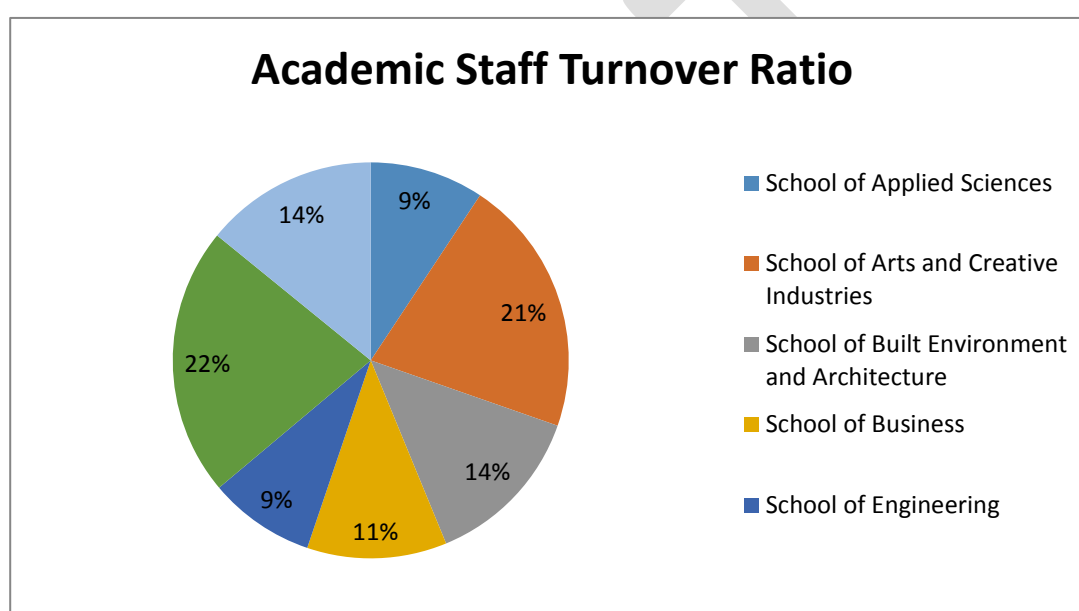


Figure 8: Academic Staff Turnover Ratio 2014-15

The LSBU academic turnover rate for BME staff is 1.2 times higher than that for White staff (21% compared with 17%). This is higher than the national rate for both BME and White staff (20.2% for BME staff and 15.9% for White staff.⁴³ The Black African academic turnover rate is the highest of all BME groups, followed by Indian and Black Caribbean. As a proportion of leavers, almost half of staff (46%) did not declare their ethnicity.

In terms of turnover by specific schools, the high ratio of leavers within the School of Health and Social Care (40.18%), can be explained by the fact that of the 178 leavers, 126 were Occasional or Hourly Paid Academics whose contracts expire at the end of each Academic year.

Word count 1794

Action: Introduce a diversity monitoring toolkit, which will aim to reduce the number the leavers not declaring their ethnicity by 20% by 2020.

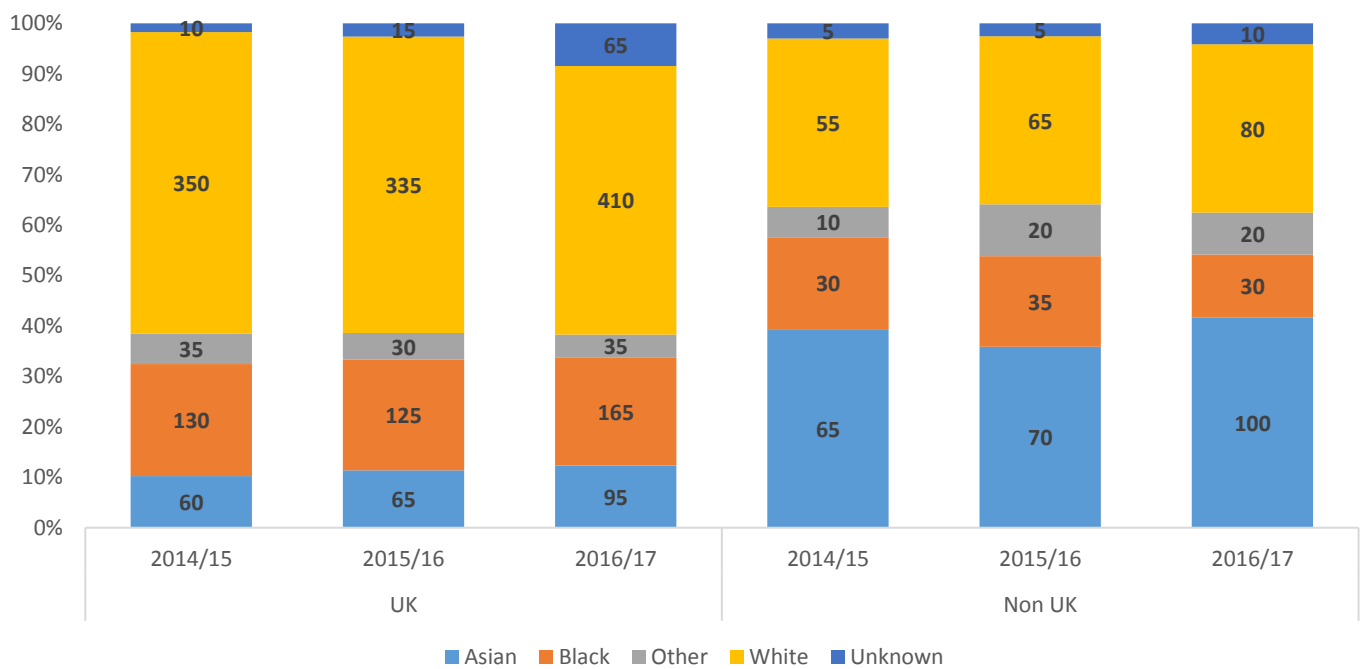
⁴³ Ibid

4b Professional and Support Staff

For the graphs below indicating the profile of professional service staff, any category with headcount numbers below 5 is not recorded, to uphold HESA data protection regulations and prevent individuals from being identifiable.

- *Note 1:* All benchmarking data is from the Equality Challenge Unit's 'Equality in higher education: staff statistical report which uses the 2015/16 academic year national benchmark.

The Institution as a Whole - UK and Non-UK Professional Services



In 2016/17, LSBU's overall staff profile was 56% academic compared with 44% professional services staff. With regard to professional services UK staff vs professional services Non-UK staff in the same academic year, the breakdown was 76% UK and 24% Non-UK.

The above graph indicates that through 2014-2017, LSBU's professional services staff from the UK has been on average 57% White. This is almost 34% more ethnically diverse than the sector average for UK professional staff which is 91.2%.⁴⁴ In addition, for LSBU's Non-UK professional services staff, the average White representation between 2014-2017 was 33% compared with the national benchmark of 70.9%.⁴⁵

UK BME professional services staff	
Institution	White Representation
ECU Benchmark	91.2%
LSBU	57%
University of East London	58%
University of Greenwich	74%
Kingston University	69%
Middlesex University	71%

Table 7: Sector and LSBU UK BME professional services staff

Non-UK BME professional services staff	
Institution	White Representation
ECU Benchmark	70.9%
LSBU	33%
University of East London	59%
University of Greenwich	47%
Kingston University	55%
Middlesex University	67%

Table 8: Sector and LSBU Non UK BME professional services staff

⁴⁴ Ibid

⁴⁵ Ibid

Each Central Department - Professional Services Staff (UK Nationals)

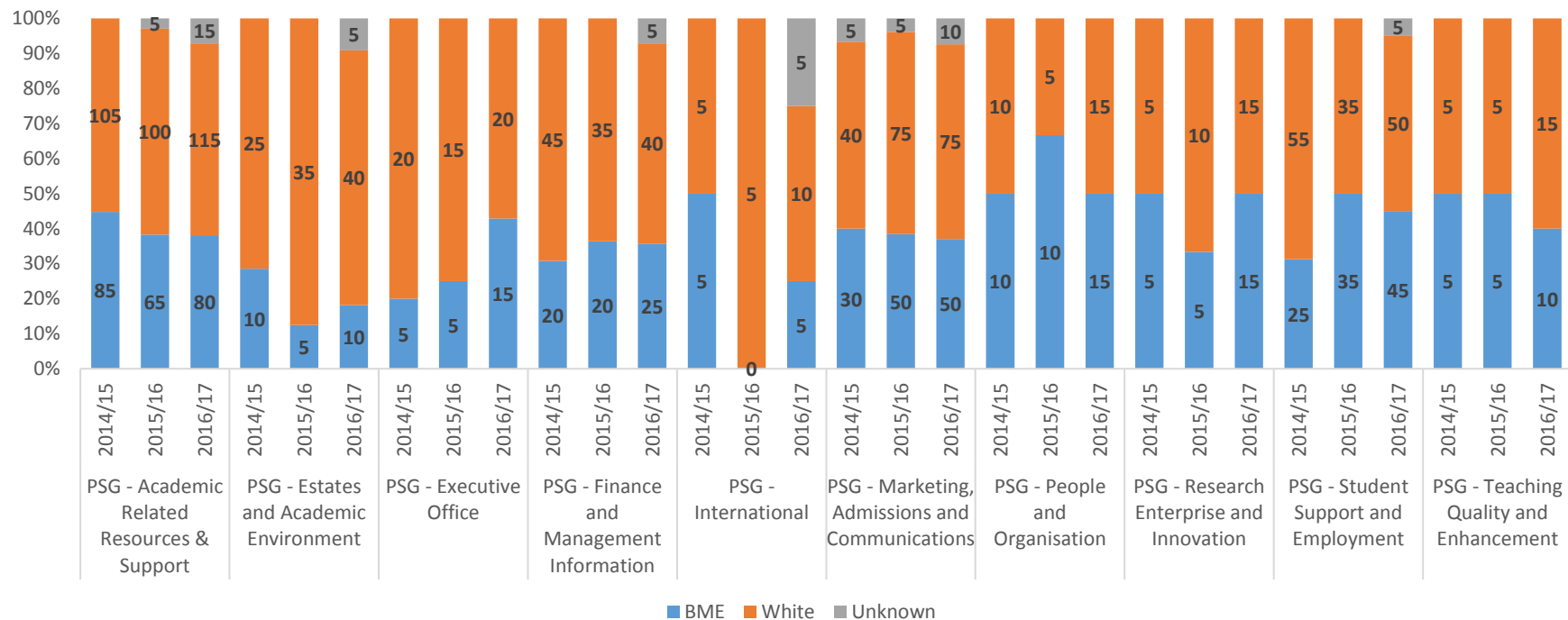


Figure 10:

In terms of UK staff from professional services departments, the above graph outlines that Estates and Academic Environment is least ethnically diverse, with a 21% average BME representation between 2014 and 2017. This is followed by International (22% BME), Executive Office (29% BME), Finance and Management Information (35% BME), Marketing, Admission and Communications (41% BME), Academic Related Resources and Support (42%), Research, Enterprise and Innovation (44% BME), Student Support and Employment (44% BME), Teaching Quality and Enhancement (47% BME) and People and Organisation (55%). The most diverse LSBU professional services department is the School Areas (65% BME). The School Areas category aggregates all admin/technician staff from the 7 LSBU schools.

Each Central Department - Professional Services Staff (Non UK Nationals)

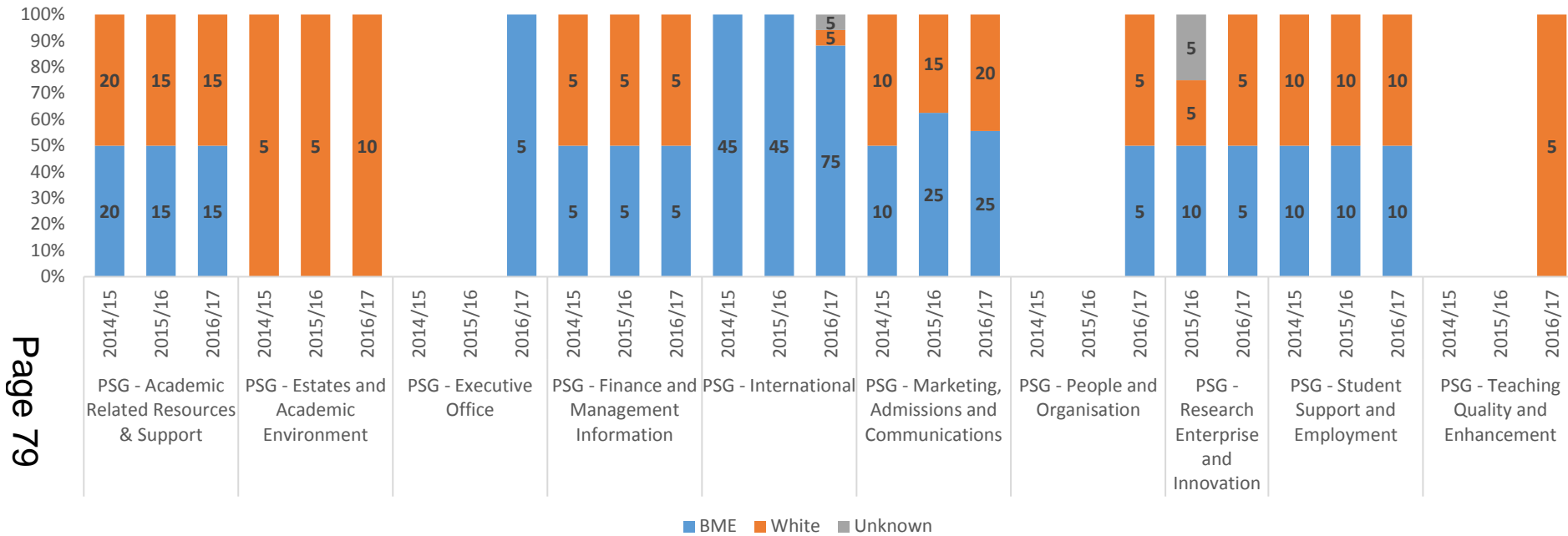


Figure 11:

With regard to Non-UK staff from professional services departments, the above graph outlines that Estates and Academic Environment and Teaching, Quality and Enhancement are least ethnically diverse, with a 0% BME representation between 2014 and 2017. This is followed by International (22% BME), Executive Office (33% BME), People and Organisation (33% BME), Academic Related Resources and Support (50% BME), Finance and Management Information (50% BME), Student Support and Employment (50% BME), Research, Enterprise and Innovation (55% BME), Marketing, Admission and Communications (56% BME), and the School Areas (75% BME). The most diverse LSBU professional services department is International (96% BME)

Each Professional and Support Staff Grade (UK and Non-UK Nationals)

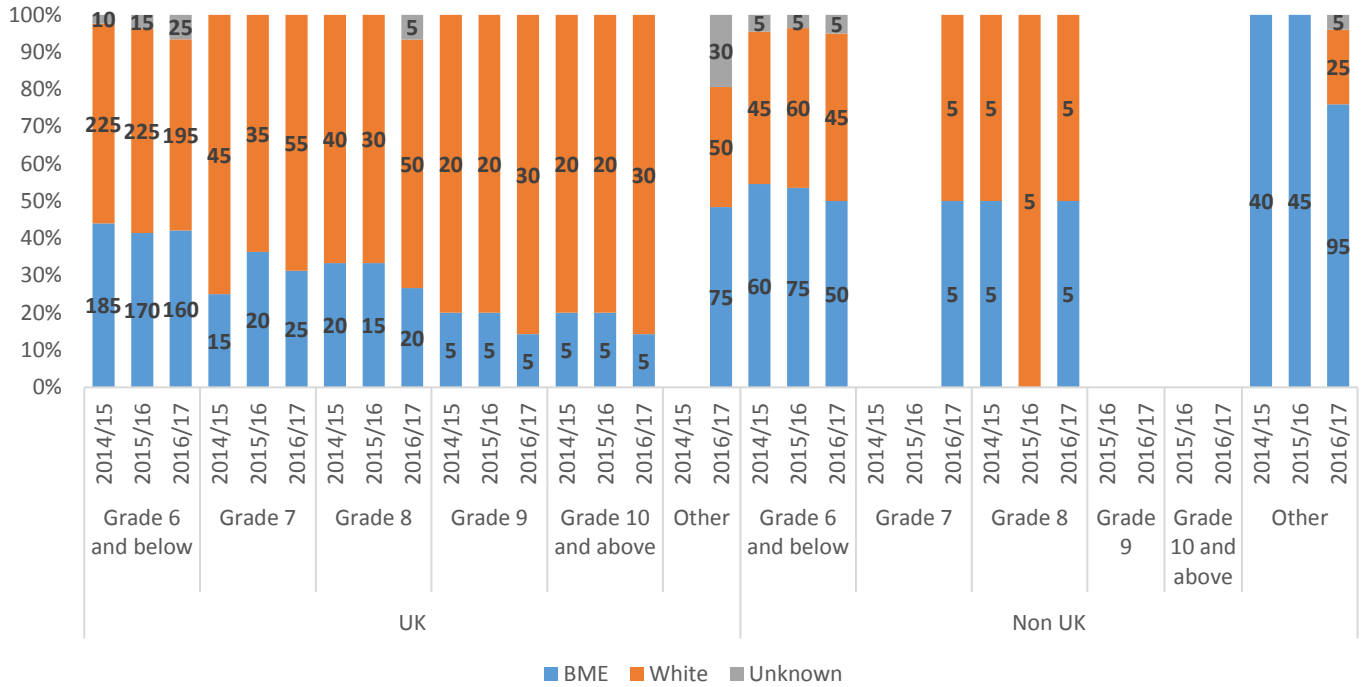


Figure 12

Between 2014-2017, the average percentage of LSBU’s UK BME professional services staff in Grade 6 and below was 43% and 55% BME for Non-UK professional services staff. 31% of UK BME professional services staff and 17% of BME Non-UK professional services staff were Grade 7. 32% of UK BME professional services staff and 33% of Non-UK professional services staff were Grade 8. 19% of UK BME professional services staff and 0% of Non-UK BME professional services staff were Grade 9. 18% of UK BME professional services staff and 0% of Non-UK professional services staff were Grade 10 and above.

Contract Type - Permanent/Open-Ended or Fixed Term (UK and Non-UK Nationals)

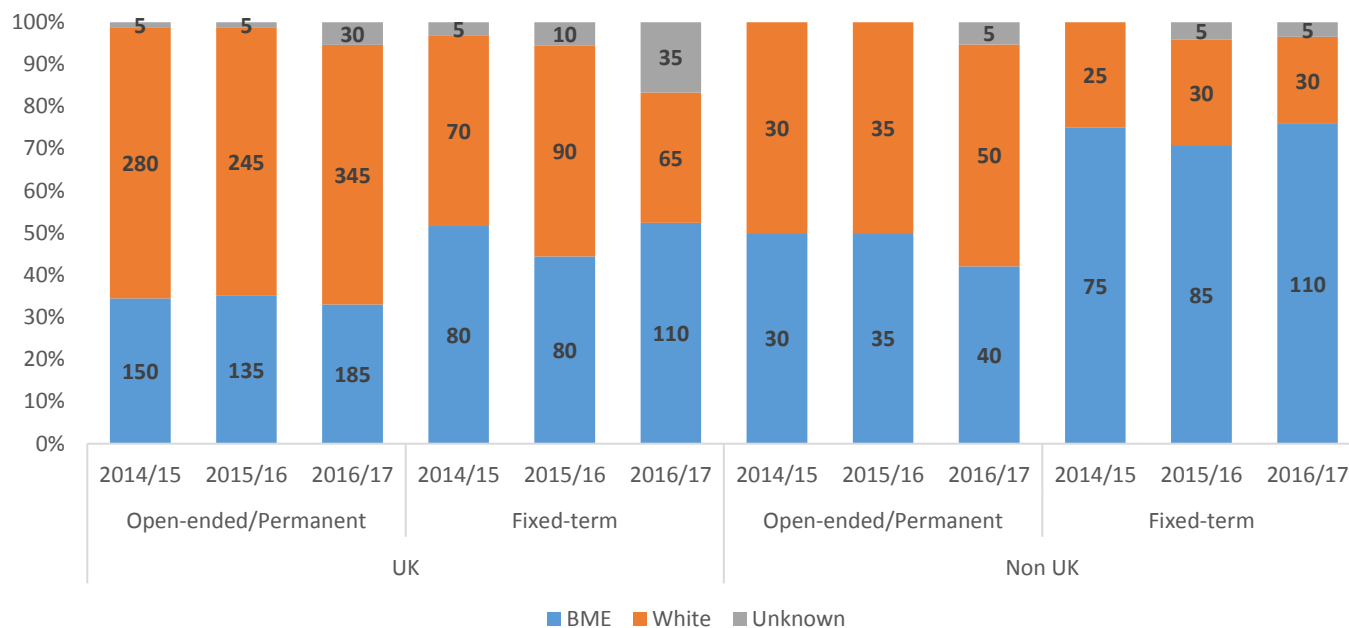


Figure 13

Between 2014-2017, 35% of LSBU’s UK BME professional services staff were on permanent contracts in comparison with 8.4% nationally.⁴⁶ In addition, 48% of LSBU’s Non-UK BME professional services staff were on permanent contracts – nearly 20% higher than the sector average (28.7%)⁴⁷

During the same time period, the percentage average of the institution’s UK BME professional services staff on fixed-term contracts was 55%, compared with 11.7% nationally.⁴⁸ In terms of Non-UK BME professional services staff on fixed-term contracts, the figure was 76% almost 2.5 times the national average (30.5%).⁴⁹

⁴⁶ Ibid

⁴⁷ Ibid

⁴⁸ Ibid

⁴⁹ Ibid

Contract Type - Professional Services - Full-Time/Part-Time Contracts (UK and Non-UK Nationals)

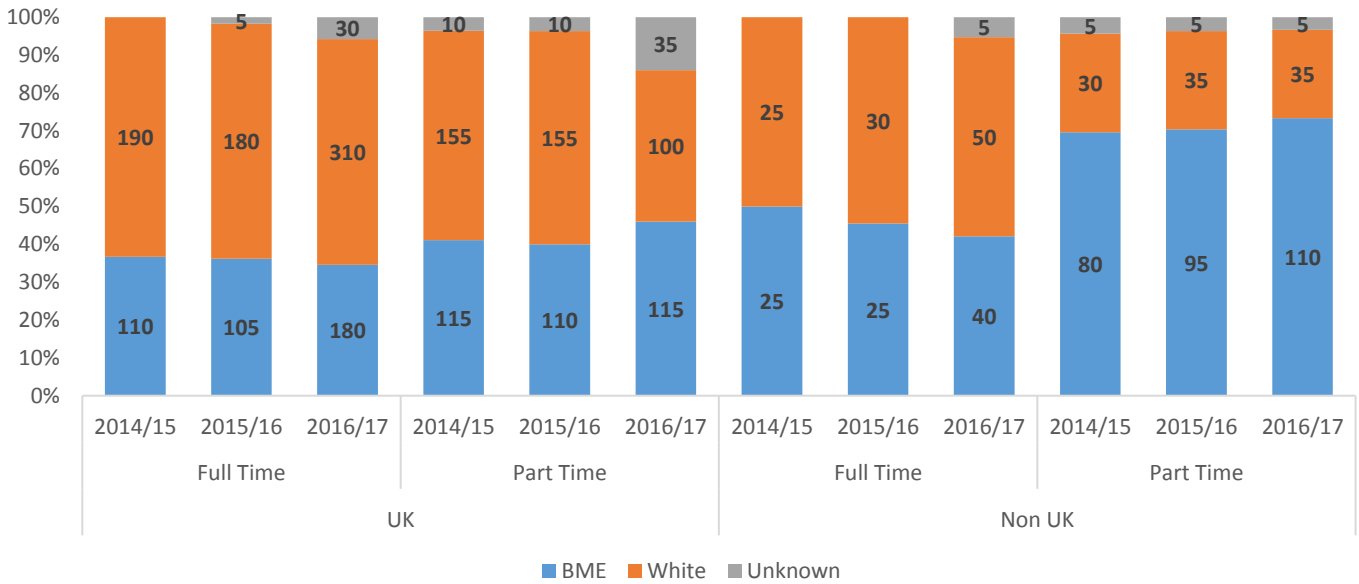


Figure 14:

Of the institution’s UK BME professional services staff (between 2014-2017), 37% were full time in comparison with 25.4% nationally.⁵⁰ Moreover, LSBU’s Non-UK professional services staff who were full time during the same time period accounted for 46%, more than 10 percentage points more than the national benchmark (35.6%).⁵¹

⁵⁰ Ibid

⁵¹ Ibid

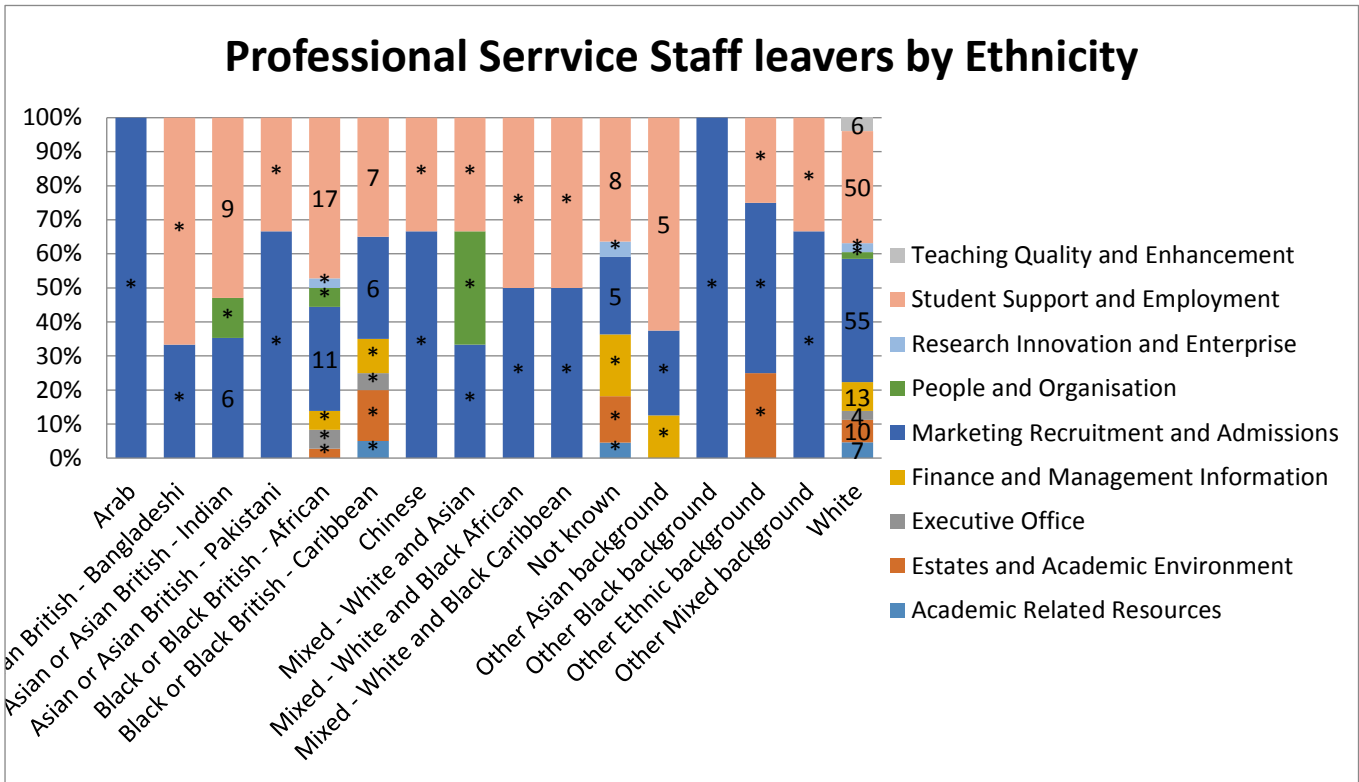


Figure 15:

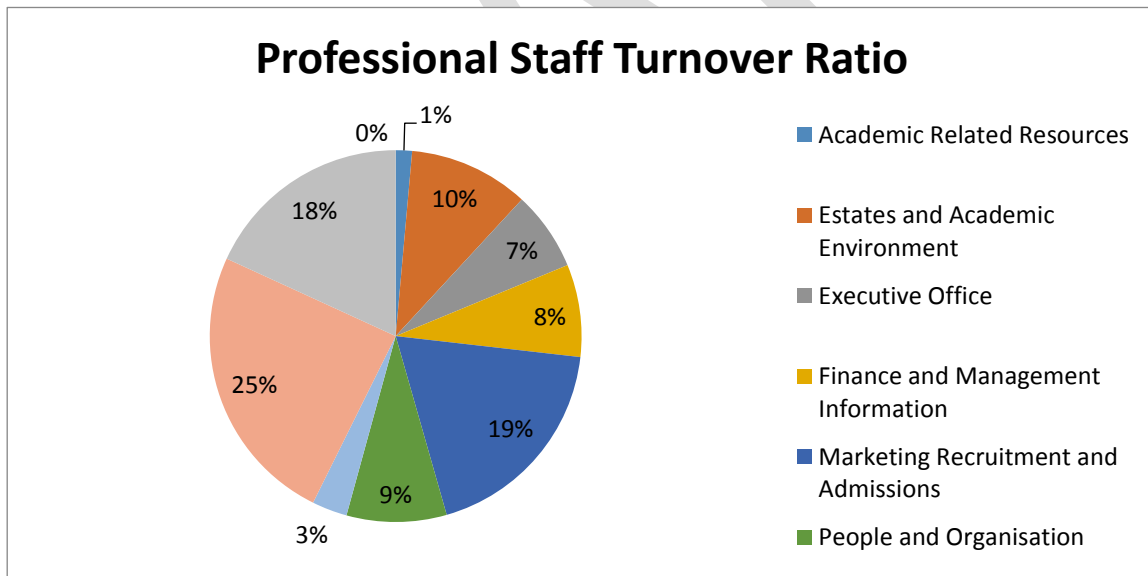


Figure 16:

The LSBU Professional service staff turnover rate for White staff is 31% compared with 30% for BME staff. This is 3 times higher than the national average for Higher Education Support staff (10.4%).⁵²

In terms of turnover by specific departments, a quarter of leavers were from Student Support and Employment. This was mainly due to a restructure in the Student Employability Team in 2014-15, which had a high demographic of BME staff.

⁵² UCEA ‘Higher Education Workforce Survey 2017’, available at: www.ucea.ac.uk/download.cfm/docid/239AADD7-1A45-4150-AAFA50954E054FF3. [accessed 10 April 2018]

4c Grievances and Disciplinary

The numbers involved are very small, even of over a three-year period. In accordance with HESA guidelines, numbers below 5 have been anonymized to ensure that individuals are not identifiable.

YEAR	ETHNICITY	Total % Head Count	Grievance (inc Bullying)	Disciplinary & Capabilities	ET	Total
2014/2015	Black	17%		*		
	Asian	41%	*	*		
	White	42%	*	*		
	TOTAL					12
2015/2016	Black	24%	*	*		
	Asian	17%	*	*	*	
	White	59%	7	*		
	TOTAL					17
2016/2017	Black	25%	*			
	Asian	25%	*	*		
	White	50%		*		
	TOTAL					8

YEAR	ETHNICITY	Total number of staff PSG & Schools	% of staff involved in Grievances by ethnicity	% of staff involved in Disciplinary by ethnicity
2014/2015	BME	535	0.2%	1.1%
	White	1090	0.3%	0.2%
2015/2016	BME	515	0.6%	0.6%
	White	1000	0.7%	0.3%
2016/2017	BME	640	0.5%	0.2%
	White	1125	0.0%	0.4%

Observations from raw data

Comparing the percentages of BME and White staff represented in grievances and disciplinary in:

YEAR	BME	WHITE
2014 - 2015	58%	42%
2015 - 2016	41%	59%

2016 - 2017	50%	50%
-------------	-----	-----

Whilst this is a broadly equal representation in terms of involvement in the procedures, it is clear that between 2014/15 and 2016/17, overall BME staff had higher levels of representation in grievances; 0.4% against the total BME workforce during that period. However the number of BME and White members of staff going through grievance procedures between 2014 – 2017 is 1% which represents a small proportion of the total workforce.

Further analysis indicates that over the 3-year period:

	BME	WHITE
Grievances	7	10
Disciplinary	10	9

The numbers are too small for us to make any significant analysis or draw any conclusion from the data.

Other observations:

- Reflecting on the data further, white staff were most likely to raise grievances in relation to terms and conditions
- Of the grievance and disciplinary cases presented in 14/15 & 15/16, involving BME staff they were based on the following issues: harassment and bullying, misconduct and performance related issues. There was also one race related ET case brought in 15/16 which was not upheld
- Of the grievance and disciplinary cases involving BME staff in 16/17, 1 was race related, and related to harassment and bullying

Actions:

- Align data from Oracle onto iTrent software by ensuring all HRBPs are trained on iTrent and reporting BME/White grievances & disciplinary cases on a quarterly basis to Finance Planning and the Resource committee
- To ensure that HR reports on a quarterly basis, monitors and reviews all grievances and disciplinary cases by protected groups, and identifies any themes that emerge
- Hold briefing sessions with senior and line managers based on the Employee Engagement Survey and Race Equality survey results broken down by BME/White
- Conduct focus groups to generate ideas to understand concerns and experiences of BME staff in relation to Disciplinary and Grievances
- Commission a report to understand BME staff experiences

4d Decision-Making Boards and Committees

Table x: Ethnic profile of decision-making boards (2017-18)						
	TOTAL	WHITE	%	BME	%	U/K
Board of Governors 11 independent / recruited positions 5 nominated / role specific positions	16	11	68.8%	5	31.3%	0
University Executive 8 role specific positions	8	7	87.5%	1	12.5%	0
Academic Board 15 role specific positions 5 nominated positions	20	14	70%	6	30%	0

Table 1: Note: We have only included the Board and Academic Board as we do not consider the Research Committee, Quality and Standards Committee and Student Experience Committee to be true decision-making committees.

How our decision-making boards and committees are encouraged to consider equality and diversity.

- The Board of Governors considers an annual EDI report which provides an overview of equality, diversity and inclusion activities and progress in meeting our strategic objectives and sets out how the University complies with its public sector equality duty.
- The Executive receives quarterly updates from the Chief Operating Officer who chairs the EDI Steering Committee and regular updates on equality and diversity activities from the HR Director.
- The Board of Governors and its Committees, the University Executive and the Academic Board routinely undertake equality impact assessments to consider the impact of their decisions, especially with regard to major HR decisions.
- The Finance, Planning and Resources Committee regularly receive updates on equality and diversity in the institution including the progress of equality staff networks through the strategic HR report.

How we ensure our boards have diverse representation in the short and longer term?

Board of Governors:

- The Board of Governors recognises the value of diversity and seeks to ensure the Board has a broad range of skills, experience, and knowledge and a diverse mix of people.

- Independent Governors: LSBU Articles allow for up to 13 Independent Governors. Independent Governor Appointments to the Board are made on the basis of merit, experience and performance. LSBU attempts to reach a wide audience when recruiting for new Independent Governors by advertising through a number of channels and not just through LSBU networks. When assessing candidates, consideration is given to the current diversity of the Board and the underrepresentation of any group.
- Role specific positions: LSBU Articles state that the remaining governors will be the Vice-Chancellor and 2 Staff Governors and 2 Student Governors. LSBU Standing Orders further dictate that the Student Governors will be the President of the Student Union and the Chair of the Student Council and therefore are selected by and represent LSBU's student body. The Staff Governors are selected from the nominated members of the Academic Board.

Academic Board:

- The Academic Board membership representation is restricted by the number of role specific positions. Out of a membership of 20, 15 positions are role specific and therefore diversity in these positions is dictated by the wider university employment and student recruitment policies and strategies.
- Nominated Positions: Deans are asked to nominate up to one candidate for the professor, academic staff, and research staff nominated positions from their School. In selecting the 5 nominated positions for the Academic Board, the selection panel considers:
 1. the required qualities of Academic Board members as set out in the role description;
 2. the desire to ensure good representation from across the Schools; and
 3. the current composition and diversity of the Academic Board.

University Executive

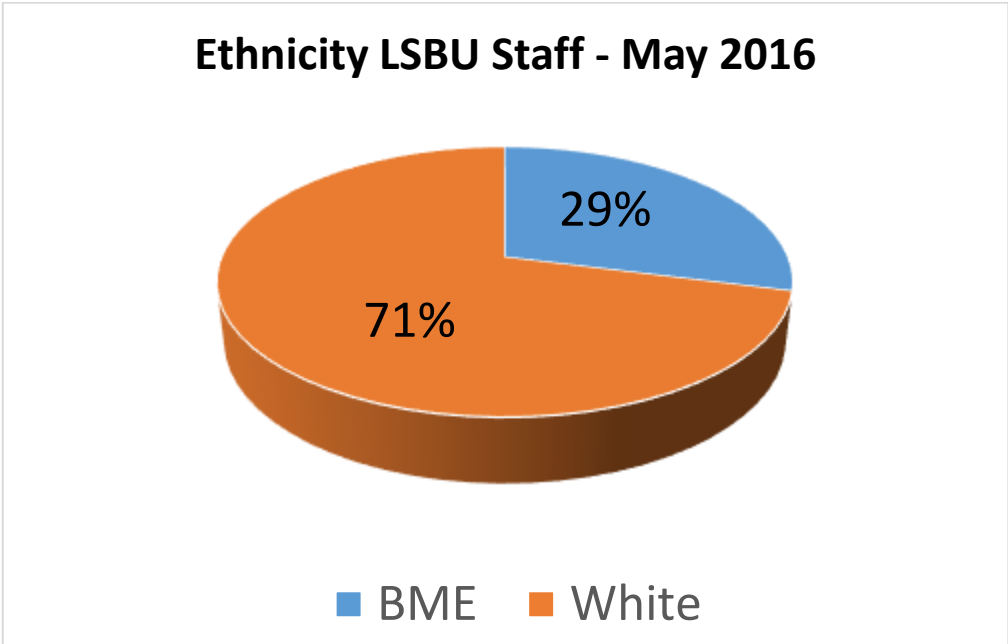
The University Executive, led by the Vice-Chancellor, is responsible for the executive management of the University and implementing the decisions of the Board of Governors.

The Vice Chancellor decides the membership of its Executive and its members have been recruited in accordance with the LSBU policy of recruitment and selection which places equality of opportunity at the heart of its operation.

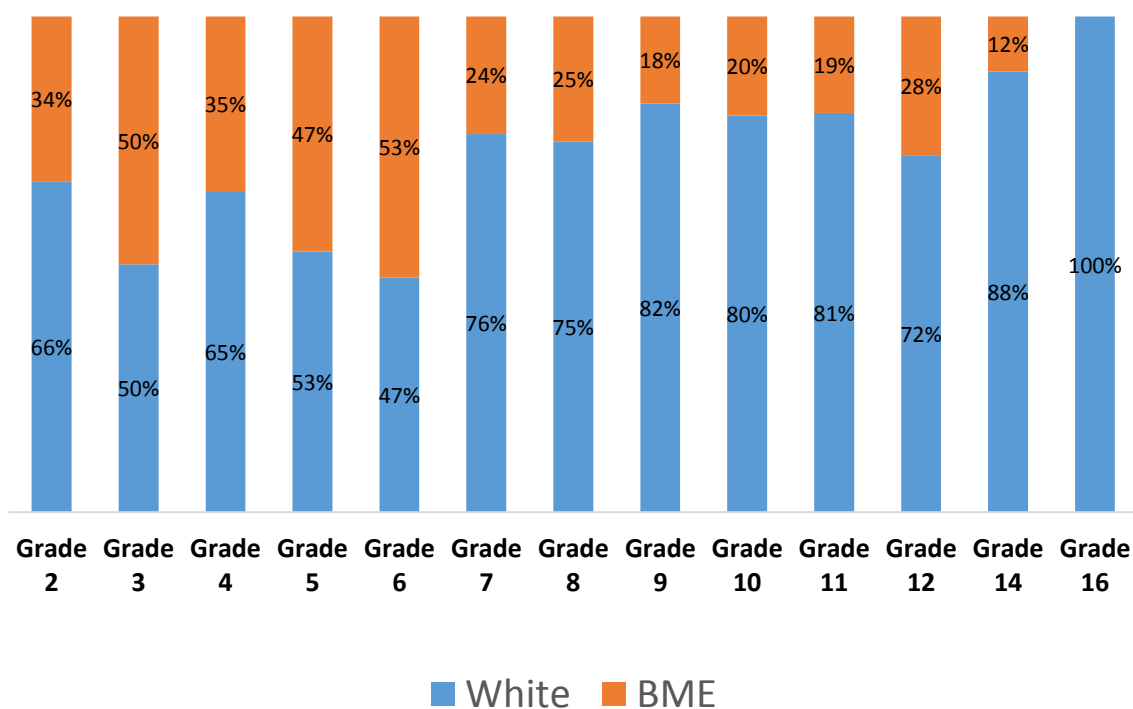
RECOMMENDATIONS

4e Equal pay

In May 2016, LSBU commissioned insurance company Willis Towers Watson to complete an equal pay audit (which also included Hourly-Paid Lecturers). As demonstrated by the graphs below, the audit concluded that BME employees represented a minority of the workforce across all grades; BME employees represented a minority of the workforce across all departments and representation of BME employees appeared to decline at senior grades.



Ethnicity Representation in LSBU by Grade - May 2016



In addition (as outlined in the table below), the majority of the results were within a 5% differential, particularly among the lower grades. However, there were some significant differentials (over 5%) particularly in the academic and support departments. The largest pay differences tended to favour BME employees – academics at Grade 11 (27%), Grade 12 (13%), as well as support at Grade 12 (11%), except for academics at Grade 14 (-16%) where the average BME pay was lower. No consistent pay risks were identified in the audit, however, there were some specific outliers for Academics at grade 11.

Grade	Staff Group	Pay Gap
14	Academic	- 16 %
12	Academic	+ 13 %
12	Prof Services	+ 11 %
11	Academic	+ 27 %
6	Research	- 6 %

Word Count 161

Academic staff: recruitment, progression and development

5. Recruitment

The LSBU Recruitment Policy and Process

London South Bank University's Recruitment and Selection policy was reviewed in autumn 2017 to ensure that ethnic minority candidates are encouraged to apply where under-represented. The policy includes positive statements on diversity at the five stages of the recruitment process in order to tackle unconscious bias:

1. Advertising
2. Shortlisting
3. Assessment and interviewing
4. Offer and appointment
5. Review

Our Approach

The recruitment process is consistent across all Schools and Professional Service groups, and consists of:

- Role design
- Role approval
- Advertisement
- Shortlist
- Interview
- Offer

At role design stage, the recruitment team takes an active part as a "critical friend" on reviewing job specifications and selection criteria to ensure they are as balanced and neutral in terms of language and content as possible.

During the approval stage, we ensure that all individuals involved in the recruitment process have a conversation about what is required. For example, when a Senior Lecturer decides to move on, it is common for the Academic School to replace her with a Lecturer, providing opportunities for early career academic to progress.

Each advert is proof read by a specialist recruiter, and the use of language is challenged where necessary. Some Schools have recognised that ethnic minorities are under-represented and have chosen to take positive action in adverts.

As a result of the initiatives we have undertaken at LSBU, we have been recognised as a top 10 BME employer in the UK by VERCIDA, a diversity consultancy that publishes this list each year. In 2017, alongside the BBC, Ofcom, and the Royal Mail, LSBU was praised for the diversity of its staff, the support and networking opportunities made available for BME staff, and the openness of the recruitment process.

5a Academic Recruitment

Data Overview

The data presented below are drawn from our new online recruitment system which was put in place on 1 January 2017. Data are unavailable before that date, as are either incomplete or inaccurate due to manual processing.

We are currently developing a quarterly dashboard of recruitment data which will be shared with Executive from September 2018 onwards.

Action: Recruitment Dashboard to be submitted to the Executive meeting quarterly

Data Analysis

1. Applications

Figure 5a(1) shows 40% of all applicants for academic roles at LSBU were BME, UK and non-UK combined.

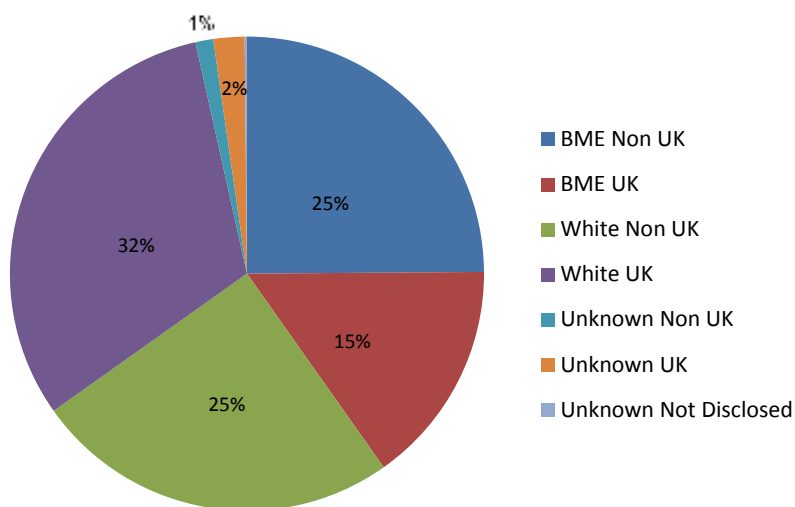


Figure 5a (1): All academic applicants in 2017

Applicants																					
School Name	BME						White						Unknown						Grand Total in each school		
	Non UK	UK	Total	% Non UK	UK%	Total%	Non UK	UK	Total	% Non UK	UK%	Total%	Non UK	UK	Not Disclosed	Total	% Non UK	UK%		% Not Disclosed	Total%
ASC	16	11	27	24%	16%	40%	9	28	37	13%	42%	55%	*	*			0%	4%	0%	4%	67
ACI	7	8	15	6%	7%	14%	39	51	90	36%	47%	83%	*	*			2%	2%	0%	4%	109
BEA	115	35	150	41%	13%	54%	68	49	117	24%	18%	42%	*	5	*	11	1%	2%	100%	4%	278
BUS	119	67	186	35%	20%	55%	78	62	140	23%	18%	42%	5	6		11	1%	2%	0%	3%	337
ENG	11	13	24	26%	30%	56%	13	5	18	30%	12%	42%	*				2%	0%	0%	2%	43
HSC	19	34	53	10%	18%	28%	18	112	130	10%	60%	69%	*	*			1%	2%	0%	3%	188
LSS	41	34	75	14%	11%	25%	104	106	210	35%	36%	71%	*	9		11	1%	3%	0%	4%	296
Grand Total	328	202	530				329	413	742				16	28		46					1318

Table 5a (2): - Number of academic applicants by School

Table 2 above shows the numbers of academic applicants broken down by School. The data show that four of our Schools attract high number of applicants from BME background, in particular the Schools of Business, Engineering, and Built Environment and Architecture where the proportion of applicants from a BME background is approximately equivalent to the BME population residing in Southwark (44%). These Schools clearly show that BME representation within Higher Education can improve through close partnership working with diverse communities in the local area.

The lowest recruiting School is Arts & the Creative Industries (ACI) at 14%, and this could be partly explained by wider industry trends. There is a recognised lack of BME leaders, role models and critical mass in publishing, journalism, and the theatre arts. This explanation can also hold true of the School of Law and Social Sciences, where Law, Education, and Sociology (LSS) sit; again, industries which attract predominantly white employees, mirrored at School level student participation.

Action: Include positive action statements in all ACI, HSC, & LSS adverts for academic roles

Analysis of the readability of adverts on the LSBU jobs page using the Gunning-Fog index, which measures how many years of English education an individual needs to understand text easily, suggests that to easily understand the text on first reading would require an average of 14 years of education in English. The average reading age in the UK is 9.

This analysis of academic advert text suggests that some candidates, specifically those who were educated in a language other than English, may find understanding the text more challenging.

Action: Conduct more readability analysis of adverts and work with the Schools to ensure they are more easily accessible

2. Shortlisting stage

At shortlisting stage, the pool of BME candidates declines from 40% to 28%, though the percentage of UK BME candidates getting through to interview stage shows a slight increase, similar to the White non-UK candidates.

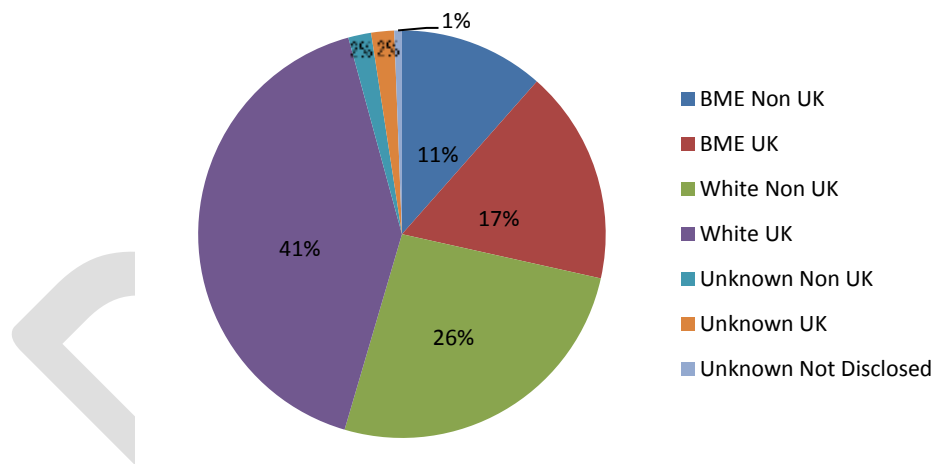


Figure 5a (3): Shortlisted applicants in 2017

Shortlisting data, shown below in Table 5a(4), highlights issues in specific Schools. The number of BME candidates in the School of Applied Sciences drops from 40% to 0% at the stage of interviews against an increase of 46% in white UK representation, while in the School of Built Environment and Architecture there is a decline from 54% to 30%.

Interestingly, the School of Business retains its 55% of BME applicants at interview stage, while the proportion of BME UK applicants increases from 20% at application to 32% at interview, and BME Non-UK reduces from 35% at application to 23% at interview. This implies that non-UK candidates face a barrier in applying for roles, even in a School with a clear focus on the diversity of their

Shortlisted/Interviewed																					
School Name	BME						White						Unknown						School Grand Total		
	Non UK	UK	Total	% Non UK	UK %	Total%	Non UK	UK	Total	% Non UK	UK%	Total%	Non UK	UK	Not Disclosed	Total	% Non UK	UK%		% Not Disclosed	Total%
ASC				0%	0%	0%	*	6	7	14%	86%	100%					0%	0%	0%	0%	7
ACI	*	*	*	3%	6%	10%	14	12	26	45%	39%	84%		*		*	0%	6%	0%	6%	31
BEA	7	*	10	21%	9%	30%	13	8	21	39%	24%	64%		*	*	*	0%	3%	3%	6%	33
BUS	5	7	12	23%	32%	55%	*	*	8	18%	18%	36%	*			*	9%	0%	0%	9%	22
ENG	*	6	8	13%	40%	53%	5	*	7	33%	13%	47%					0%	0%	0%	0%	15
HSC	*	9	11	4%	20%	24%	*	32	34	4%	70%	74%	*			*	2%	0%	0%	2%	46
LSSD	*	*	*	18%	9%	27%	*	*	8	36%	36%	73%					0%	0%	0%	0%	11
Grand Total	19	28	47				43	68	111							7					165

Table 5a (4) - Academic interviews by school

Action: Undertake research to understand the issues faced by non-native BME English speakers at application stage and implement an action to improve their representation

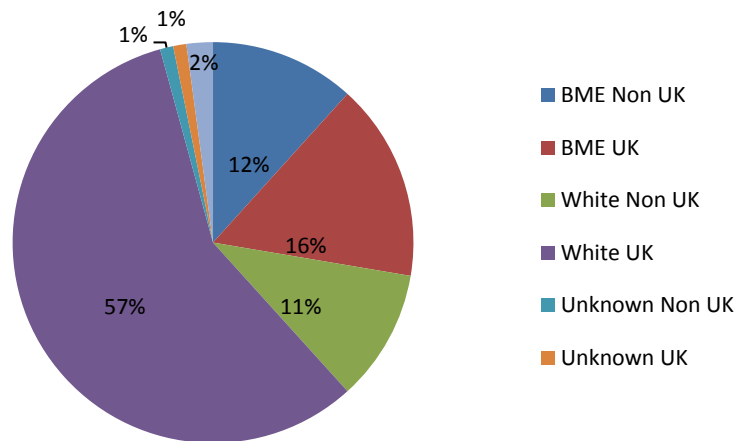
In the Schools of Business and Engineering, there has been a focus on increasing the diversity of shortlists and appointments, and we can see the impact of these policies in their shortlists. The School of Business has trialled a new application format that includes videos of teaching for all academic staff, and have improved their recruitment approach by ensuring that adverts are more widely seen and higher numbers of applicants are able to apply for roles.

3. Appointments

The proportion of appointments (Chart 5) of BME individual remains the same as at interview at a total of 28%, though we see a reduction in white non-UK candidates which suggests that there may be barriers at interview for this ethnic group. Disclosure rates are high, but statements on the LSBU jobs page may improve those further.

Action: Add statement on reasons for collecting equality data to the LSBU jobs page

Figure 5a (5) - All academic appointments in 2017



At appointment stage 5a (5), the proportion of BME academics recruited in the Schools of Arts and the Creative Industries, Built Environment and Architecture, Business, and Engineering increases from interview stage, and remains static only in Applied Sciences, where additional work is clearly required to improve the diversity of shortlists.

In the Schools of Health and Social Care and Law and Social Sciences, the proportion of BME appointments drops by 11 %and 12% respectively (dropping from 24% to 13% and 27% to 15%), implying that further unconscious bias may be taking place at interview stage.

Action: Roll out additional unconscious bias training to all academics

Appointed																					
School Name	BME						White						Unknown						School Grand Total		
	Non UK	UK	Total	% Non UK	UK %	Total%	Non UK	UK	Total	% Non UK	UK%	Total%	Non UK	UK	Not Disclosed	Total	% Non UK	UK%		% Not Disclosed	Total%
ASC				0%	0%	0%		*	*	0%	100%	100%					0%	0%	0%	0%	*
ACI		*	*	0%	14%	14%	*	*	6	29%	57%	86%					0%	0%	0%	0%	7
BEA	5	6	11	21%	25%	46%	*	8	10	8%	33%	42%					0%	2%	8%	13%	24
BUS	*	*	*	29%	29%	57%	*		*	29%	0%	29%					14%	0%	0%	14%	7
ENG	*	*	*	29%	29%	57%	*	*	*	14%	29%	43%					0%	0%	0%	0%	7
HSC	*	*	*	3%	9%	13%	*	26	28	6%	81%	88%					0%	0%	0%	0%	32
LSS	*	*	*	8%	8%	15%	*	10	11	8%	77%	85%					0%	0%	0%	0%	13
Grand Total	11	15	26				10	54	64												94

Table 5a (6) - Academic appointments by school

Furthermore, the School of Health and Social Care sees further reductions in white non-UK appointments, suggesting that higher education mirrors the challenges faced in the NHS, where in 2016 white applicants were 1.5 times more likely to be appointed than BME, and BME representation at more senior levels is very low (4%.) The majority of HSC appointments come from NHS professionals at NHS Grade 7 or above; the very point at which BME representation in the NHS reduces.

Action: Work closely with NHS Trusts to encourage senior BME appointments

In the School of Law and Social Sciences, this pattern of reduction in non-UK and BME (both UK and non-UK) candidates at appointment continues. It is likely that some of the reasons for the reduction are also the same as those seen in HSC:

- These two schools share a similarity in profile of staff types;
- The department of Education sits in the School of Law and Social Sciences, and the recruitment of senior teachers directly from their schools is prevalent;
- Senior managers in compulsory and further education are primarily white, with only 9.6% of state school teachers coming from an BME background, and only 2.1% of teachers are black according to the Department for Education.
- 93% of head teachers were white British.
- This lack of representation is reflected in the appointments in the School of Law and Social Science (School workforce in England: November 2016)

Action: Deliver tailored interview support for early career teaching staff

C. Researchers

Data on research vacancies shows that the numbers employed by LSBU in research specific posts are too low to conduct any detailed analysis and trends are hard to identify.

The available data suggest that research appointments are generally more diverse than teaching academic roles, except in the School of Applied Sciences, where once again we see a reduction of BME candidates by 24% from application to interview and a further reduction of 21% from interview to appointment.

Chart 5a (7) - Research applicants by School

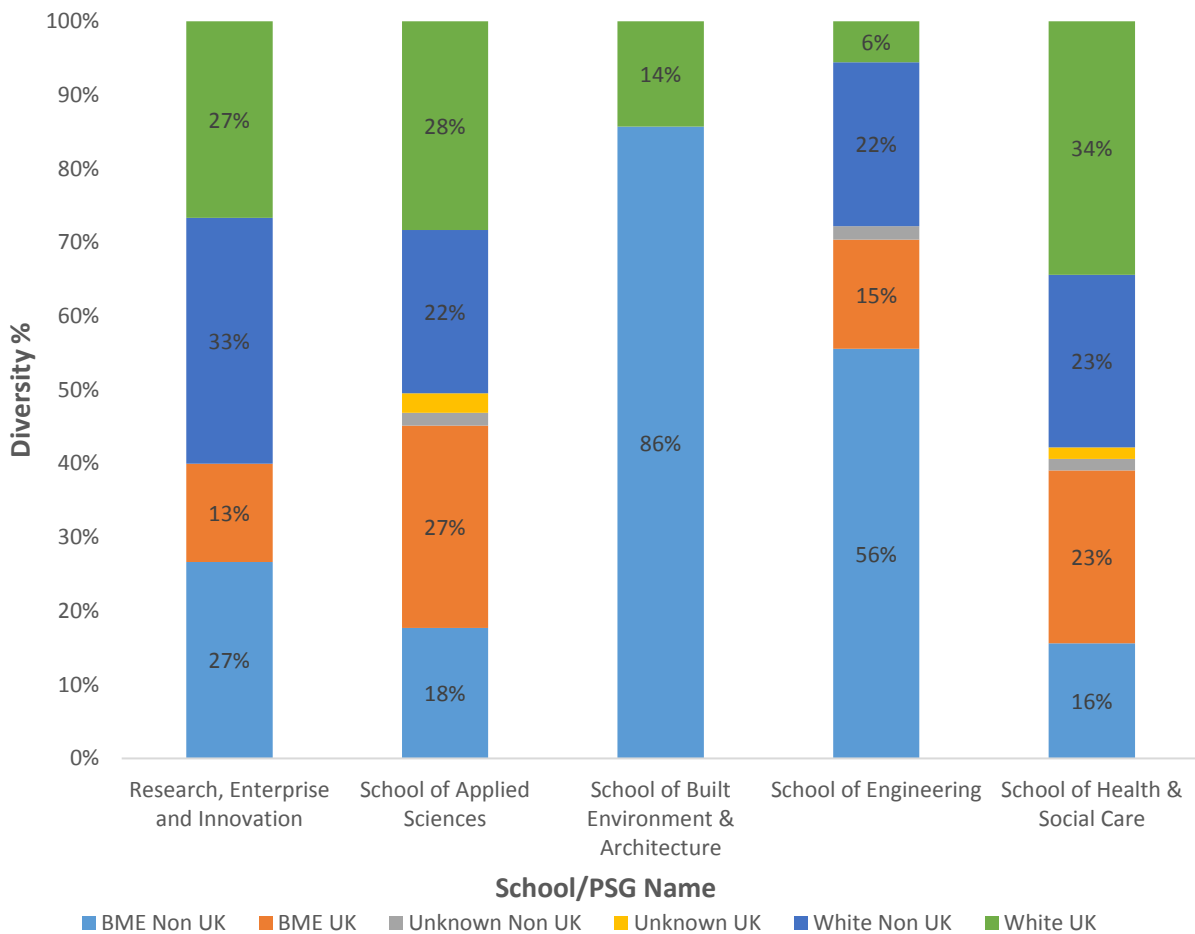


Chart 5a (8) - Research interviews by School

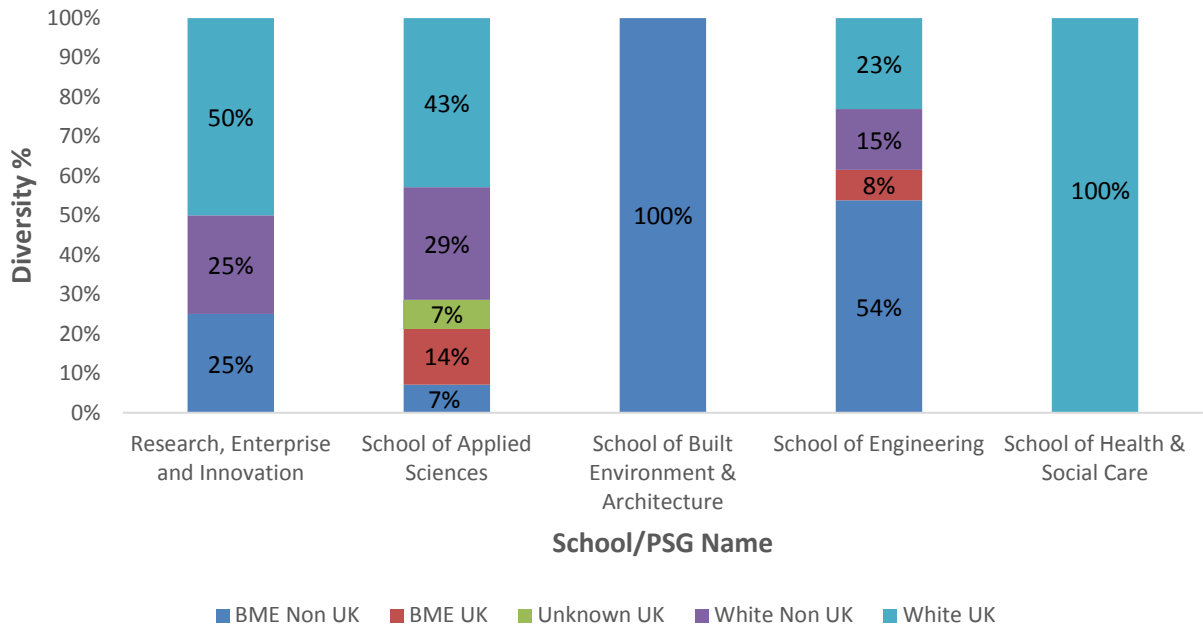
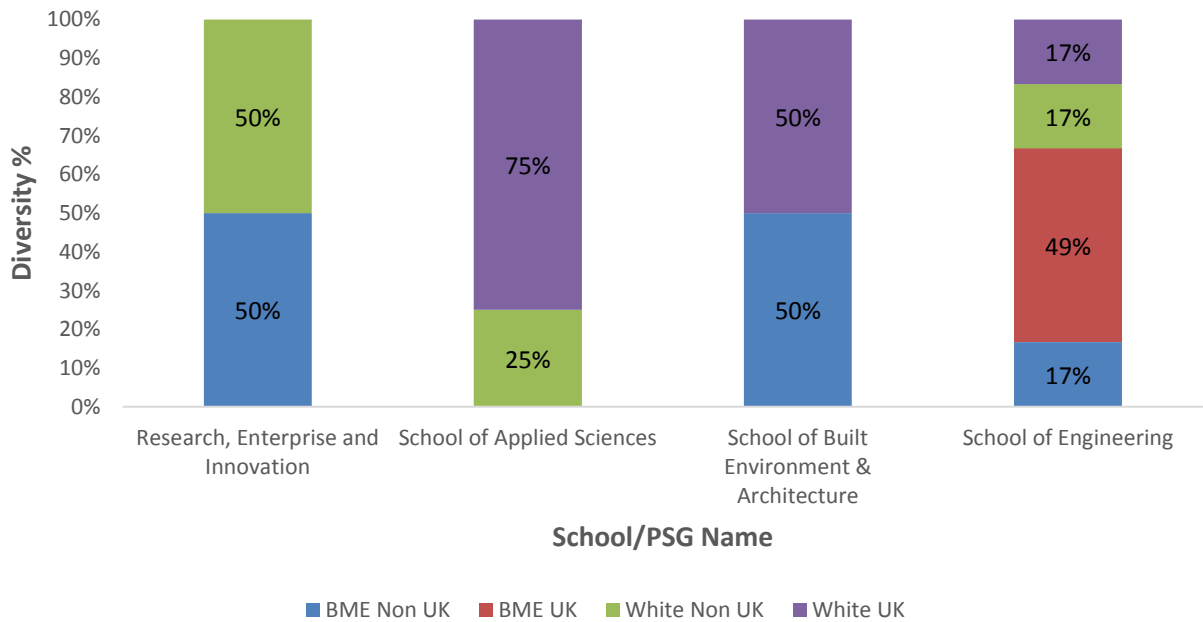


Chart 5a (9) - Research appointments by School



5b Training

The Organisational Development Team (OD) provides LSBU's learning and organisational development service. Activities include; appraisal, leadership and management development, general training courses and employee engagement, career development and talent management, organisational support for culture change and skills and behaviours to equip staff to fulfil their roles and enable student success.

Over the last three years we have introduced behavioural framework and values, and a leadership development programme with core leadership attributes. The team also played a key role in the development of the academic framework and introduction of the promotion round for academics. A career pathways model is currently in development for PSGs.

We have made significant improvements to our training offer, compliance with appraisal (and moving from a paper based system to online in 2016). Alongside our training needs analysis and workforce planning activities, we are now in a better position with metrics-led evidence to analyse learning trends and requirements and use more accurate data to inform our decisions for the future provision and tailored support.

All courses are promoted via LSBUs intranet page with a specific area for Learning and Development. Yammer, a professional social media platform, is used to promote courses as well as cascade briefings, management briefings, Staff Network briefings, engagement champions and poster campaigns.

It is worth noting that the launch of the Leadership Academy in 2015-16 only covered the senior management layer (grade 9 and above). As a result of significant leadership changes it was a priority to up-skill new and existing senior managers with a view to open up the programme to next tier of management in 2016/17 (when we saw an increase in attendance overall).

Our REC submission provides an excellent opportunity to continue to improve our OD support and ensure equity in provision for all staff.

Appendix X shows the overall high level finding for BME participation in Management, Leadership and Career Progression training at LSBU. Headline analysis shows:

Using an average academic BME staff baseline figure of 32% across 3 years:

- Attendance of BME staff across all **management development** provision rose annually from 20% in 2013/14 to 31% in 2016/17. This is a strong positive increase from a point of under representation
- Attendance of BME staff across all **Leadership** development provision rose from 33% in 2015/16 to 38% in 2016/17 (38%)
- Attendance of BME staff across all general **Career Progression** provision has been consistently representative since 2013/14 with a peak at 36% in 2014/15.

LSBU's BME staff network is Equinet. It has a membership of approximately 239 staff. Equinet commissioned a series of well received development workshops arranged for BME colleagues which include; networking skills, confidence building etc. Equinet also lead LSBU's Black History Month

celebrations with a wide range of events and development opportunities. Together with, the OD team they have encouraged take up of leadership and management opportunities, and explored potential barriers and identified opportunities for BME staff to engage and collaborate.

LSBU's Employee Engagement (EE) Survey provides useful data about the staff perceptions of Training. A full survey was carried out in 2016 and a Pulse in 2017. The next full survey will run in May 2018. Headline feedback from Pulse 2017 shows overall improvements in perception of learning and development (up 5 points from 2016). This is also generally more positive for BME staff with a concern about less favourable views of Asian staff.

The REC Survey has a much smaller sample but generally similar findings. There are lower ratings for equity of access to opportunities and line manager support.

Evaluation of our Leadership and management programmes over the last x years has an average satisfaction rating of X%.

Evaluation of our Career progression (general training programmes) over the last x year has an average satisfaction rating of X%. We currently do not break down evaluation data by ethnicity but will introduced appropriate ways to analyse demographic data in the next year.

This shows that BME staff are accessing learning and development opportunities, including management and leadership development opportunities, and there is a positive trend over the years. The challenge is that despite undertaking personal development and showing willingness to gain skills to progress, BME staff are underrepresented at senior levels/grades in the University.

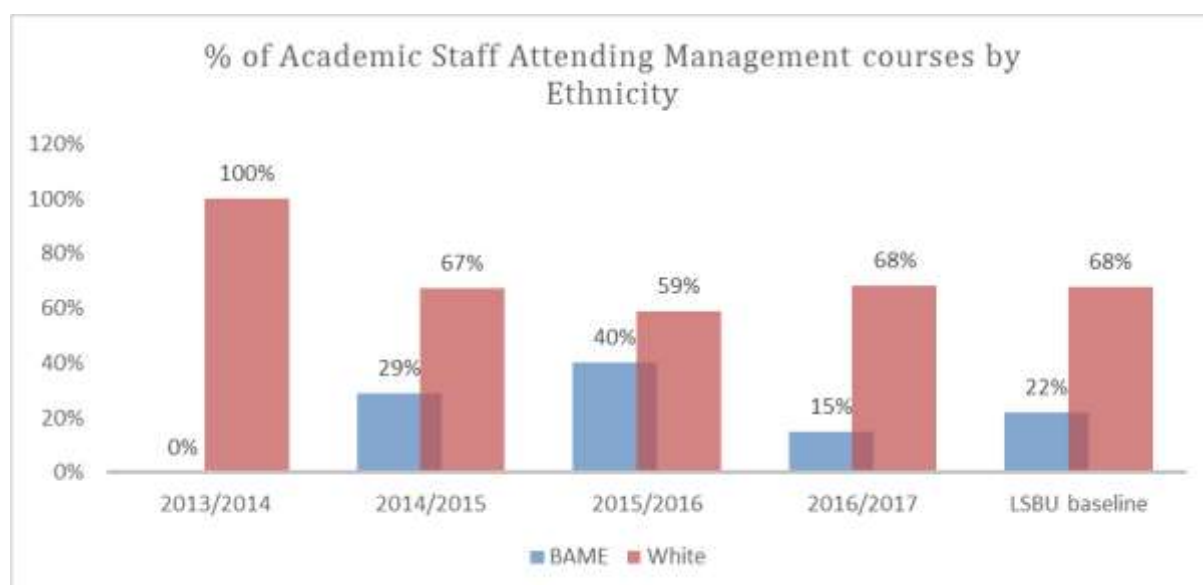
Management

Using an average academic BME staff baseline figure of 22% across 3 years:

- Academic BME attendance, increased from 0% in 2013/14 to 29% 2014/15 with a further increase to 40% in 2015/16. This increase was probably due to active promotion of development opportunities across the University and closer links with the BME staff network Equinet. The numbers decreased to 15% in 2016/17 probably due to the same BME academic staff already having attended.
- It is worth noting that the numbers of BME staff attending management courses is relatively small. This is due in part to being less represented in management grades.
- Staff data shows that whilst the percentage of BME academic staff is higher than other Universities, there is however lower representation at senior levels despite the fact that BME academic staff are taking up the management development courses available. The improvement plan for section 5 will outline activities to address this issue.
- There is currently no ethnicity related evaluation data for our Management courses. Overall average satisfaction score for management courses since xxxx is X%.

Management Internal Courses Academic Staff

Ethnicity	2013/2014	2014/2015	2015/2016	2016/2017	Total
Asian	*	11	24	6	41
Black	*	*	7	*	11
Mixed	*	*	7	*	7
Not known	*	*	*	8	11
Other	*	*	*	*	*
White	24	35	57	32	148
Total	24	52	97	47	220



Leadership

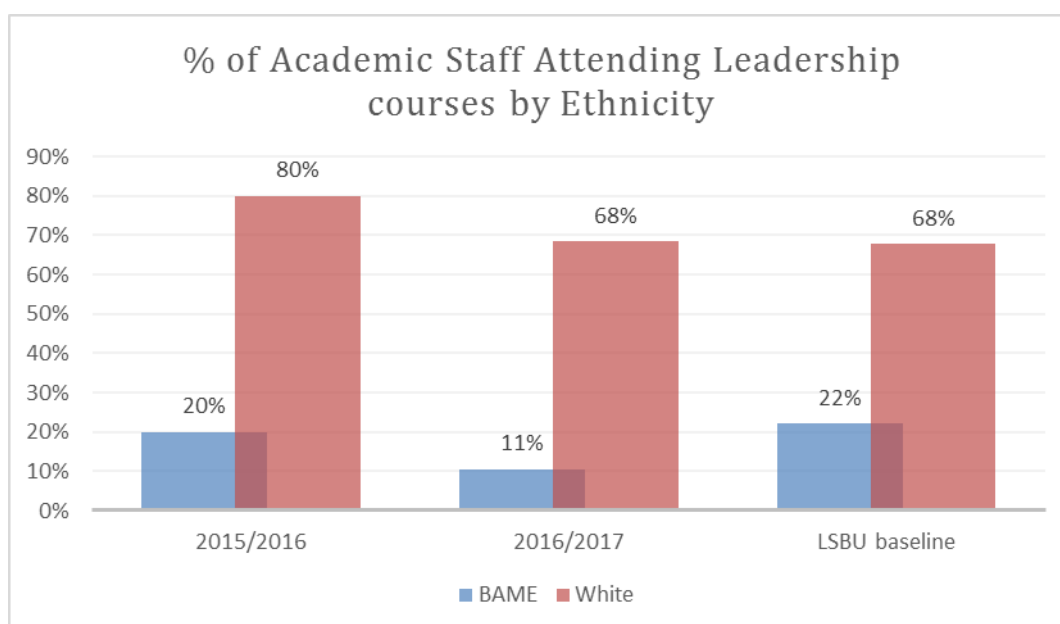
The Leadership Academy launched in 2015-2016 offers a wide portfolio of management development and leadership development modules. As a result of significant organisational and leadership changes in 2014, it was a priority to up-skill new and existing executive and senior managers during the first 18 months. Less BME staff attended the first year of the Leadership Academy due to the lack of representation at senior levels. The programme was then opened up to the next tier of management in 2016/17 (when we saw an increase in attendance overall). Staff agree attendance with their managers and self-book to attend.

Using an average academic BME staff baseline figure of 22% across 3 years:

- Attendance of BME academics in 2015/16 was 20% and in 2016/17 was 11% (21% of respondents were unknown in 2016/17).
- LSBU hosts a number of staff networks including Equinet (BME staff). Awareness and information sessions provide an opportunity to engage and collaborate with BME staff, encouraging take up of leadership and management opportunities, and identify potential barriers. Example of this can be found in Appendix X
- Over the last two years LSBU has supported BME specific leadership development. LSBU currently have the largest number of BME delegates on the Diversifying Leadership programme run by the Leadership Foundation for Higher Education (LFHE). Five LSBU employees in 2017 and six in 2016. There has been positive feedback from previous delegates who we are now developing as an internal peer support network.
- Currently there are no ethnicity related evaluation data for our Leadership courses. Overall average satisfaction score for Leadership courses since xxxx is X%.

Leadership internal Courses Academic Staff

Ethnicity	2015/2016	2016/2017	Total
Asian	5	8	6
Black	*	*	*
Mixed	*	*	*
Not known	*	*	*
Other	*	*	*
White	28	13	41
Total	35	19	54



Academic Career Progression

For the purposes of REC we have defined all LSBU Learning and Development courses that are not leadership and management as 'Career Progression' related courses.

2014/15 saw an increase in attendance at Career Progression courses because of an increase in attendance overall for academics at grade 9 and above because of specially commissioned sessions designed to support in using the Academic Development Framework to apply for the new promotions round.

2015-2016 saw the introduction of our Academic Framework sets out the progression route from Lecturer right through to Professor. The framework provides a robust and coherent structure for colleagues to develop and progress within the University, based on performance against a set of generic post descriptors for each academic grade.

Using an average academic BME staff baseline figure of 22% across 3 years:

- Since 2013/14 there is a consistently high representation of BME academic staff ranging from 27% to 31% in different years. These courses were open to everyone, irrespective of grade or role.
- This trend reflects feedback in the EE Survey in 2016 that overall BME staff feel there are opportunities for career progression but with lower satisfaction amongst Asian staff which will be explored further.

An area of significant difference between BME and white academics is attendance on externally funded courses.

- Against a baseline of 22% BME staff, take up was 12% in 2015/16, 18% in 2016/17 and 6% in 2017/18 BME
- Using a baseline of 68% white staff access of externally funded courses was 88% in 2015/16, 82% in 2016/17 and 94% in 2017/18

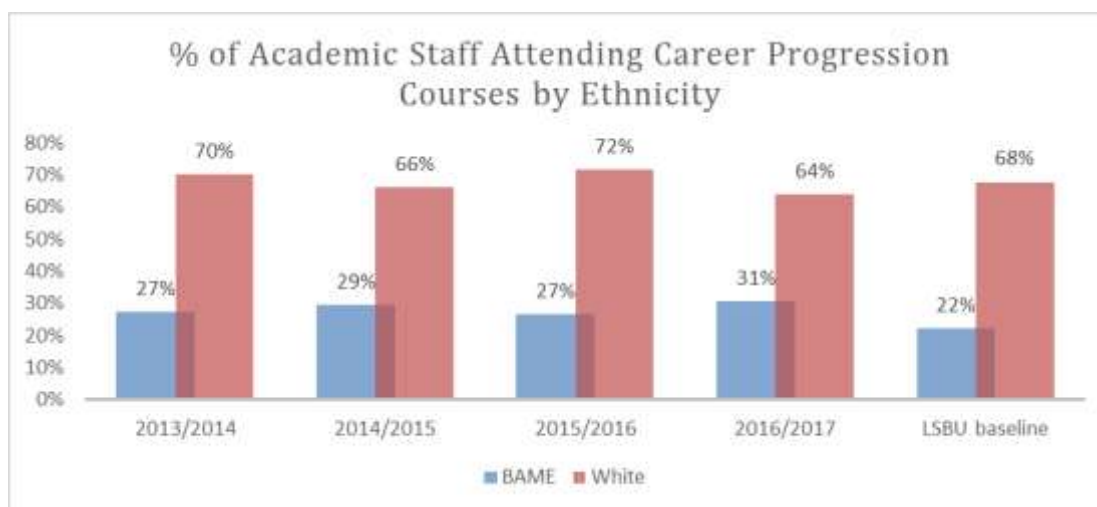
These courses require a specific application form that is supported by a line manager. These tend to be high cost courses at external institutions and valuable for skills and career development. External courses also provide opportunities for networking and profiles. Reasons for the disparity need to be investigated further but might include; more BME academics on contracts, awareness of the scheme, insufficient monitoring.

Overall BME academic staff utilise the learning and development opportunities available (with the exception of externally funded courses). Focus group feedback has indicated that coaching, mentoring and shadowing would provide better, more bespoke support for BME staff, alongside the Action learning set approach developed for colleagues who have attend the LFHE BME Leadership programme.

We commissioned a report to look at career pathways for all staff and the recommendations will be taken forward as a full succession planning/talent management programme in Autumn 2018.

Career Progression Internal Courses Academic Staff

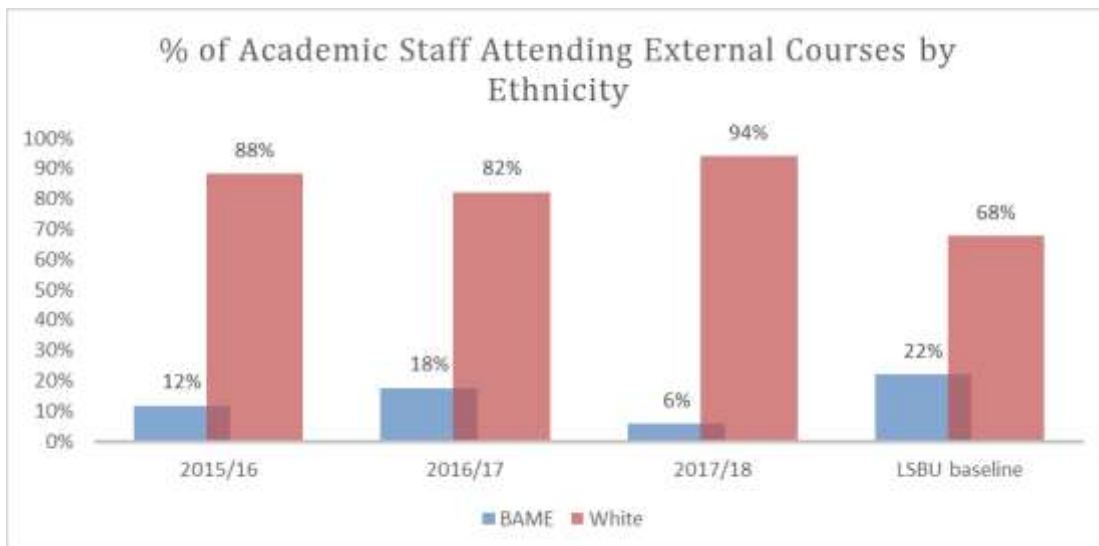
Ethnicity	2013/2014	2014/2015	2015/2016	2016/2017	Total
Asian	53	80	109	76	318
Black	64	71	78	50	263
Mixed	5	8	29	32	74
Not known	14	27	16	30	87
Other	19	20	31	16	86
White	362	401	663	362	1788
Total	517	607	926	566	2616



Centrally funded external courses

External Funded Courses Academic Staff

Ethnicity	2015/16	2016/17	2017/18	Total
Asian	*	*	*	*
Black	*	*	*	*
Mixed	*	*	*	*
Not known	*	*	*	*
Other	*	*	*	*
White	15	14	16	45
Total	17	17	17	51



Word Count 1392

Notes – 5b Training Academic

Leadership development

The workforce baseline has been lifted from the HESA report of the corresponding academic year, and not the HR database (*iTrent*) to ensure consistency across all REC reporting. The leadership development data is extracted directly from *iTrent* with the protective characteristics.

Management

The workforce baseline has been lifted from the HESA report of the corresponding academic year, and not the HR database (*iTrent*) to ensure consistency across all REC reporting. The management development data is extracted directly from *iTrent* with the protective characteristics. In 2017, the Leadership Academy expanded its portfolio of courses adding modules specifically designed for people managers.

Actions:

APx Grow coaching, shadowing/role models and mentoring offer, providing personalised career development and progression sessions for BME staff.

APx Implement the new Online form to access learning and development. Raise awareness of BME staff of access and opportunity to attend externally funded courses.

APx Promote and encourage take up of Diversifying Leadership programme and other internal development projects. Provide internal action learning sets upon completion, building a network of BME talent. Track career progression of current cohorts.

APx Expand Management Development offer to include more e-learning and self-managed learning, to improve access to learning opportunities aimed more at staff not in campus on a full time basis.

APx Increase CRIT and REI development activities relating to challenges and relevance to BME academics.

APx Further diagnosis of the needs for academics specifically linked to the barriers for career progression. This to inform a talent management strategy.

APx Create opportunities for academics to be involved in strategic academic development projects and other opportunities for developing skills and experience at a more senior level and relevant to the academic development framework.

APx Develop coaching conversations skills for with line managers To empower and support them to support staff to take responsibility for their own career development.

APx Introduce appropriate methods to analyse training evaluation data by protected characteristics.

Word Count 1346

Appendix

To Include evidence of Leadership Academy & OD Brochures

To Include details of the Equinet session OD team facilitated

5c Appraisal/Development review

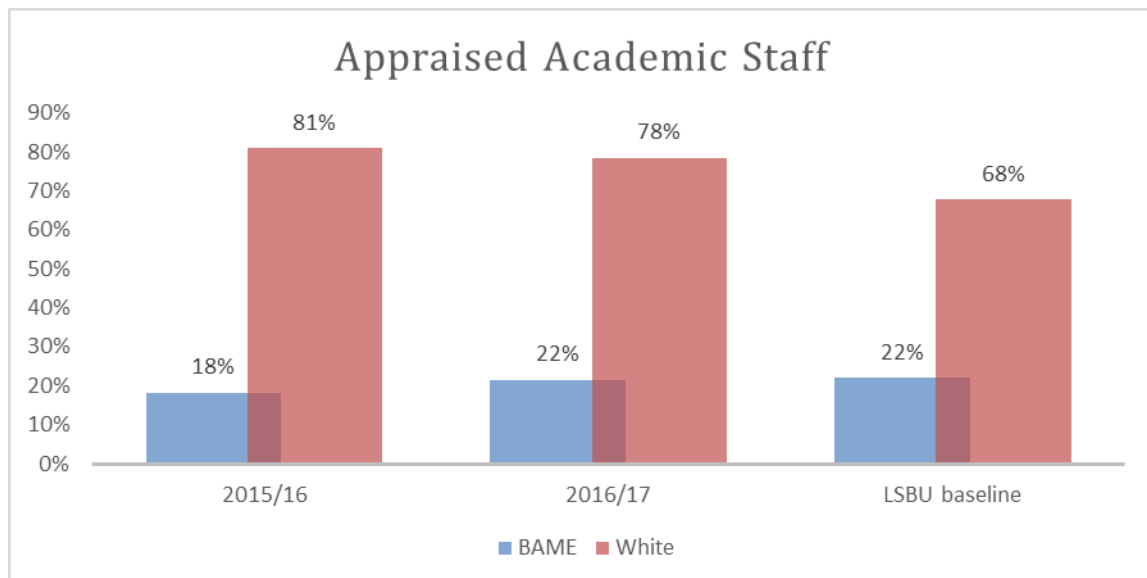
Over 95% of all eligible staff have completed their appraisal in 2015/16. This includes all those with mitigating circumstances (~3%), unable to complete their appraisal. Like the previous year, over 95% of all eligible staff have completed their appraisal in 2016/17.

LSBU's appraisal process is developmental, generating outcomes relating the learning and development required to be effective in role and for career development. For a smaller number of the most senior managers (significant majority of whom are white), there is a performance rating element that can link to a performance related bonus.

The 2017 Pulse survey found an increase of +4% points on 2016 in the response to the "The appraisal process has helped me in my career planning and development"

Ethnicity	2015/16	2016/17	Total
Asian	32	37	69
Black	34	35	69
Mixed	5	*	9
Not Known	*	*	*
Other	11	26	37
White	364	372	736
Total	450	474	924

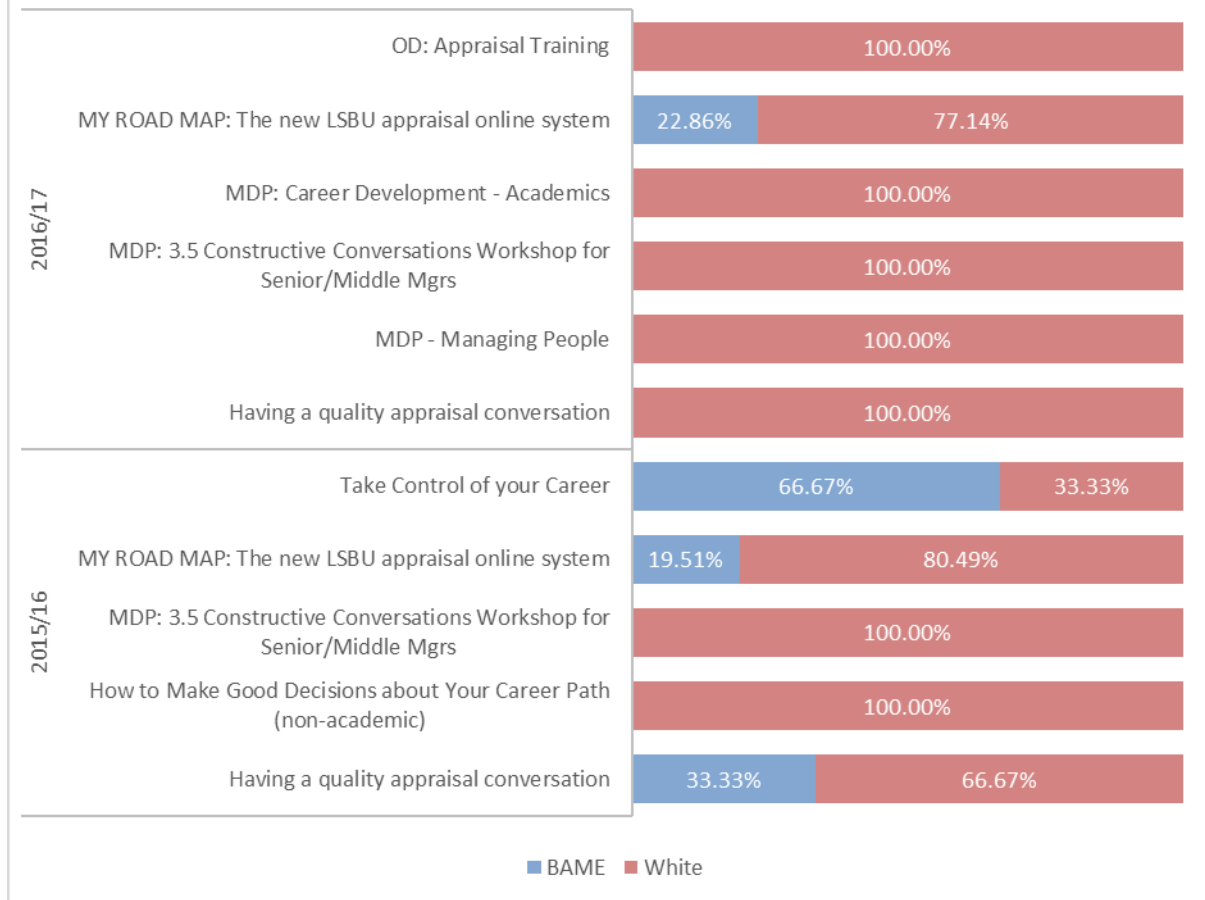
Figure 5c (1) detailing percentage of BME appraised staff compared to White Staff and LSBU Baseline



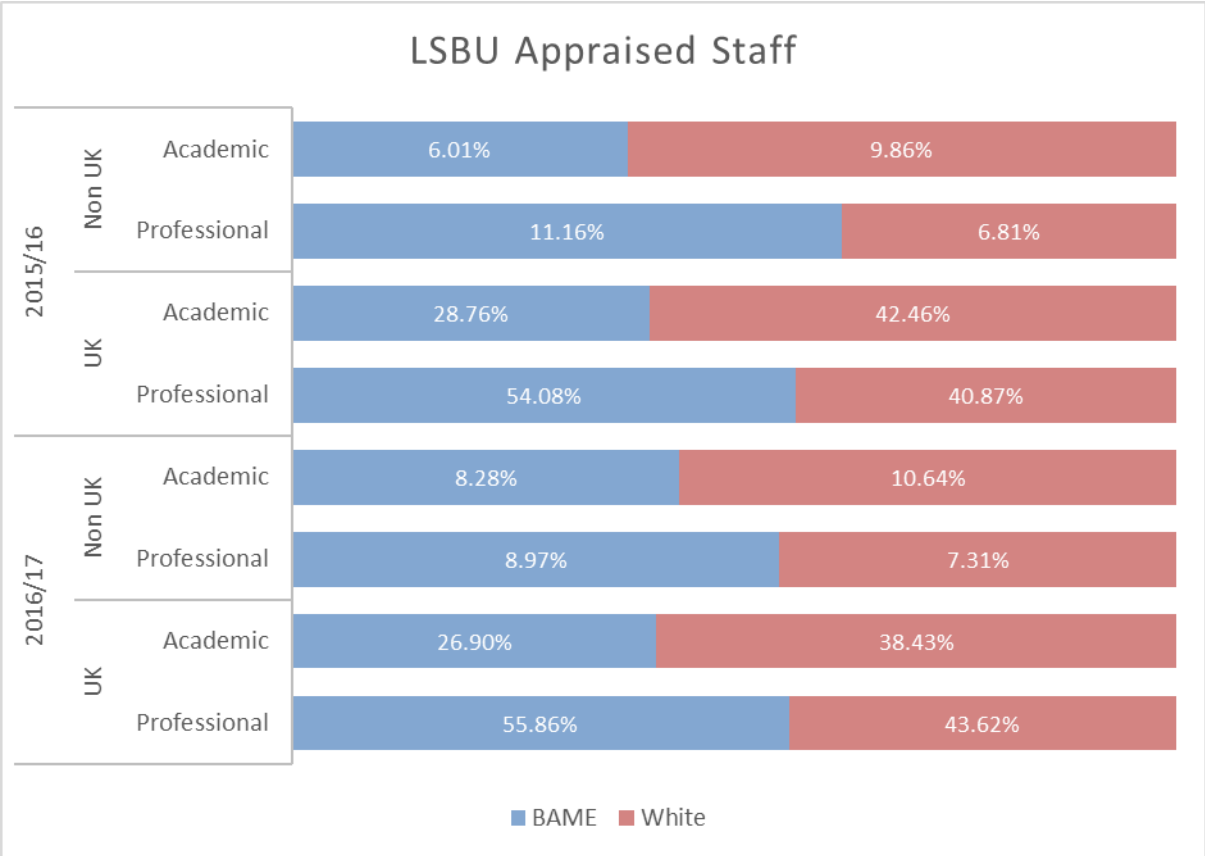
Appraisal Preparation Training Opportunities

- LSBU offers training for appraisers and appraises. 'MyRoadMap' workshops are held in advance of appraisal cycles to prepare appraisers and appraises. These sessions cover the process of appraisal, resources available and good appraisal conversations. There is also information and further courses available relating to Unconscious Bias and Constructive Conversations.
- The graph below depicts that BME staff are less representative in the Appraisal Preparation Training Academic Staff.
- Drop in Workshops were also provided for managers anecdotally BME staff were well represented in these sessions. Whilst formal ethnicity data of those attending was not kept, we know over 270 number of staff attended.

Appraisal Preparation Training Academic Staff



The graph below depicts the comparison of UK and Non UK appraised individuals for 2015/16 and 2016/17 by percentage treating White and BME cohorts as 100% for each year.

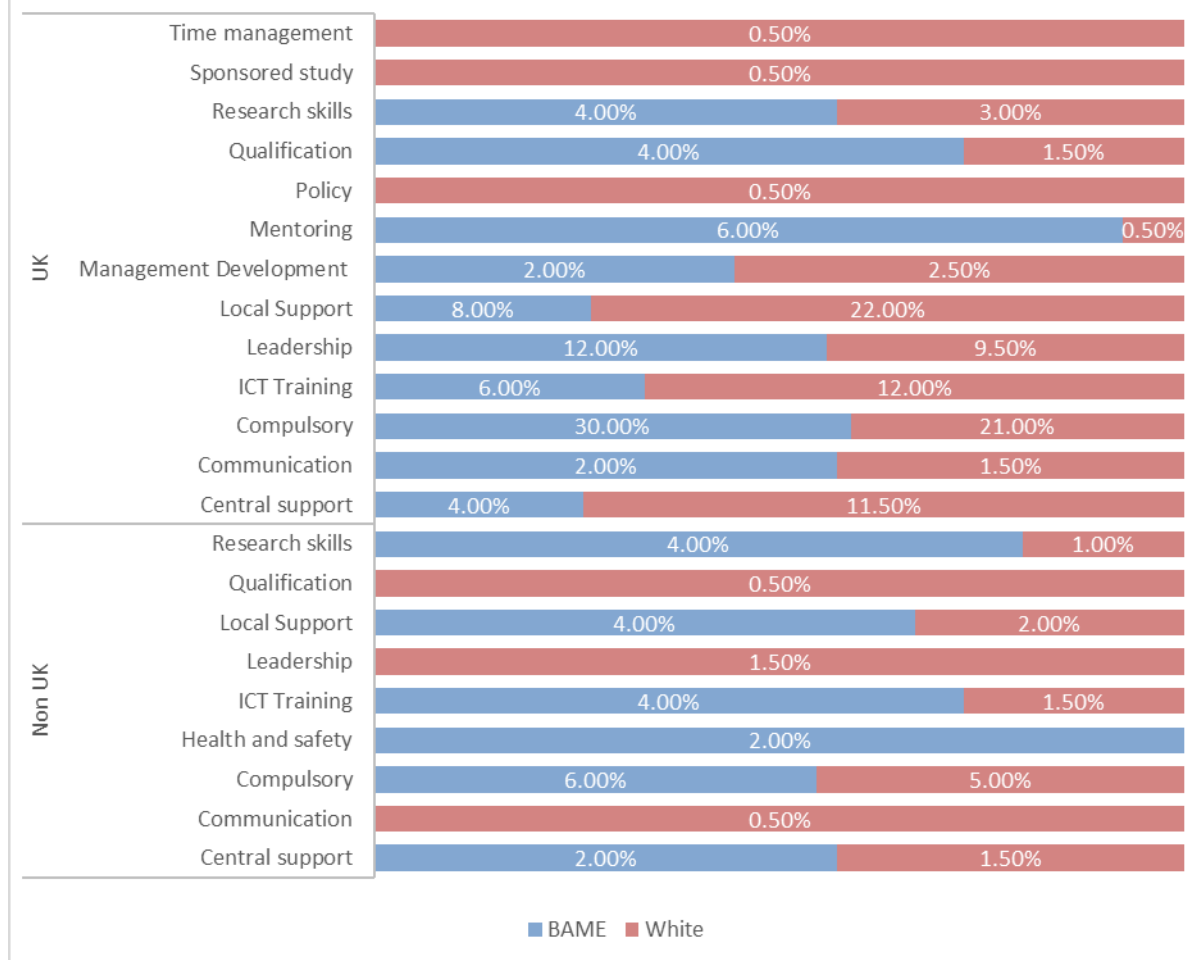


Themes emerging from UK and non-UK - Academics

- Slightly less non-UK academic staff were appraised in 2015/16
- There is alignment in appraisal in terms of completion 2016/17. This may be due to non-UK staff having shorter contracts or working part time
- There are no clear differences in learning need between UK and Non UK Staff for academics however, research skills, qualification training, Health and Safety feature more strongly for Non UK staff.
- Further detailed analysis of Learning need for UK and Non UK Academic staff by ethnicity shows no significant trends

The Following graphs for 2015/2016 and 2016/2017 take BME and White cohorts as 100% for each year to compare the outcomes between each group.

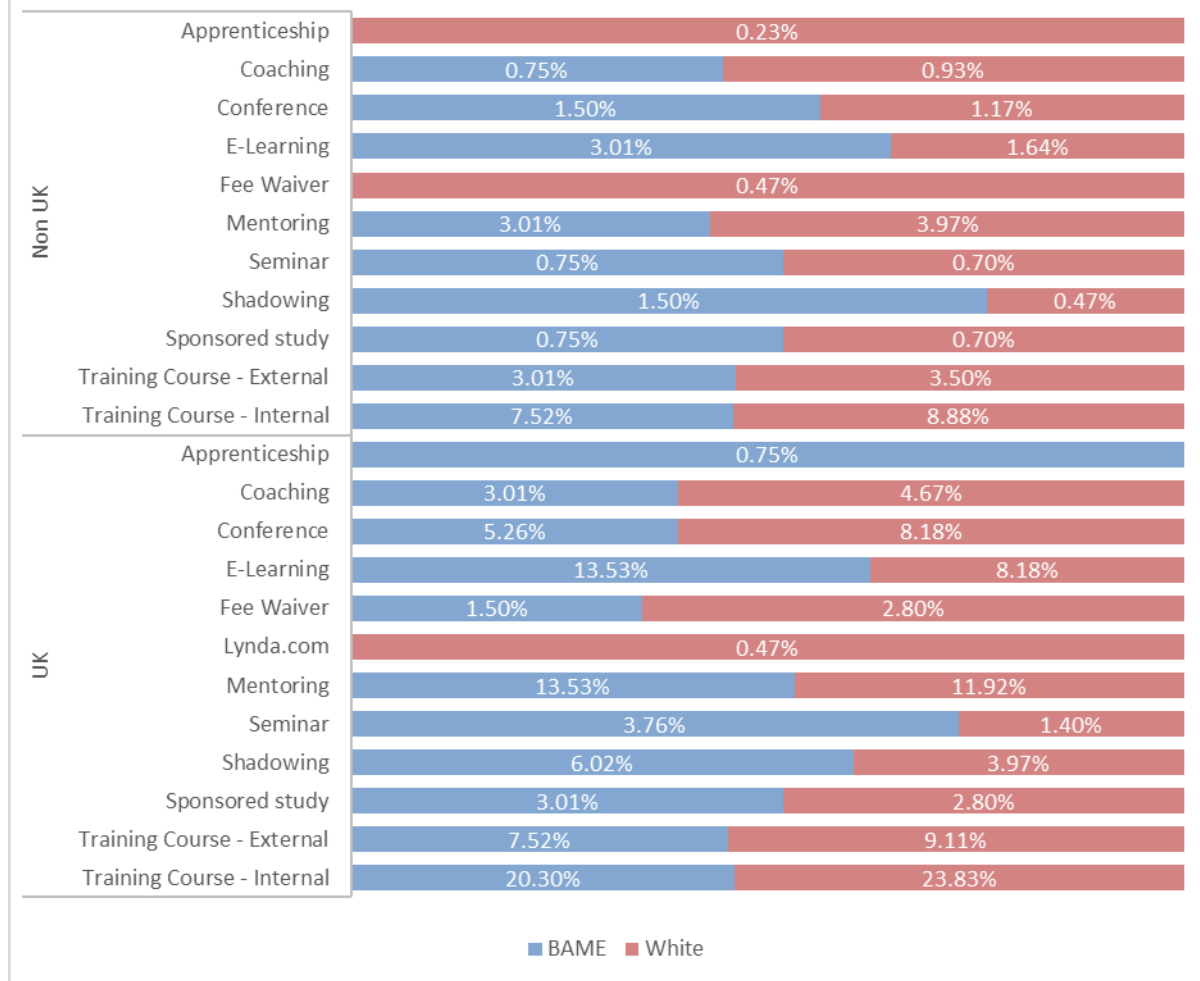
Outcomes of Appraisal Academic Staff 2015/16



Key observations:

- BME non UK Academic Staff are more likely to want Shadowing, E-learning
- E-learning is more likely to be asked for by all BME staff UK and Non UK this may be due to a higher proportion of BME staff on part time or temporary contracts.

Outcomes of Appraisal Academic Staff 2016/17



Race Equality Charter Mark and Employee Engagement Survey Feedback

Feedback from the REC Survey indicates a strong view that the appraisal process is not a supporting staff to develop in their careers. Key questions that demonstrate this are:

'My line manager makes time to discuss my personal development and progression'

July 2017 survey: 28% disagreed / 72% agreed. This rose to 32% disagree / 68% agree in Feb 2018

'I have been encouraged to apply for promotion'

44% disagreed / 56% agreed in July 2017. This fell to 38% disagree in Feb 2018

Return rates for the second survey (Feb 2018) were lower than the first survey (July 2017)

Qualitative feedback

Qualitative feedback was generally negative with a number of respondents believing that the appraisal process was mostly 'tick boxing' with limited follow through. A significant number of respondents commented on the lack of management skills in facilitating a constructive conversation.

Actions:

APx Hold a development session with the Deans

APx Improve the feedback and personal development planning for all staff with specific workshops for BME staff

APx Conduct focus groups to generate ideas to improve the quality of feedback during appraisals

APx Ensure the new talent management scheme provides mentoring and shadowing opportunities for staff

Word Count 716

5d Academic Promotion

The first Academic promotion round was launched at LSBU in 2015.

The Academic Promotion round starts in November each year. All Academic staff are invited to apply for promotion through advertising internally via email and briefing sessions held by the Deputy Vice Chancellor, who gives advice and guidance about the criteria and process. All documentation, including guidance notes, is available via the University intranet.

Applications are made via the Dean of each School, who will comment as to whether they support the application or not. This has a significant impact on the progress of the application.

All applications (supported or otherwise) are then reviewed by a selection panel comprising of all Deans, the Deputy Vice Chancellor, and a representative from HR. Applications for promotion to Senior Lecturer (grade 8) are decided at this panel meeting, without the need for references. Whether or not applications for promotion to Associate Professor or Professor have a prima facie case are also decided. Outcomes are advised to all applicants. External references for applications to AP and Professor are taken up (three provided by the applicant and two or three provided by the relevant Dean).

For promotion to Professor, an additional panel is held and applicants are required to give a short presentation to the panel. Following this exercise, the Appointments panel meets to review each application and the references received to make a decision on whether promotion is agreed. The outcome is advised to applicants with feedback provided to unsuccessful applicants.

How the criteria for promotion considers the full range of work-related activities

- The Academic Framework sets out the progression route from Lecturer right through to Professor. The Academic Framework paves the way for a successful academic career at LSBU. The framework provides a robust and coherent structure for colleagues to develop and progress within the University, based on performance against a set of generic post descriptors for each

academic grade. These descriptors will inform personal development plans and promotion as well as forming the basis for future selection and recruitment.

Training, mentoring support or relevant opportunities including temporary promotions/interim positions

- Workshops and other training sessions (academic CVs, self-assessment against academic framework criteria etc.) are available to support individuals who wish to apply for promotion.
- The annual Staff Conference 2017 held a workshop presented by colleagues who have been promoted to talk about how they achieved their success, which included giving tips for completing the application process.

Promotion opportunities including temporary promotions/interim positions

- Opportunities are advertised through the staff intranet and external website. There may be local arrangements agreed by line managers that should be discussed with HR.

Staff perceptions of the promotions process

- Whilst the data sets and evidence about internal recruitment opportunities are too small to report and draw valid conclusions, evidence from surveys and anecdotal feedback from BME staff through Equinet (staff network) indicate areas for future analysis linked to: Tracking the percentage of successful BME candidates compared to white staff.

Data Observation

The table below shows successful applicants as a percentage of all applicants, broadly reflecting the representation of BME staff in the workforce. Based on applications vs promotion, the data shows that of the total percentage of staff who submitted an application for promotion, the following number were successfully promoted:

2015/16	2016/17
White 72%	White 74%
BME 28%	BME 22%

The table below depicts success in the promotions round. 2015/16 was the first year of new process and shows a balanced success rate. The second year however shows a significantly higher success rate for white applicants. Further analysis and scrutiny is required to understand this outcome and inform practice in future promotions rounds.

2015/16	2016/17
BME 24%	BME 28%
White 28%	White 61%

Based on applications v promotions the breakdown of the percentage of applicants who were successfully promoted based on their nationality, shows that there was a higher success rate for non UK applicants. Further analysis is required to understand the reasons for this.

2015/16	2016/17
UK 22%	UK 49%
Non UK 44%	Non UK 38%

The data sets are too small to draw statistical conclusions, but it appears that white applicants are more likely to be supported by the Dean than BME candidates. This is an important aspect of the promotions round. Support by the Dean is also a key indicator of future success with the promotion.

Broader feedback about academic progression

Anecdotal and qualitative feedback from the REC Career progression survey indicates that there can be a lack of transparency around the process of agreeing interim or acting positions.

‘there are instances of people being recruited into roles without any transparent recruitment process’

The Race Equality Charter Mark Survey was carried out in July 2017 and February 2018. 483 staff responded overall 57.9% were White inc Other white, 27.7% were BME and 14.4% did not declare ethnicity.

The survey was not broken down by ethnicity. Key questions relating to career progression for those who completed the survey provides useful context for views from a race perspective. A summary of questions and response rates are listed below:

‘There are opportunities for me to develop in my role’

July 2017 survey: 32% of respondents disagreed / 68% agreed. This fell to 22% disagree (78% agree) in the Feb 2018 survey

‘My line manager makes time to discuss my personal development and progression’

July 2017 survey: 28% disagreed / 72% agreed. This rose to 32% disagree / 68% agree in Feb 2018 survey

‘Work related opportunities for development are allocated fairly and transparently’

July 2017 survey: 36% disagreed / 64% agreed. This rose to 42% disagree in Feb 2018. There was also a smaller return rate

‘I have been encouraged to apply for promotion’

44% disagreed / 56% agreed. This fell to 38% disagree in Feb 2018
Return rates for the second survey (Feb 2018) were lower than the first survey (July 2017)

REC survey qualitative feedback (July 2017 and February 2018)

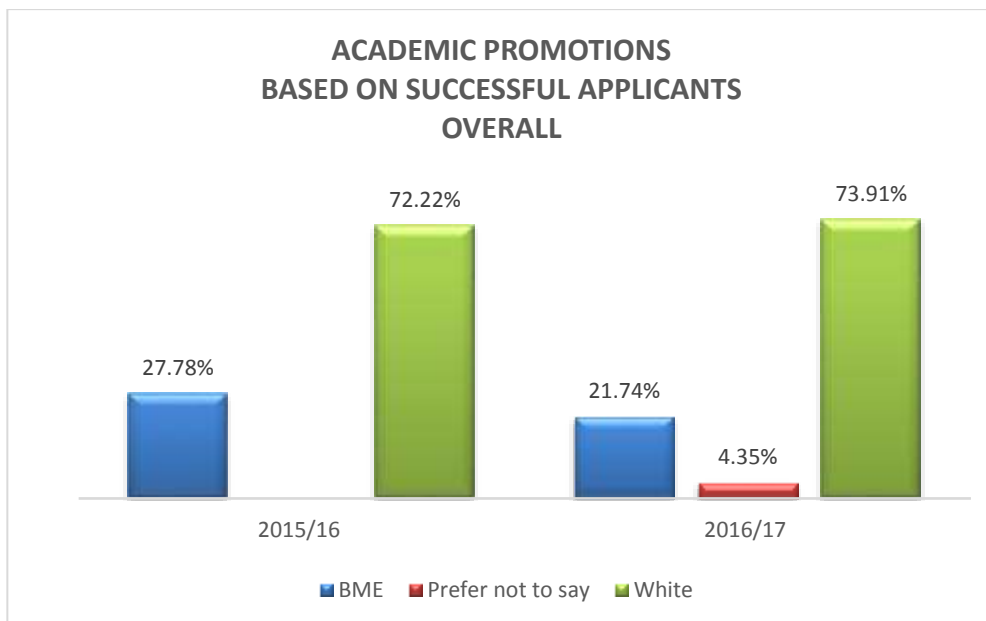
Qualitative feedback was generally negative with a number of respondents believing that the appraisal process was mostly 'tick boxing' with limited follow through. A significant number of respondents commented on the lack of management skills in facilitating a constructive conversation.

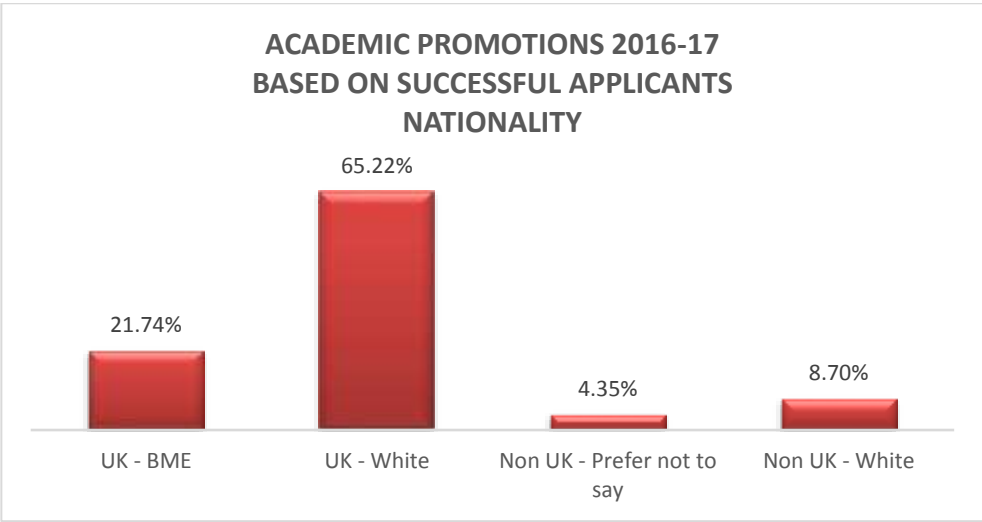
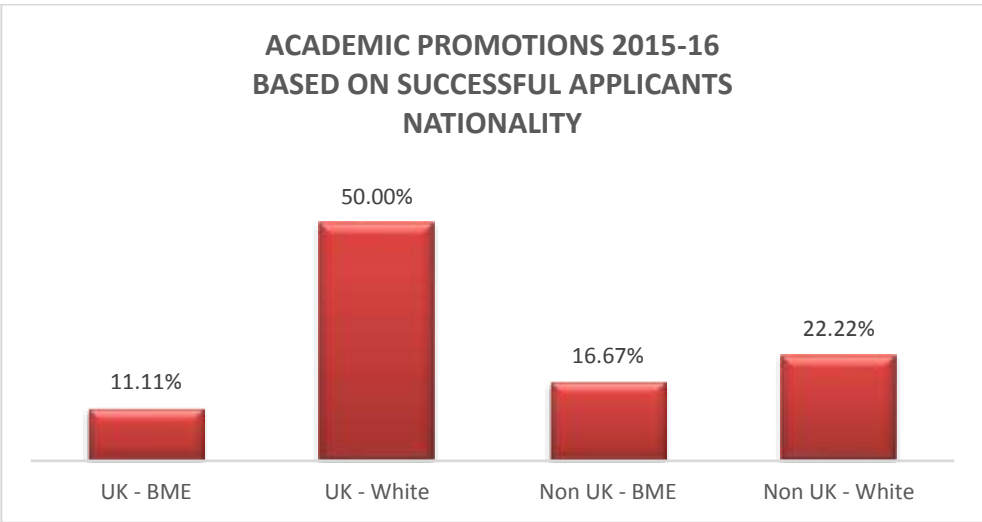
Employee Engagement Survey 2016

This was a comprehensive all staff survey which gained a 71% response rate in 2016.

Of all staff, 40% agreed with the question **“LSBU acts fairly with regards to career progression and promotion regardless of their protected characteristics”**

The difference between Academic and PSG staff on this question was Academic; 37% Professional Services 44%. The response from BME staff was 73%.





Applications Vs Promotions

2016/17

Applications	Successful %	Unsuccessful %
BME	27.78%	72.22%
Prefer not to say	33.33%	66.67%
White	60.71%	39.29%

Applications	Successful %	Unsuccessful %
British	48.78%	51.22%
Other	37.50%	62.50%

Applications	Successful %	Unsuccessful %
British	48.78%	51.22%
BME	31.25%	68.75%
Prefer not to say	0.00%	100.00%
White	62.50%	37.50%
Other	37.50%	62.50%
BME	0.00%	100.00%
Prefer not to say	50.00%	50.00%
White	50.00%	50.00%
Grand Total	46.94%	53.06%

2015/16

Applications	Successful %	Unsuccessful %
BME	24.00%	76.00%
White	28.89%	71.11%
Grand Total	27.14%	72.86%

Applications	Successful %	Unsuccessful %
British	22.22%	77.78%
Other	43.75%	56.25%
Grand Total	27.14%	72.86%

Applications	Successful %	Unsuccessful %
British	22.22%	77.78%
BME	11.11%	88.89%
White	27.78%	72.22%
Other	43.75%	56.25%
BME	57.14%	42.86%
White	33.33%	66.67%
Grand Total	27.14%	72.86%

Actions:

APx Continue to monitor success rates and report findings as part of a wider suite of EDI REC metrics to the REC and/or EDI Steering Groups

APx Hold a development session with the Deans

APx Improve the feedback and personal development planning for all staff with specific workshops for BME staff

APx Analyse demographic data on internal interim/acting up for the last year and review processes for agreeing interim and acting roles and other internal progression opportunities

APx Ensure the new talent management scheme provides activities targeted at BME academic progression/promotion

5e Research Excellence Framework

The total number of staff returned to the last REF from London South Bank University was 116 (headcount; 101.65 Full Time Equivalent [FTE]).

The no. and % of staff within each of the ethnic groups represented within the staff body is presented below:

	Asian or Asian British - Indian	Black or Black British - African	Black or Black British - Caribbean	Chinese	Mixed - White and Black Caribbean	Other Asian back- ground	Other Black back- ground	Other Ethnic back- ground	Other Mixed back- ground	White	White - British	Data not held
No.	6	1	3	10	1	5	2	2	1	80	2	3
%	5.2	0.9	2.6	8.6	0.9	4.3	1.7	1.7	0.9	69.0	1.7	2.6

Please Note: The data refers to that collected in 2012/13. Information was not collected for the last REF (2014) on the breakdown of UK vs Non-UK staff.

5f – Early Career Researchers

In terms of the ethnic profile of early career researchers at LSBU, HESA data illustrates that on average, between 2014 and 2017, 71% of ECRs at LSBU were White (including White Other) and 29% were BME.

In comparison to the overall academic population at LSBU, which is 74% White and 26% BME, there is greater ethnic diversity amongst our ECRs.

Non-UK ECRs		
Year	BME	White
2014/15	10	15
2015/16	5	15
2016/17	10	15

Table 1: Ethnicity of Non-UK ECRs between 2014 and 2017

UK ECRs		
Year	BME	White
2014/15	10	25
2015/16	5	20
2016/17	10	35

Table 2: Ethnicity of UK ECRs between 2014 and 2017

Support for Early Career Researchers (ECR)

LSBU is committed to the seven principles of the Concordat for Researcher Development, specifically focused on the development of ECR and Contract Researchers, and was awarded the EU HR Excellence in Research Award in 2014, reconfirmed in 2016, and in review for 2018. The following principles outlined below, extend to ECR's from all ethnic backgrounds.

Principle 1: Recruitment and Selection

- **Human Resource policies.** The university completes a regular review of Human Resources policies, with the next one due for completion in November 2018, designed to 'attract and retain the highest calibre staff'. LSBU recognises the importance of retaining skilled research staff, and has re-iterated its commitment to, where possible, offering permanent contracts to those who have been in place for two years; this principle was embedded into the new workforce planning process in December 2017.

Principle 2: Recognition and Value

- **Training and development:** The university's new online system for appraisal has been launched with 92.22% take up in 2017-18; this provides specific data that assists in the development of bespoke training sessions targeted to the needs of ECRs. LSBU's Research Enterprise and Innovation (REI) team has redesigned and redeveloped its Key Skills Development Programme, with specific courses mapped to both development stage and Researcher Development Framework (RDF) domains, providing specific and bespoke researcher training in key areas of research practice, including writing, research bid development, PGR supervision and researcher integrity.
- **Leadership:** LSBU's Leadership Academy supports research leaders, PIs and other senior staff, with 28.9% take up since first launching, giving the opportunity for research managers to further understand the pressures and responsibilities of ECRs.
- **Researcher contracts and needs:** LSBU's 'Your Career Matters' pathway provides clear guidance to researcher development. Researcher's terms and conditions are now harmonised with Professional Staff Group (PSG) staff, with respect to London Weighting & Leave allowances.

Principles 3 & 4: Support and Career Development

- **Mentoring:** Formal mentoring of research staff was initiated in 2017, with PO-OD training provided to guiding senior staff to act as mentors to ECRs and to support the development of mentoring across Schools. Research Centres (14) and Groups (33), initiated in 2017, now provide the means of peer-to-peer mentoring and review, and assist the further development of ECRs, around a central research focus.
- **Extra-academic experience:** Participation in the Outside Insight programme, and the supporting academic and ECR activity in external companies has been achieved through Knowledge Transfer Partnerships (KTP) and Knowledge Exchange Vouchers (KEV) totalling 14 active (28 historically, 2016-2018).

- **Training and support:** REI has run a number of networking, training and support sessions for ECRs and academics. The opening of the London Doctoral Academy space provides the means of hosting and developing such events effectively. The publication of a specific grant writing guide in 2017 supports the development of ECRs and researchers in general in bid writing. All training courses are now hosted on the central PO-OD system, with a clear, published Research and Enterprise support calendar and an increase in courses offered from 21 (2015-16) to 96 (2018-19), each course mapped according to stage and RDF domain.
- **Engagement:** The research Summer School provides a means of developing ECR staff and engaging them in the staff research cycle, with an increase in participation of 50% and an increase in engagement with the poster competition of 20%.
- **PGR Supervision:** the Epigeum training programme has been promoted in order to up-skill researchers and ECRs to participate in PGR supervision, and this has been aided by the development of the university's *PGR Manager* online support system.

Principle 5: Researchers' Responsibilities

- **Impact training and development:** REI appointed an Impact Manager in 2016, who developed and rolled out a series of training sessions to increase awareness of research impact. Impact courses form part of the Research Events Calendar, and over half of all schools have now received bespoke impact training. Impacts are published in annual impact guides. Networking forums were created to ensure that ECRs have the opportunity to engage with external organisations in order to further develop their skills and engage with non-academic organisations and SMEs.

Principle 6: Diversity and Equality

- **EDI Action Plan:** The EDI Action plan is updated regularly to maintain its effectiveness.
- **Dignity at work (DAW):** LSBU has set up a DAW Network scheme in order to support staff with a dedicated plan, policy and relevant communications.
- **Athena SWAN:** The Athena SWAN Self-Assessment team is integrated into LSBU's governance. LSBU is working towards achieving bronze in 2019.

Principle 7: Implementation & Review

- **Researcher Feedback:** LSBU participated in the 2017 PRES (24% response rate), PIRLS (an increase of double the response for 2015); participation in CROS had lower rates. Feedback from surveys was reviewed and discussed at Research Board of Study and the Researcher DG, as well as the University Research Committee (see below). Feedback is used to support and develop ECR training resources.

1. PIRLS and CROS Survey Results 2015-17

The PIRLS (Principal Investigators and Research Leaders Survey) and CROS (Careers in Research Online Survey) surveys are administered every two years by Vitae. The university has taken part in the surveys in 2015 and 2017. LSBU participation in both surveys is given below (Table 1). There will be greater promotion of the surveys to encourage uptake in 2019.

Survey	Responses	Gender			Ethnicity		
		Male	Female	Non-disclosed	BME	White	Other/non-disclosed
PIRLS 2015	10	4	6		1	7	2
PIRLS 2017	19	11	8		3	9	7
CROS 2015	18	10	8		1	10	7
CROS 2017	3		2	1		2	1

Figure 2: Response statistics for CROS and PIRLS surveys, 2015-2017

Summary of CROS & PIRLS outcomes, 2015-17

- Recognition and Value.** The majority of respondents in 2015 and 2017 agreed that LSBU recognised and valued their contributions to academic collaborations, good research conduct, research outputs and securing funding. In the 2015 CROS survey, there was a question whether research staff were equally treated with regard to terms and conditions of employment and engagement in decision making, and this has been addressed in the regularising of research contracts in 2017-18.
- Engagement and Impact.** The majority of respondents in 2015 and 2017 agreed that LSBU recognised and valued their contributions in demonstrating the impact of research, knowledge exchange, management and administration. However, in 2017 some 26% felt that their efforts in this area were overlooked. This has been addressed through: increased participation in the Appraisal system; establishment of the 14 Research Centres and 33 Research Groups in 2017-18; the development of mentoring; and the establishment of training and development programmes.
- Research leadership and motivation.** All surveys considered that research leadership was important, and that LSBU supports this.
- Personal effectiveness.** The 2017 PIRLS survey indicated that while the majority of respondents were confident in their skills, a larger proportion (58%, in 2017) felt that training, at an appropriate level, would improve their effectiveness. Training provision has been upgraded to support this.
- Research initiatives & career development.** The 2015 CROS survey indicated that a majority of the respondents were interested in their career development, and training opportunities.

- **Equality & diversity.** The majority of respondents in both surveys felt that the LSBU was committed to the promotion of equality and diversity. A small number were less confident in this regard, and the submitted comments were considered and noted at the RDG, and the University Research Committee. There is a commitment to monitor progress in this area in following the 2019 survey period.

5g Profile-Raising Opportunities

LSBU is committed, as laid out in its EDI policy to an open, transparent and equitable approach to fostering the profile development of its staff.

(https://www.lsbu.ac.uk/_data/assets/pdf_file/0009/11412/equality-diversity-inclusion-policy.pdf)

This applies to all activities, which is sponsored through the University's 14 Research Centres, providing research leadership. It is pertinent to note that 35% (5) of the Centre heads identify as BME. Further, with respect to our 7 Directors of Research, who are responsible for directing the research activity of their respective Schools, 71 % identify as female and 14 % identify as BME.

The following activities are indicative of LSBU's approach:

- The Annual University Research Audit collects data pertaining to racial equality providing information on profile raising opportunities and support of these, with specific reference to BME researchers. These data will be collected fully two years in advance of the Research Excellence Framework (REF) in 2021
- Sabbatical Scheme. The university Sabbatical Scheme is open to all participants, and the guidelines were developed in association with the EDI lead. This ensures that Sabbaticals, which allow researchers to further develop their research and research profile, will be awarded with transparency and without racial bias
- As an example of conference and seminar activities, the activities of the School of Law & Social Sciences (LSS) may be taken as indicative of the university approach. Colleagues in LSS engaging in research are encouraged to attend conferences to share their research findings through the delivery of papers, posters etc. Conference attendance is also crucial for networking and for developing national and international contacts that can lead to new research projects, publications and collaborations
- LSS supports the development of all staff, including the promotion of research, and this is identified in the booklet 'Being Research Active (attached)
- LSS has an active research seminar series, with leading BME researchers at the forefront of this activity, providing role model support for all active research staff. Examples of these, for 2016-17, and 2017-18 are attached as posters.

Word Count 1368

6 Professional and support staff: recruitment, progression and development

6a Professional and support staff recruitment

The recruitment process for professional staff at LSBU mirrors that of the academics, though more work has been done on blind shortlisting, and early analysis shows that there is little impact on the diversity of shortlists, though more work is required to understand why the impact has been statistically negligible.

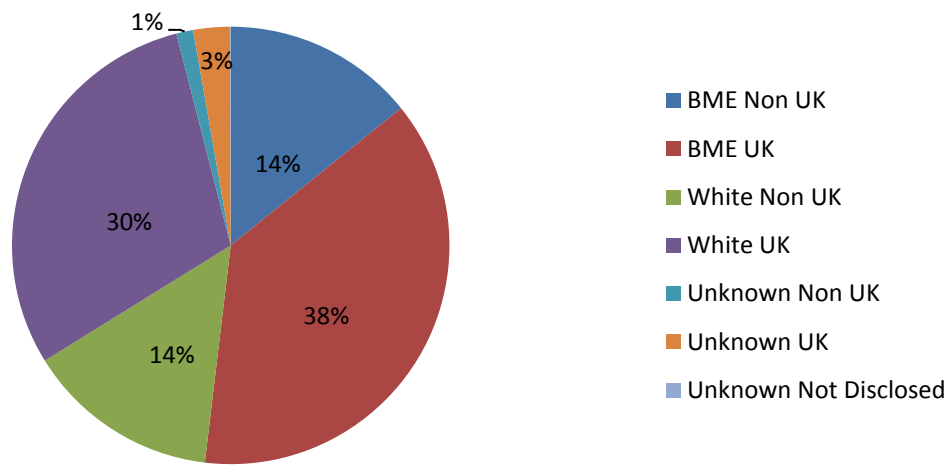
It would appear that some studies suggest that name blind recruitment does have an impact on interview selection; studies undertaken in France, Germany, Sweden, and the Netherlands over the last ten years have been summarised by Germany's Institute for the Study of Labour. This summary suggests that "anonymous job applications do seem to increase the probability that applicants from ethnic minorities are invited to interview", although other studies have cast doubt on the theory that name blind shortlisting has a positive impact on interview outcomes ("anonymization leads to a large and significant widening of the gap in interview rates"). It has been argued that "anonymization prevents the attenuation of negative signals when the candidate belongs to a minority".

The data from the pilot in LSBU seems to suggest that although there is bias throughout the recruitment process of professional staff, it is unlikely that the candidate's name is the decider. Non-UK BME and Non-UK White candidates are less likely to achieve interviews, and that pattern is replicated at appointment stage.

It can be argued that recruiting managers at LSBU are more likely to discriminate against non-UK candidates than they are against BME candidates, thus explaining the lack of the impact name blind recruitment had on professional recruitment at LSBU.

Action: Conduct further analysis on the impact of name blind shortlisting

Chart 9 – All PSG Applicants in 2017



52% of applicants for professional roles are BME, and only 44% are white, with a high proportion of those white and BME applicants being from outside of the UK (28%).

This racial breakdown closely matches that of the local community in which LSBU is located. In Southwark, our local borough, 40% of the population is white British, around 14% are white non-UK, and around 46% are BME, though those data do not break down whether BME people are UK or non-UK.

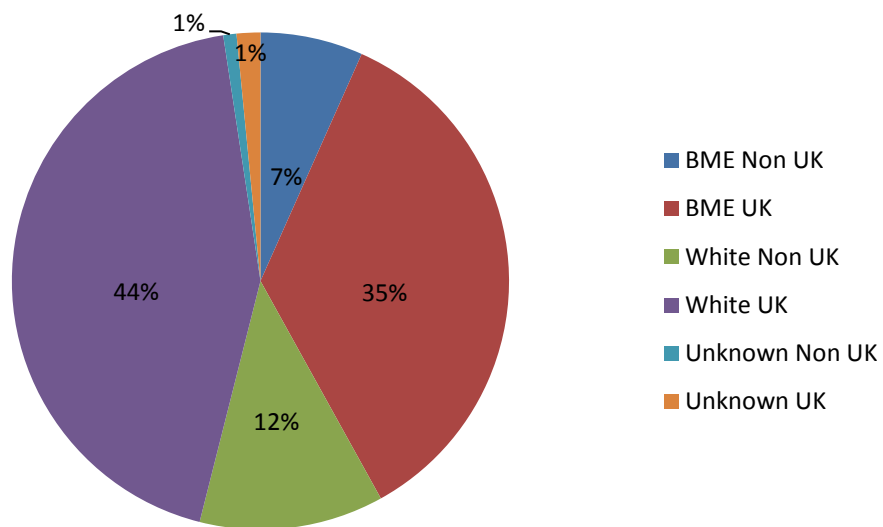
Table 10 – PSG applicants by Department

Applicants																					
School/PSG	BME						White						Unknown						Grand		
	Non UK	UK	Total	Non UK %	UK %	Total%	Non UK	UK	Total	Non UK %	UK %	Total%	Non UK	UK	U/K	Total	Non UK %	UK %	% U/K	Total%	Total
Academic Related Resources	85	187	272	12%	27%	39%	122	281	403	18%	40%	58%		17		22	1%	2%	0%	3%	697
Estates & Academic Environment	71	128	199	23%	41%	64%	38	59	97	12%	19%	31%		9		13	1%	3%	0%	4%	309
Executive Office	15	36	51	15%	35%	50%	8	39	47	8%	38%	46%				4	0%	4%	0%	4%	102
Finance & Management Information	37	123	160	16%	53%	70%	24	39	63	10%	17%	27%				7	1%	1%	1%	3%	230
International	84	105	189	25%	32%	57%	58	66	124	18%	20%	37%	11	7		18	3%	2%	0%	5%	331
Marketing & Recruitment	78	227	305	11%	31%	41%	135	265	400	18%	36%	54%	9	23		32	1%	3%	0%	4%	737
People & Organisation	42	139	181	13%	41%	54%	43	105	148	13%	31%	44%				7	1%	1%	0%	2%	336
Research, Enterprise & Innovation	34	45	79	21%	28%	49%	32	44	76	20%	28%	48%				5	3%	1%	0%	3%	160
School Of Apprentices	8	12	20	25%	38%	63%		11	11	0%	34%	34%					0%	3%	0%	3%	32
ACI	23	53	76	14%	33%	47%	22	57	79	13%	35%	48%		5		8	2%	3%	0%	5%	163
School of Built Environment & Architecture	12	29	41	15%	37%	52%	11	22	33	14%	28%	42%				5	3%	4%	0%	6%	79
School Of Business	10	48	58	10%	47%	57%	14	20	34	14%	20%	33%		9		10	1%	9%	0%	10%	102
School Of Engineering	11	17	28	30%	46%	76%			8	8%	14%	22%					0%	3%	0%	3%	37
School of Health & Social Care	31	63	94	17%	35%	53%	29	48	77	16%	27%	43%				7	1%	2%	1%	4%	178
Student Support & Employment	153	623	776	11%	45%	56%	151	400	551	11%	29%	40%	12	44		56	1%	3%	0%	4%	1383
Teaching Quality & Enhancement	12	39	51	13%	41%	53%	20	22	42	21%	23%	44%				3	1%	2%	0%	3%	96
Grand Total	706	1874	2580				710	1483	2193				62	134		199					4972

This chart shows that across most functions, the proportion of BME applications received is broadly similar, with notable exceptions including Estates (64%), Finance (70%), and professional roles within Engineering (76%) showing very strong application numbers from BME candidates.

Only Academic Related resources (including ICT, Library, Sports, and Technical roles) and Marketing show lower than expected BME applications and these may be explained by the nature of the professional roles within those functions. Overall, the applicant statistics look particularly healthy across the overwhelming majority of the Professional Service Groups.

Chart 11: All PSG interviews in 2017



At the interview stage, we observe a drop of 10% in BME candidates, and a 14% increase in white UK candidates. While BME UK and white non-UK candidates see little change from application to interview, white UK candidates are clearly shown a preference over BME non UK.

Table 11 – PSG interviews by Department

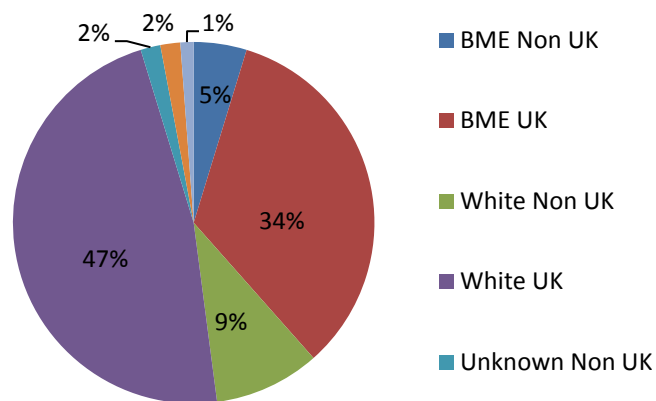
Shortlisted/Interviewed																			
PSG Name	BME						White						Unknown						Grand Total
	Non UK	UK	Total	Non UK %	UK %	Total%	Non UK	UK	Total	Non UK %	UK %	Total%	Non UK	UK	Total	Non UK %	UK %	Total%	
ARR		34	39	5%	31%	36%	17	51	68	16%	47%	63%			1	0%	1%	1%	108
EAE		11	14	13%	46%	58%			9	8%	29%	38%			1	0%	4%	4%	24
EO		8	8	0%	62%	62%			5	0%	38%	38%			0	0%	0%	0%	13
FMI		14	16	7%	52%	59%			11	11%	30%	41%			0	0%	0%	0%	27
IO	7	14	21	17%	33%	50%	9	10	19	21%	24%	45%			2	5%	0%	5%	42
M & R	5	27	32	5%	28%	33%	13	49	62	13%	50%	63%			4	0%	4%	4%	98
P & B	9	24	33	15%	39%	53%		23	27	6%	37%	44%			2	2%	2%	3%	62
REF			6	13%	13%	26%		13	17	17%	57%	74%			0	0%	0%	0%	23
Apprentices			0	0%	0%	0%			2	0%	100%	100%			0	0%	0%	0%	2
AC			6	8%	42%	50%			6	8%	42%	50%			0	0%	0%	0%	12
BEA			2	10%	10%	20%			8	10%	70%	80%			0	0%	0%	0%	10
BUS			5	0%	71%	71%			2	14%	14%	29%			0	0%	0%	0%	7
HSS			7	5%	32%	37%			12	16%	47%	63%			0	0%	0%	0%	19
SSE			49	2%	41%	42%	7	56	63	6%	48%	54%			4	2%	2%	3%	116
TQE			7	0%	33%	33%	5	9	14	24%	43%	67%			0	0%	0%	0%	21
Grand Total	39	206	245				70	255	325				5	9	14				584

The picture becomes more mixed, with some areas, notably Research, Enterprise, and Innovation; the School of Apprentices; the School of the Built Environment; the School of Health and Social Care; and Teaching Quality Enhancement all see reductions in BME candidates making it through shortlisting to interview stage. Interestingly, the Executive Office (including Governance and Legal), sees the proportion of BME and white applicants making it to interview remain roughly stable, but not one out of 15 non-UK applicants was interviewed.

Almost every professional service group sees a small reduction in the number of BME candidates achieving an interview. This suggests that there is still unconscious bias in the shortlisting process and action must be taken to reduce this, though the large majority of this reduction is observed within the non-UK BME and non UK white candidates.

Action: Undertake analysis of rejected application to identify support that can be implemented for applicants who face challenges at application stage.

Chart 12: All PSG appointments in 2017



Looking at the appointment stage, it becomes clear that the biggest decline is experienced by BME non UK candidates, with white UK appointments making up 47% of offers. While these data suggest that BME non-UK candidates are still at a disadvantage at this stage of the process, it must be recognised that UK BME candidates maintain almost equal representation at appointment as they do at application stage.

This suggests that offering additional support for all non UK candidates may be more appropriate than targeting BME candidates for support in professional roles.

Table 12 PSG appointments by Department

School/PSG Name	Appointed																				
	BME						White						Unknown						Grand		
	Non UK	UK	Total	Non UK %	UK %	Total %	Non UK	UK	Total	Non UK %	UK %	Total %	Non UK	UK	U/K	Total	Non UK%	UK%	% U/K	Total %	Total
Academic Related Resources		6	6	0%	23%	23%	4	14	18	15%	54%	69%	1	1		2	4%	4%	0%	8%	26
Estates & Academic Environment	1	5	6	8%	42%	50%		6	6	0%	50%	6%				0	0%	0%	0%	0%	12
Executive Office		3	3	0%	43%	43%		4	4	0%	57%	4%				0	0%	0%	0%	0%	7
Finance & Management Information	1	8	9	8%	67%	75%		2	2	0%	17%	2%			1	1	0%	0%	8%	8%	12
International	2	1	3	22%	11%	33%	1	4	5	11%	44%	5%	1			1	11%	0%	0%	11%	9
Marketing & Recruitment		7	7	0%	30%	30%	2	13	15	9%	57%	16%	1			1	4%	0%	0%	4%	23
People & Organisation	2	3	5	15%	23%	38%	1	7	8	8%	54%	8%				0	0%	0%	0%	0%	13
Research, Enterprise & Innovation		4	4	0%	33%	33%	2	6	8	17%	50%	8%				0	0%	0%	0%	0%	12
School Of Apprentices			0	0%	0%	0%		1	1	0%	100%	1%				0	0%	0%	0%	0%	1
ACI		1	1	0%	100%	100%			0	0%	0%	0%				0	0%	0%	0%	0%	1
School of Built Environment & Architecture		1	1	0%	50%	50%	1	1	2	50%	0%	1%				0	0%	0%	0%	0%	2
School Of Business		1	1	0%	25%	25%	1	2	3	25%	50%	3%				0	0%	0%	0%	0%	4
School Of Engineering	2	1	3	33%	17%	50%		3	3	0%	50%	3%				0	0%	0%	0%	0%	6
School of Health & Social Care		2	2	0%	50%	50%		1	1	0%	25%	1%			1	1	0%	0%	25%	25%	4
Student Support & Employment		13	13	0%	41%	41%	2	15	17	6%	47%	18%		2		2	0%	6%	0%	6%	32
Teaching Quality & Enhancement		1	1	0%	20%	20%	2	2	4	40%	40%	4%				0	0%	0%	0%	0%	5
Grand Total	8	57	65				16	80	96				3	3	2	8					169

Our open and transparent recruitment process is clearly having an impact on the recruitment of BME staff in the professional services. The proportions across all areas seem to suggest that the challenge faced by LSBU in recruiting is around UK/non-UK as opposed to BME/White, and our actions reflect this position.

6b Training – PSG

An Overview of Organisational Development

The Organisational Development Team (OD) provides LSBU's learning and organisational development service. Activities include; appraisal, leadership and management development, general training courses and employee engagement, career development and talent management, organisational support for culture change and skills and behaviours to equip staff to fulfil their roles and enable student success.

Over the last three years we have introduced behavioural framework and values, and a leadership development programme with core leadership attributes. The team also played a key role in the development of the academic framework and introduction of the promotion round for academics. A career pathways model is currently in development for PSGs.

We have made significant improvements to our training offer, compliance with appraisal (and moving from a paper based system to online in 2016). Alongside our training needs analysis and workforce planning activities, we are now in a better position with metrics-led evidence to analyse learning trends and requirements and use more accurate data to inform our decisions for the future provision and tailored support.

All courses are promoted via LSBUs intranet page with a specific area for Learning and Development. Yammer is used to promote courses as well as cascade briefings, management briefings, Staff Network briefings, engagement champions and poster campaigns.

It is worth noting that the launch of the Leadership Academy in 2015-16 only covered the senior management layer (grade 9 and above). As a result of significant leadership changes it was a priority to up-skill new and existing senior managers with a view to open up the programme to next tier of management in 2016/17 (when we saw an increase in attendance overall).

Our REC submission provides an excellent opportunity to continue to improve our OD support and ensure equity in provision for all staff.

Appendix X shows the overall high level finding for BME participation in Management, Leadership and Career Progression training at LSBU. Headline analysis shows:

Using an average academic BME staff baseline figure of 32% across 3 years:

- Attendance of BME staff across all **management development** provision rose annually from 20% in 2013/14 to 31% in 2016/17. This is a strong positive increase from a point of under representation
- Attendance of BME staff across all **Leadership** development provision rose from 33% in 2015/16 to 38% in 2016/17 (38%)
- Attendance of BME staff across all general **Career Progression** provision has been consistently representative since 2013/14 with a peak at 36% in 2014/15.

LSBU's BME staff network is Equinet. It has a membership of approximately 239 staff. Equinet commissioned a series of well received development workshops arranged for BME colleagues which include; networking skills, confidence building etc. Equinet also lead LSBU's Black History Month celebrations with a wide range of events and development opportunities. Together with, the OD team they have encouraged take up of leadership and management opportunities, and explored potential barriers and identified opportunities for BME staff to engage and collaborate.

LSBU's Employee Engagement (EE) Survey provides useful data about the staff perceptions of Training. A full survey was carried out in 2016 and a Pulse in 2017. The next full survey will run in May 2018. Headline feedback from Pulse 2017 shows overall improvements in perception of learning and development (up 5 points from 2016). This is also generally more positive for BME staff with a concern about less favourable views of Asian staff.

The REC Survey has a much smaller sample but generally similar findings. There are lower ratings for equity of access to opportunities and line manager support.

Evaluation of our Leadership and management programmes over the last x years has an average satisfaction rating of X%.

Evaluation of our Career progression (general training programmes) over the last x year has an average satisfaction rating of X%. We currently do not break down evaluation data by ethnicity but will introduced appropriate ways to analyse demographic data in the next year.

This shows that BME staff are accessing learning and development opportunities, including management and leadership development opportunities, and there is a positive trend over the years. The challenge is that despite undertaking personal development and showing willingness to gain skills to progress, BME staff are underrepresented at senior levels/grades in the University.

6b Training – PSG

Management

Using an average academic BME PSG staff baseline figure of 40% across 3 years:

- BME attendance has generally increased from 2013 to 2017 but is remains below the base line. It may be relevant to note that a much higher proportion of white staff occupy positions of Grade 7 or above which is the start of the people management grade
- The largest representation of BME staff is in grades 2,3,4 and 5
- As indicated for Academic staff, external development is also offered by LSBU for a small number of colleagues by the Leadership Foundation for Higher Education (LFHE)

Management Internal Courses Professional Staff

Ethnicity	2013/2014	2014/2015	2015/2016	2016/2017	Total
Asian	*	17	31	31	82
Black	20	23	41	44	128
Mixed	9	6	14	8	37
Not known	*	*	*	19	30
Other	*	8	*	6	18
White	90	129	273	159	651
Total	126	186	367	267	946



Note: The workforce baseline has been lifted from the HESA report of the corresponding academic year, and not the HR database (*iTrent*) to ensure consistency across all REC reporting. The management development data is extracted directly from *iTrent* with the protective characteristics. In 2017, the Leadership Academy expanded its portfolio of courses adding modules specifically designed for people managers.

Leadership Development

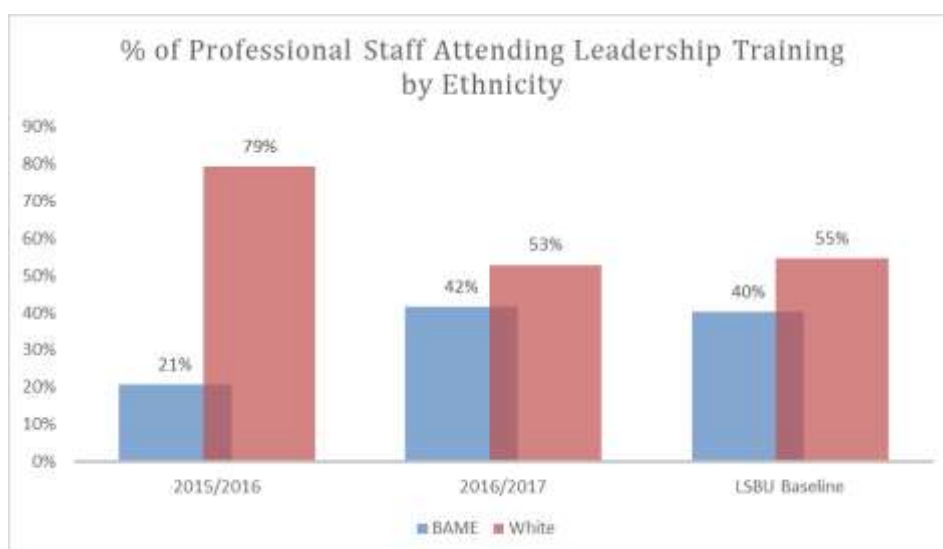
The Leadership Academy launched in 2016 offering a wide portfolio of management development and leadership development modules. Staff agree attendance with their managers and self-book to attend.

Using an average BME PSG staff baseline figure of 40% across 3 years:

- BME attendance at leadership courses doubled from 21% in 2015/16 to 42% in 2016/17
- In 2015/16 BME attendance was significantly less than the university baseline (it is worth noting that this year the programmes was only offered to grades 9 and above and were opened up to grades 7 in 2016).

Leadership internal Courses Professional Staff

Ethnicity	2015/2016	2016/2017	Total
Asian	7	21	28
Black	*	31	34
Mixed	*	*	*
Not known	*	8	8
Other	*	6	8
White	57	75	132
Total	72	142	214



Note: The workforce baseline has been lifted from the HESA report of the corresponding academic year, and not the HR database (*iTrent*) to ensure consistency across all REC reporting. The leadership development data is extracted directly from *iTrent* with the protective characteristics.

Career Progression

Using an average academic BME PSG staff baseline figure of 40% across 3 years:

- There are no significant differences between the university baseline and the BME attendance
- BME staff are taking up the opportunities for personal and skills development for career progression
- There is a significant difference in the take up by BME PSG staff of centrally funded external courses
- Whilst there is an increase from 18% in 2015/16 to 31% in 2017/18 this is still well below the baseline of 40%.
- Using a baseline of 55% white staff access of externally funded courses in 2015/16 was 82% and 69% in 2017/18.

Career Progression Internal Courses Professional Staff

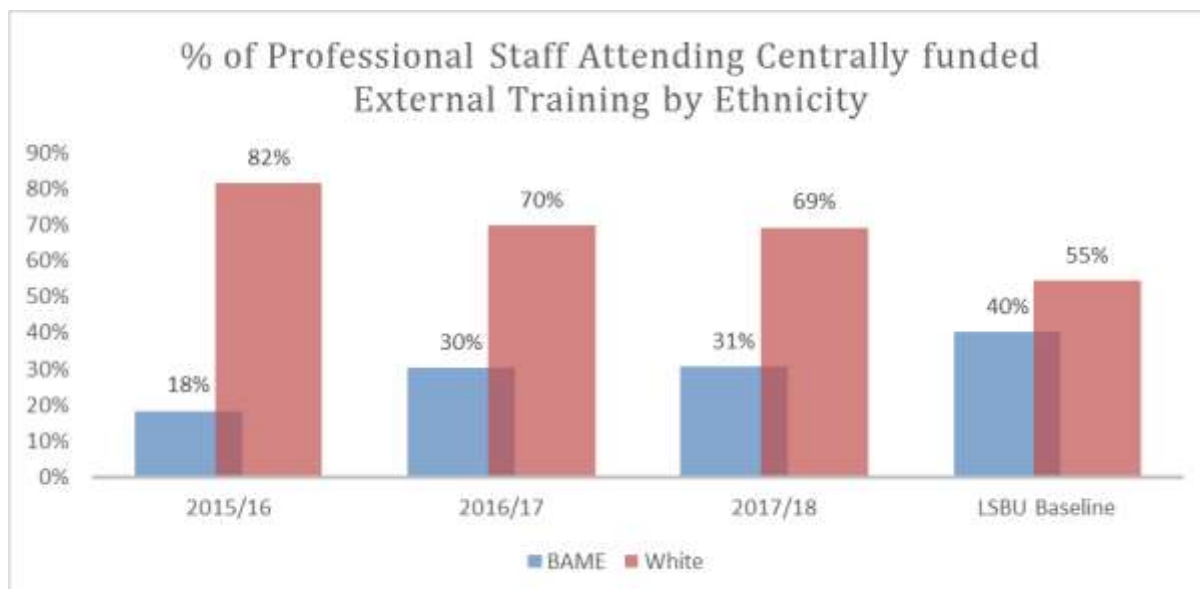
Ethnicity	2013/2014	2014/2015	2015/2016	2016/2017	Total
Asian	83	127	298	95	603
Black	130	178	398	150	856
Mixed	25	36	64	13	138
Not known	10	5	48	41	104
Other	14	16	55	9	94
White	337	464	1350	368	2519
Total	599	826	2213	676	4314



Centrally funded external courses

Professional Staff – External Courses

Ethnicity	2015/16	2016/17	2017/18	Total
Asian	*	6	*	11
Black	5	11	10	26
Mixed	*	*	*	*
Not Known	*	*	*	*
Other	*	*	*	6
White	31	46	36	113
Total	38	66	52	156



Actions:

APx Grow coaching, shadowing/role models and mentoring offer, providing personalised career development and progression sessions for BME staff

APx Implement the new Online form to access learning and development. Raise awareness of BME staff of access and opportunity to attend externally funded courses

APx Promote and encourage take up of Diversifying Leadership programme and other internal development projects. Provide internal action learning sets upon completion, building a network of BME talent. Track career progression of current cohorts.

APx Expand Management Development offer to include more e-learning and self-managed learning, to improve access to learning opportunities aimed more at staff not in campus on a full time basis.

APx Increase CRIT and REI development activities relating to challenges and relevance to BME academics

APx Further diagnosis of the needs for academics specifically linked to the barriers for career progression. This to inform a talent management strategy

APx Create opportunities for academics to be involved in strategic academic development projects and other opportunities for developing skills and experience at a more senior level and relevant to the academic development framework.

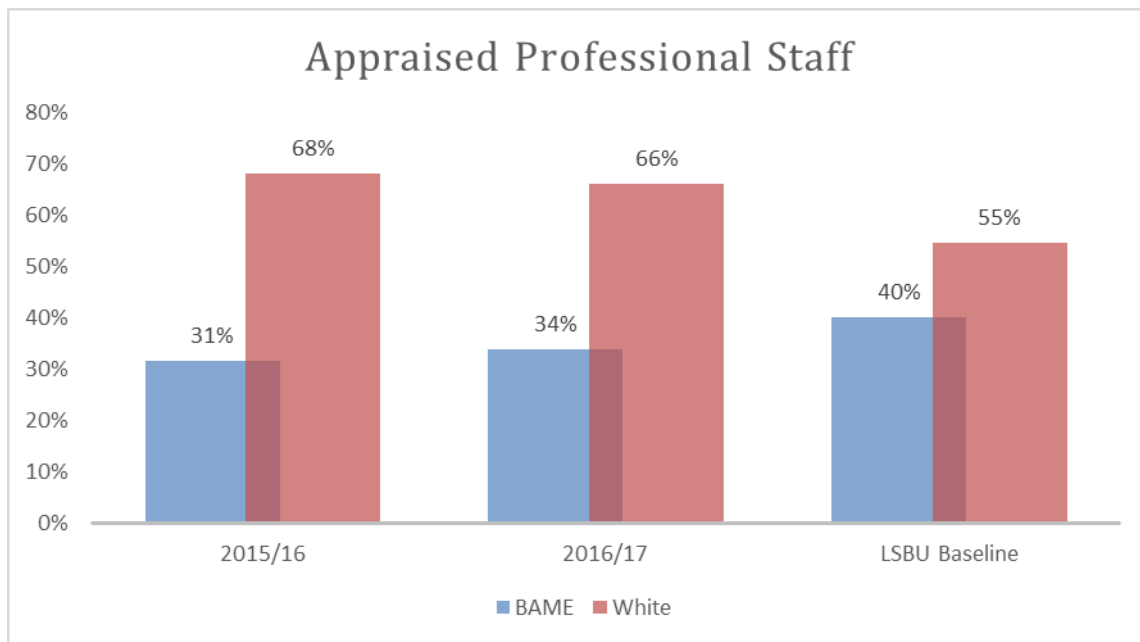
APx Develop coaching conversations skills for with line managers To empower and support them to support staff to take responsibility for their own career development

APx Introduce appropriate methods to analyse training evaluation data by protected characteristics

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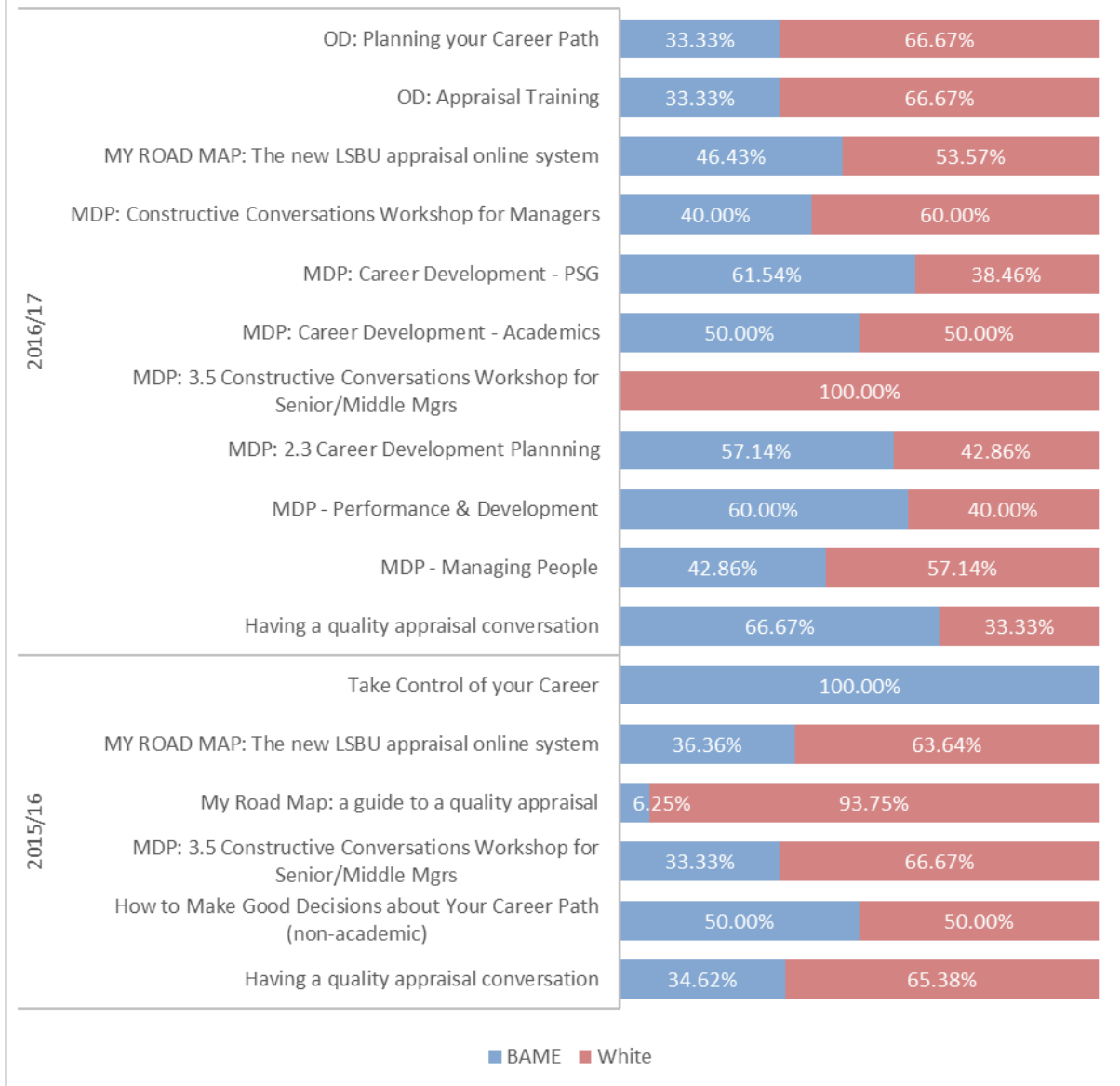
6c Appraisal/development review

Ethnicity	2015/16	2016/17	Total
Asian	55	68	123
Black	78	91	169
Mixed	10	11	21
Not Known	*	*	*
Other	10	27	37
White	331	386	717
Total	486	583	1069



Higher proportion of appraised White staff could be due to higher numbers of BME staff on fixed term and/or part time contracts and so not eligible for appraisal

Appraisal Preparation Training Professional Staff

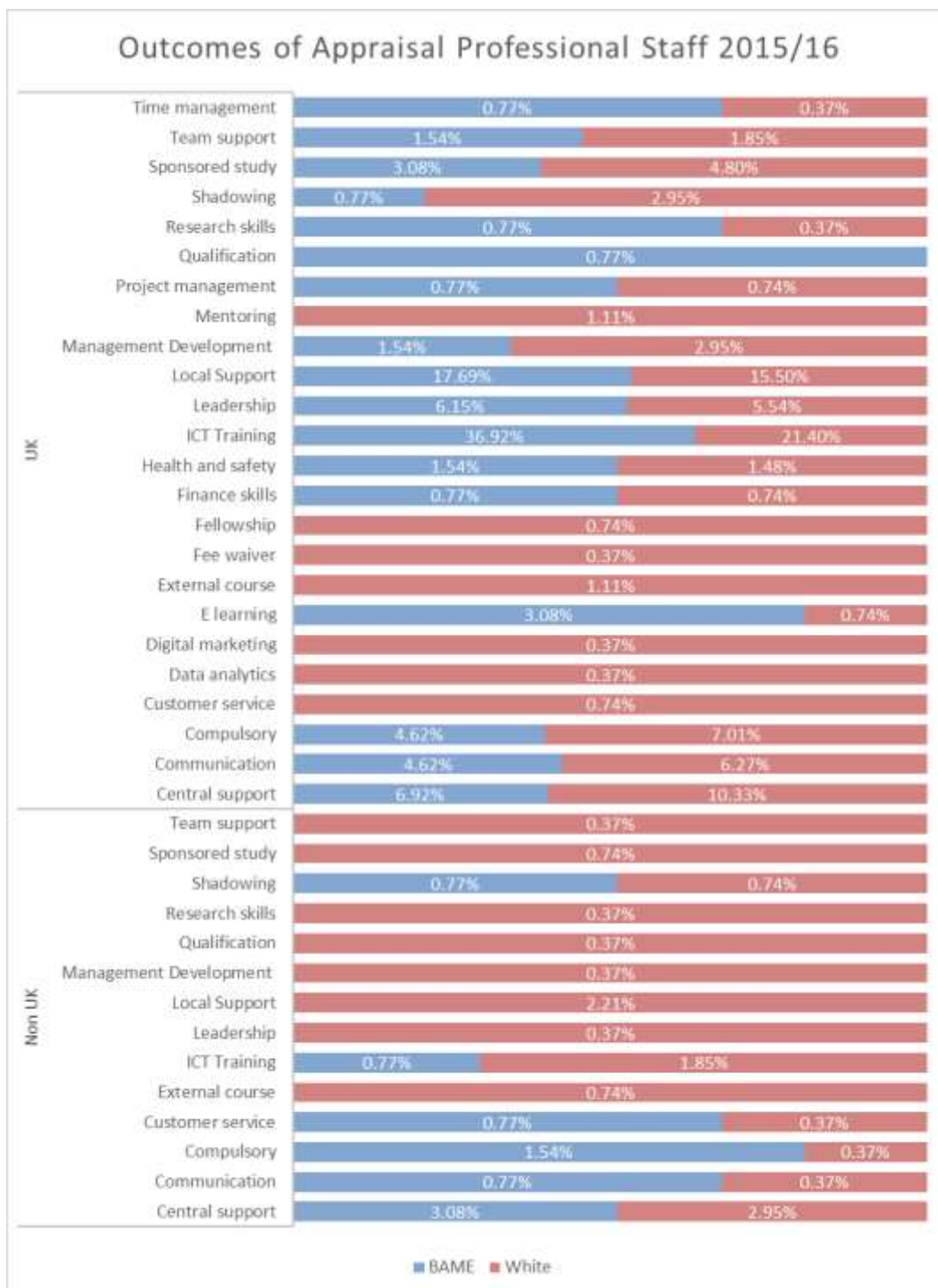


We can see that there is a strong attendance at career development courses by BME staff. This supports the anecdotal feedback from BME staff feedback and survey data that says despite attending opportunities for personal development and training, this is not converting into actual career development and promotion opportunities.

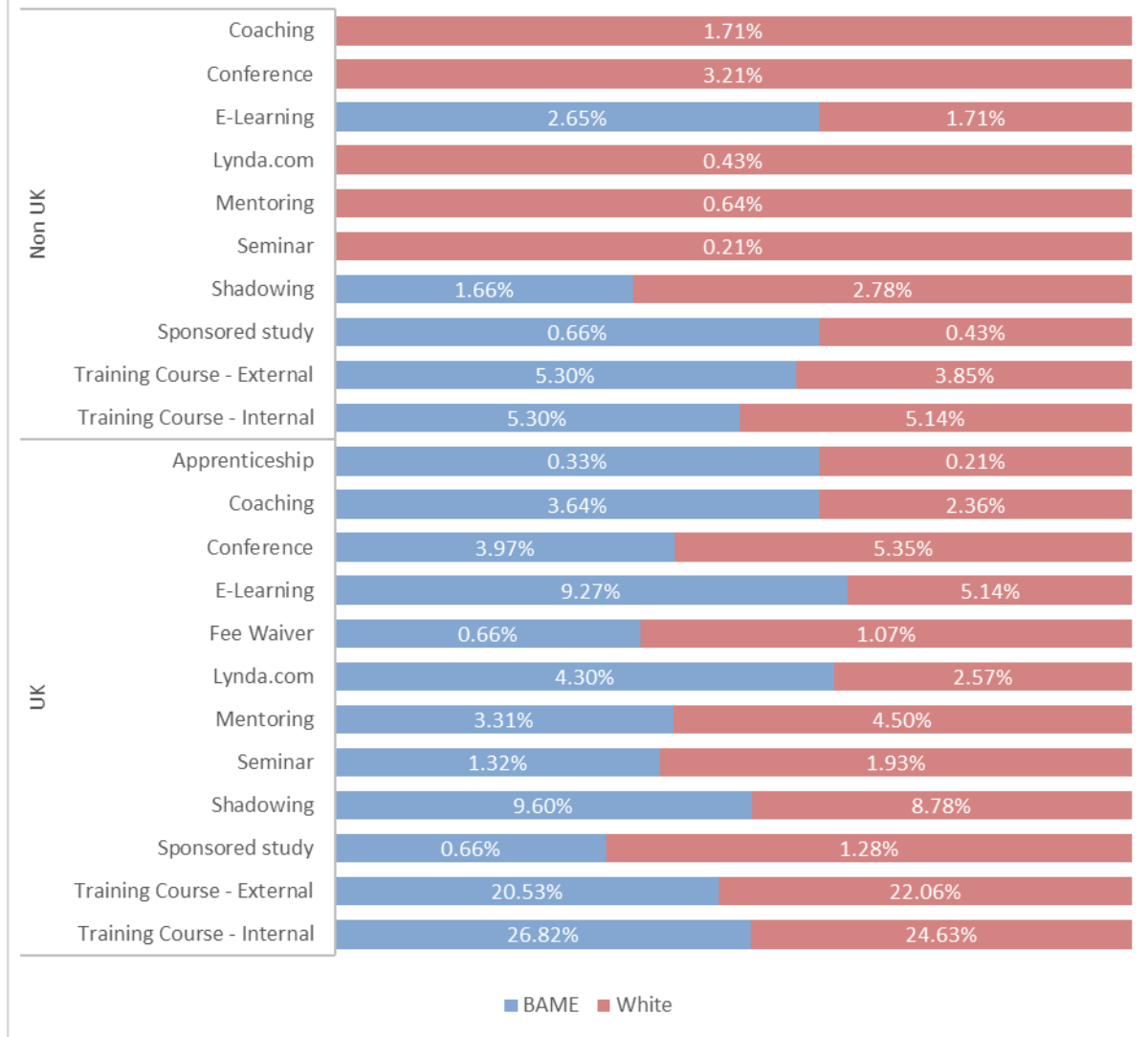
- Specific appraisal training had a higher uptake by White staff (this may be because a greater proportion of white staff are managers).

- Much higher attendance of white staff in courses aimed towards management (again because of greater number of white managers).

The following graphs take BME and White cohorts as 100% for each year to compare the outcomes between them.



Outcomes of Appraisal Professional Staff 2016/17



- BME Professional staff are more likely to ask for e-learning. This may be due to greater numbers of BME staff on temporary or part time contracts and therefore can access learning opportunities more easily via e-learning)
- Shadowing and coaching feature highly for UK BME staff but not for Non UK BME Staff. This is reflected in the information seen in promotions and career development.

Race Equality Charter Mark and Employee Engagement Survey Feedback

Feedback from the REC Survey indicates a strong view that the appraisal process is not a supporting staff to develop in their careers. Key questions that demonstrate this are:

'My line manager makes time to discuss my personal development and progression'

July 2017 survey: 28% disagreed / 72% agreed.

This rose to 32% disagree / 68% agree in Feb 2018 survey

'I have been encouraged to apply for promotion'

44% disagreed / 56% agreed in July 2017. This fell to 38% disagree in Feb 2018

Return rates for the second survey (Feb 2018) were lower than the first survey (July 2017)

Qualitative feedback

Qualitative feedback was generally negative with a number of respondents believing that the appraisal process was mostly 'tick boxing' with limited follow through. A significant number of respondents commented on the lack of management skills in facilitating a constructive conversation.

Actions:

APx Hold a development session with the Deans

APx Improve the feedback and personal development planning for all staff with specific workshops for BME staff

APx Conduct focus groups to generate ideas to improve the quality of feedback during appraisals

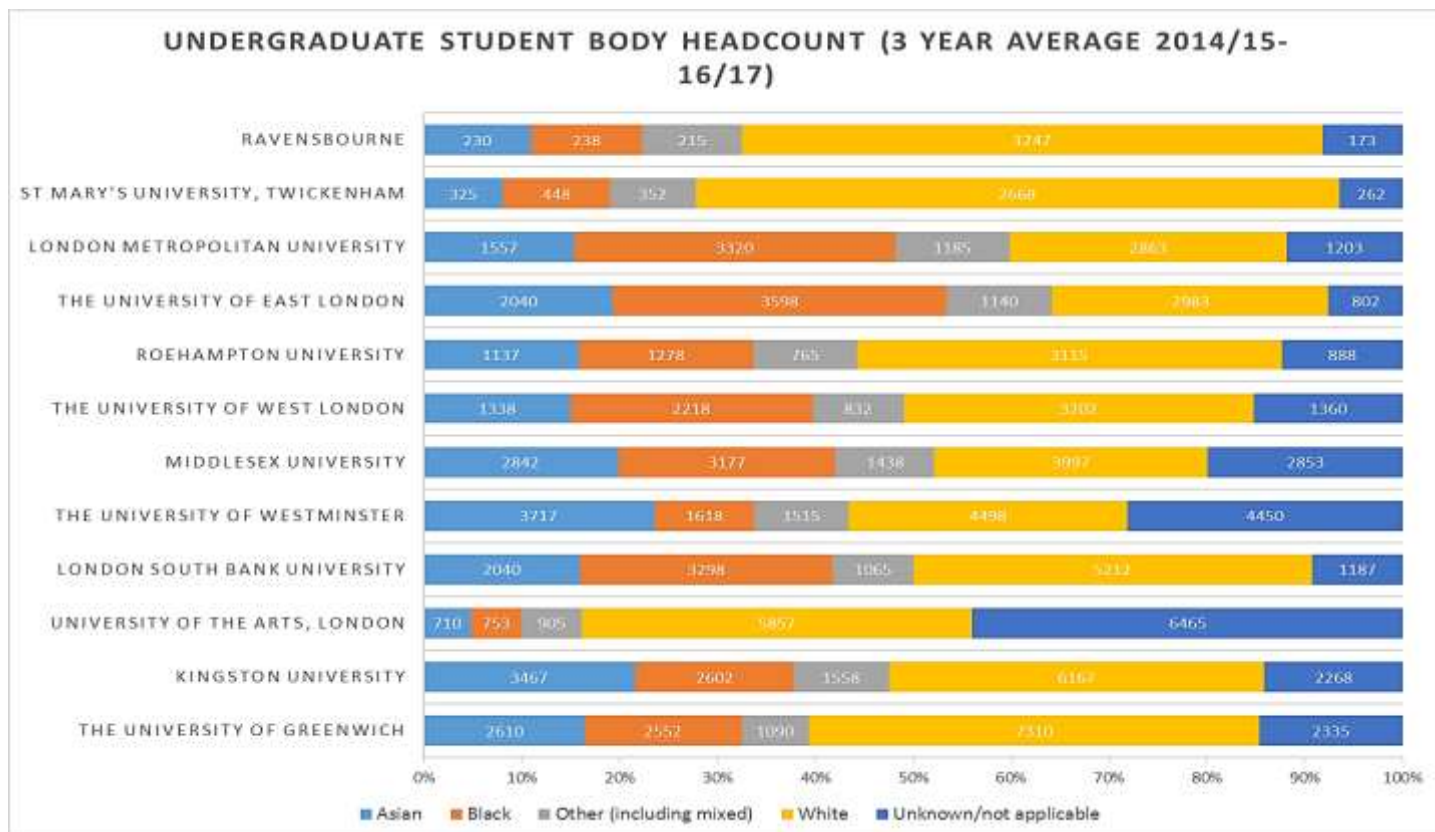
APx Ensure the new talent management scheme provides mentoring and shadowing opportunities for staff

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7 Student pipeline

Introduction and Context

As is the case with many large London post 1992 institutions, LSBU has a highly diverse student body, with 50% of total students identifying themselves as BME (including ethnicity not known in the population). This is in line with many London moderns, with only East London and London Met having a significantly larger BME proportion.

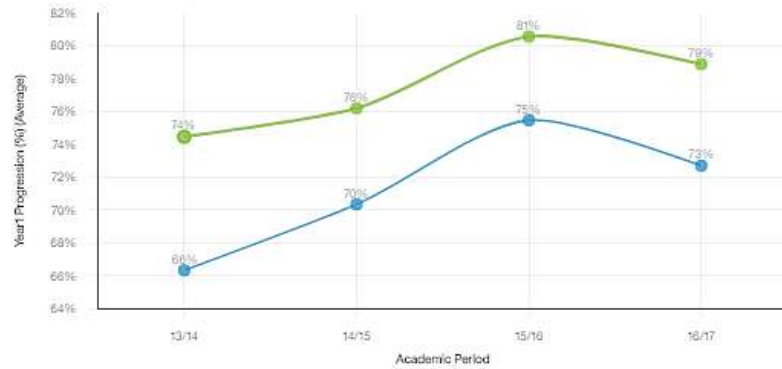


The importance of the outcomes of BME students is reflected in LSBU's 2017 Teaching Excellence Submission (TEF)⁵³. Within the submission BME students are referenced 19 times, with particular emphasis in the Student Union's TEF section. The LSBU Student Union president has been of BME origin for the previous two years. This volume of references in the TEF submission is one of many demonstrations of LSBU's commitment to supporting all students, particularly those that do not currently receive equality of outcomes.

The embedding of EDI data relating to student outcomes is integrated into LSBU's working with all staff across the institution having access to an EDI dashboard as part of the institutions management information software. This allows all staff to identify where progress is required in terms of narrowing gaps in terms of attainment or progression.

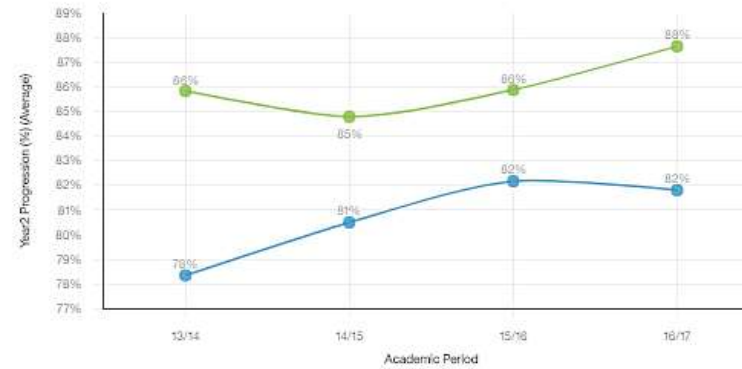
⁵³http://www.hefce.ac.uk/media/HEFCE,2014/Content/Learning.and.teaching/TEF/TEFYearTwo/submissions/TEFYearTwoSubmission_10004078.pdf

Year 1 Progression



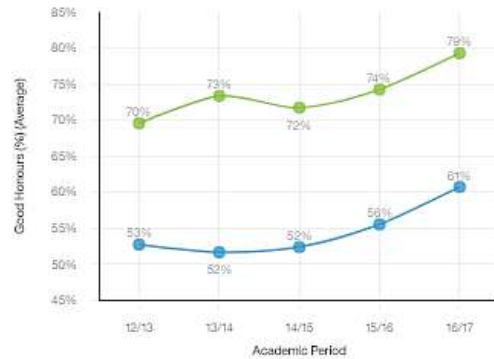
Ethnicity (BME/White)
 ● BME ● White

Year 2 Progression



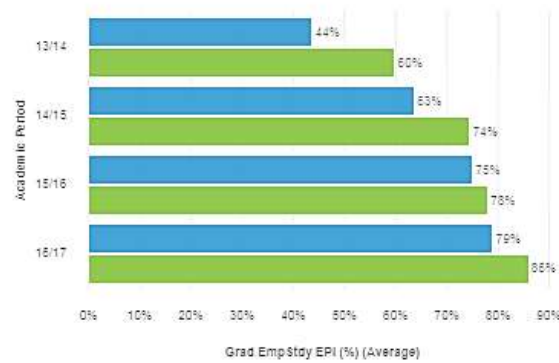
Ethnicity (BME/White)
 ● BME ● White

Good Honours %



Ethnicity (BME/White)
 ● BME ● White

Graduate Level or Further Study %



Ethnicity (BME/White)
 ■ BME ■ White

School Filter

- School of Applied Sciences
- School of Arts and Creative Industries
- School of Built Environment and Architecture
- School of Business
- School of Engineering
- School of Health and Social Care
- School of Law and Social Sciences

The REC chapter will detail data and initiatives relating to the student journey at LSBU. Much of the data poses a concern, that LSBU has a commitment to understand and redress. This will be reflected in a series of SMART targets. The table below provides a summary of the extent of challenge in relation to race equality at LSBU.

Measure	Gap	Benchmark
White and Black Offer Rate (2017)⁵⁴	20%	14%
White and BME Year 1 Progression rate (2014/15 – 2016/17)	5%	Not available
White and BME Good Honours (2014/15 – 2016/17)	19%	14% Sector, 20% in Lon. Moderns
White and BME Graduate Outcomes (EPI Cohort) (2014/15 – 2016/17)	7%	8%
White and BME NSS Overall Satisfaction (2016/17)	-8%	Not available

The table below details LSBU NSS satisfaction scores by non-white (this is the terminology used by NSS) compared to White students in the 2016/17 NSS survey. In every question non-white students were more satisfied than their white counterparts. In some cases the difference between the cohorts is significant (above 5% points). The questions this is most apparent in relate to organisation and management, the extent of challenge on the course, feeling part of a community, a belief that feedback is acted upon and whether the student’s union represents student’s academic interests. The extent of difference is concerning, and is something that the institution will monitor and review. This data is not available as split between UK and non-UK.

⁵⁴ UCAS eoc2017_I75_equality Report

NS QUESTION	London South Bank University (10004078)	Non-white	White	BME/White Difference
The teaching on my course	82.6	85.5	78.8	6.7
1. Staff are good at explaining things.	86.8	88.8	83.7	5.1
2. Staff have made the subject interesting.	78.8	81.0	75.8	5.2
3. The course is intellectually stimulating.	82.6	85.8	79.3	6.5
4. My course has challenged me to achieve my best work.	82.1	86.7	76.4	10.3
Learning opportunities	83.1	85.8	79.6	6.2
5. My course has provided me with opportunities to explore ideas or concepts in depth.	83.2	85.4	80.1	5.3
6. My course has provided me with opportunities to bring information and ideas together from different topics.	82.4	86.0	77.5	8.5
7. My course has provided me with opportunities to apply what I have learnt.	83.9	86.1	81.4	4.8
Assessment and feedback	71.1	73.4	68.3	5.1
8. The criteria used in marking have been clear in advance.	73.6	76.1	70.7	5.5
9. Marking and assessment has been fair.	68.5	68.9	68.4	0.5
10. Feedback on my work has been timely.	70.1	73.3	66.1	7.2
11. I have received helpful comments on my work.	72.3	75.4	68.1	7.2
Academic support	79.1	81.2	76.2	5.0
12. I have been able to contact staff when I needed to.	82.9	84.1	81.3	2.8
13. I have received sufficient advice and guidance in relation to my course.	79.1	82.2	74.9	7.3
14. Good advice was available when I needed to make study choices on my course.	75.7	77.3	73.0	4.3
Organisation and management	70.2	75.3	63.9	11.4
15. The course is well organised and running smoothly.	63.0	69.4	54.4	15.0
16. The timetable works efficiently for me.	75.7	79.5	71.3	8.2
17. Any changes in the course or teaching have been communicated effectively.	72.3	77.2	66.1	11.1
Learning resources	87.0	89.0	84.6	4.4
18. The IT resources and facilities provided have supported my learning well.	85.5	88.1	82.1	6.0
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.	89.9	91.6	87.9	3.7
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	85.6	87.2	84.4	2.8
Learning community	78.2	81.8	73.8	8.0
21. I feel part of a community of staff and students.	69.8	75.7	62.4	13.3
22. I have had the right opportunities to work with other students as part of my course.	86.7	88.1	85.2	2.8
Student Voice	70.6	74.9	65.0	9.9
23. I have had the right opportunities to provide feedback on my course.	82.9	84.6	80.8	3.8
24. Staff value students' views and opinions about the course.	74.7	78.1	70.3	7.8
25. It is clear how students' feedback on the course has been acted on.	63.2	67.7	57.2	10.5
26. The students' union (association or guild) effectively represents students' academic interests.	61.4	69.5	50.9	18.6
Overall satisfaction	81.2	84.8	77.0	7.9

LSBU's 2019/20 Access and participation Plan that has been submitted to the Office for Students (OfS) as part of LSBU's OfS registration. In this a number of actions and targets have been set to improve student outcomes particularly in relation to progression and attainment of BME students.

Analysis of questions 3-5 by ethnicity from REC survey. Comments in the REC student survey suggest LSBU has progress to make in terms of students themselves embracing diversity. Comments such as those detailed below, may well be contributing to the split in terms of NSS scores already detailed. There are also positive comments however.

- "In class students tend to segregate themselves from other races" (Black Caribbean Female – School of Law and Social Sciences)
- "Although LSBU is ethnically diverse, the interaction between students are based on their ethnicity. You will find clusters of white or black people seating together during lectures" (Black African Female – School of Health and Social Care)
- "LSBU is such a multicultural establishment that I have never really thought about race or ethnicity. Everyone just seems as one. We all have a common goal and interests. It has never been an issue, and as a person of African descent, I have never been made to feel any different" (Black African Female – School of Health and Social Care)
- "It was the mix of people (ethnicity, age, sex, economic etc) that attracted me to the university, unlike (redacted) where when I went for my interview there were only white female middle class 18-21 year olds" (White British Female - School of Health and Social Care)

Analysis of interaction with the Student Union has been undertaken and detailed below. It demonstrates that interaction with the Student Union is largely in line with LSBU overall proportions by ethnicity. This is positive as the same analysis shows that students that participate in Student Union societies or sports activities are more likely to progress in their studies than students that do not engage with the Student Union.

Ethnicity (BME/White)	2015	2016	2017	2018
BME	52%	48%	49%	45%
Ethnicity not known	5%	4%	4%	3%
White	41%	45%	45%	52%
Not known	2%	3%	2%	1%

Ethnicity (6 way)	2015	2016	2017	2018
Asian	18%	18%	22%	15%
Black	27%	20%	18%	20%
Ethnicity not known	5%	4%	4%	3%
Mixed	6%	7%	6%	6%
Other	2%	3%	3%	4%
White	41%	45%	45%	52%
Not known	2%	3%	2%	1%

7a Admissions

LSBU student application data demonstrates that White, Asian, Mixed and ethnicities classed as Other⁵⁵ have broadly the same offer to application percentage. This is the case when analysis includes both qualifications on entry and tariff banding. However the same analysis identifies that the offer to application rate for black applicants is consistently below. This is demonstrated in overall UCAS reporting and when this is broken down at subject level, by qualification on entry and tariff banding. This analysis applies to students applying through UCAS, and therefore is UK students only.

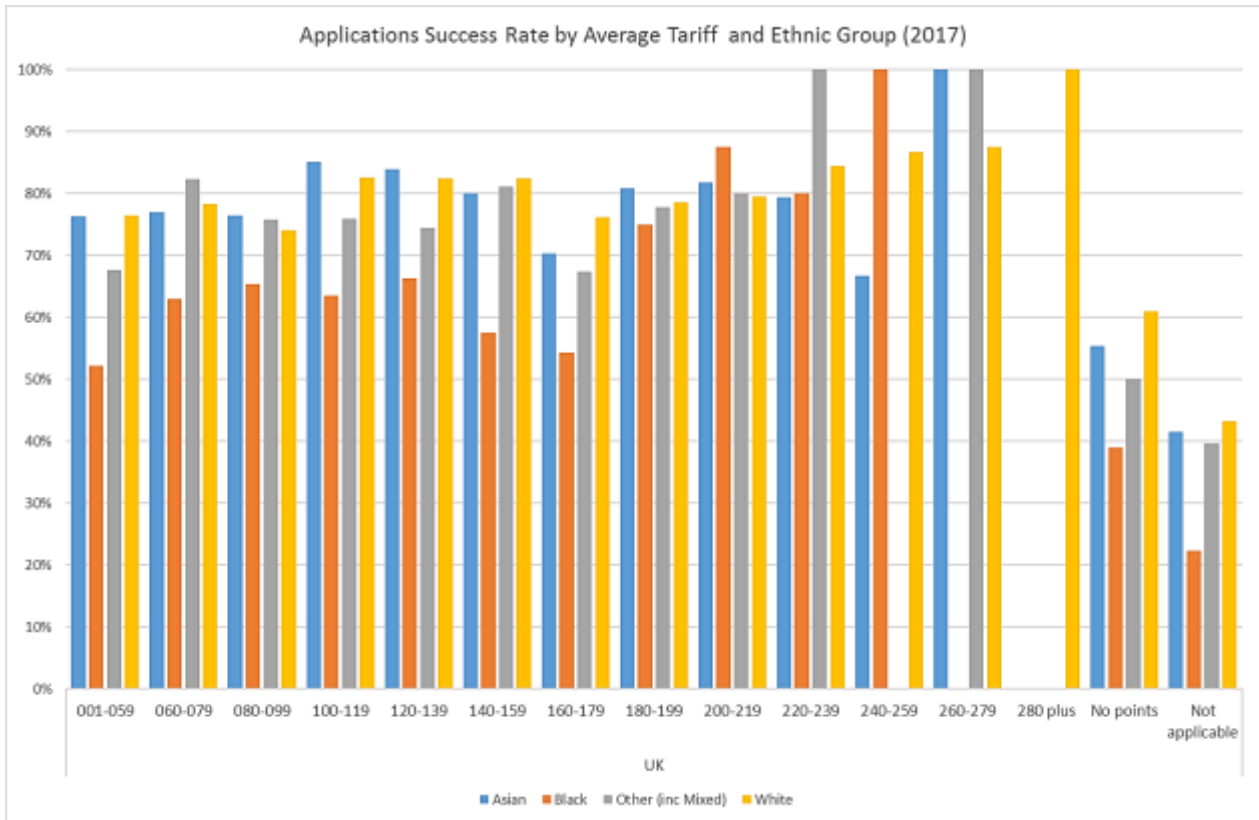
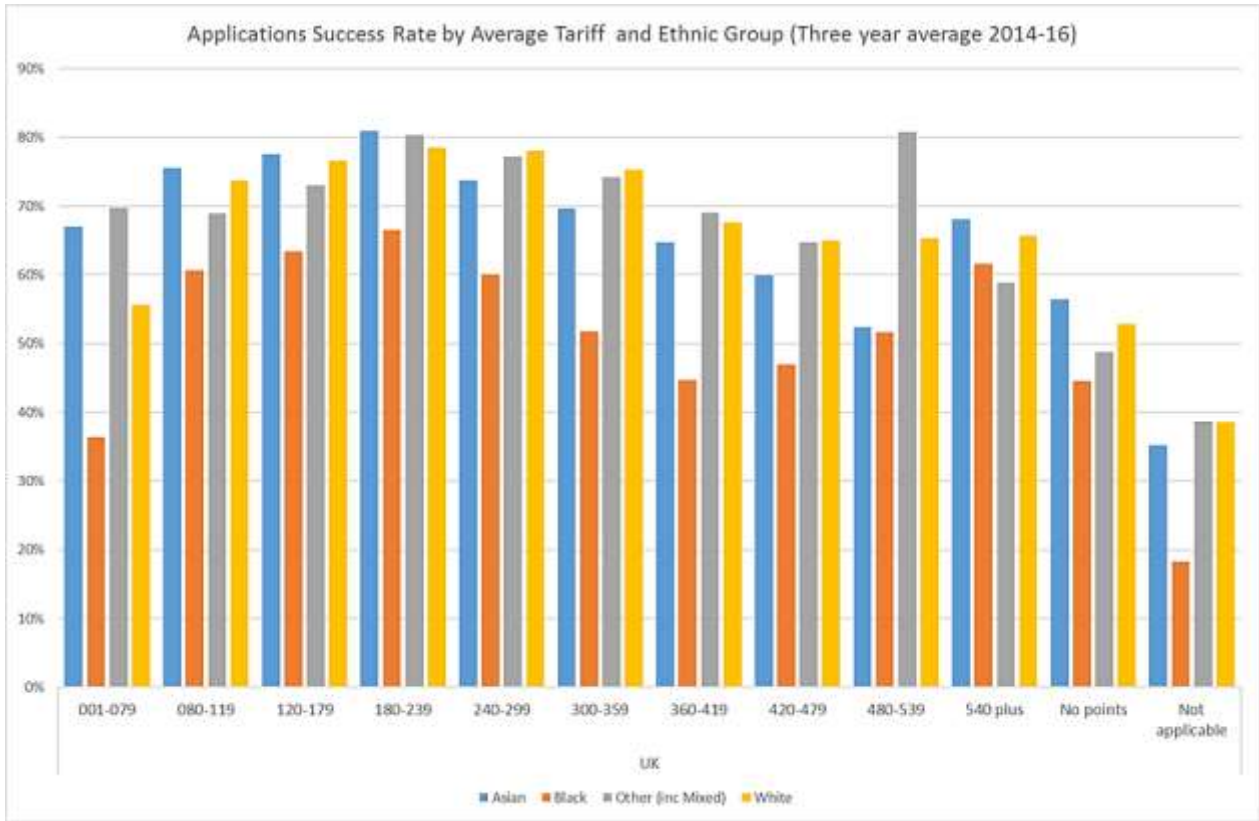
2017 Sector and LSBU Offer Rates by Ethnicity⁵⁶

UCAS Ethnic Group	Sector Average Offer Rate	LSBU Offer Rate	Difference from Sector
Asian ethnic group	80.4%	80.1%	-0.3%
Black ethnic group	66.8%	62.8%	-4.0%
Mixed ethnic group	78.4%	77.1%	-1.3%
Other ethnic group	81.0%	78.3%	-2.7%
White ethnic group	80.8%	82.6%	1.8%

When this is analysed by tariff score of applicants, it can be seen that Black students have lower offer rates in every tariff band (with the exception of 2017 data for higher tariff bands, but this is based upon smaller populations. This demonstrates that tariff entry score is not a factor. 2017 data is presented separately as it uses the new tariff unit and therefore cannot be compared to tariff scores from earlier years. This trend is identified across most subject areas.

⁵⁵ UCAS Ethnicity Classifications

⁵⁶ UCAS Undergraduate Reports <https://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-reports-sex-area-background-and-ethnic-group/2017-entry-ucas-undergraduate-reports-sex-area-background-and-ethnic-group>



In order to understand what could be behind this trend, our admissions department have mapped the admissions process to identify at what stage of the process ethnicity could be directly or indirectly derived. This analysis identified that for students that do not attend interviews, there are very few opportunities to directly derive an applicant's ethnicity, but there are limited chances for indirect ways of deriving an applicant's ethnicity, for example an applicant's name.

It is not clear what is causing the trend for black applicants to have a lower offer rate, but the institution will undertake an analysis of the application process and rejection reasons to ensure that all students are being treated equally by the application process.

ACTIONS:

APx Identify the causes of the difference in offer rate for black students

APx All staff in Admissions to undertake unconscious bias training

APx See the Black offer rate be +/- 2% of the sector average for those students applying to commence studies in 2021

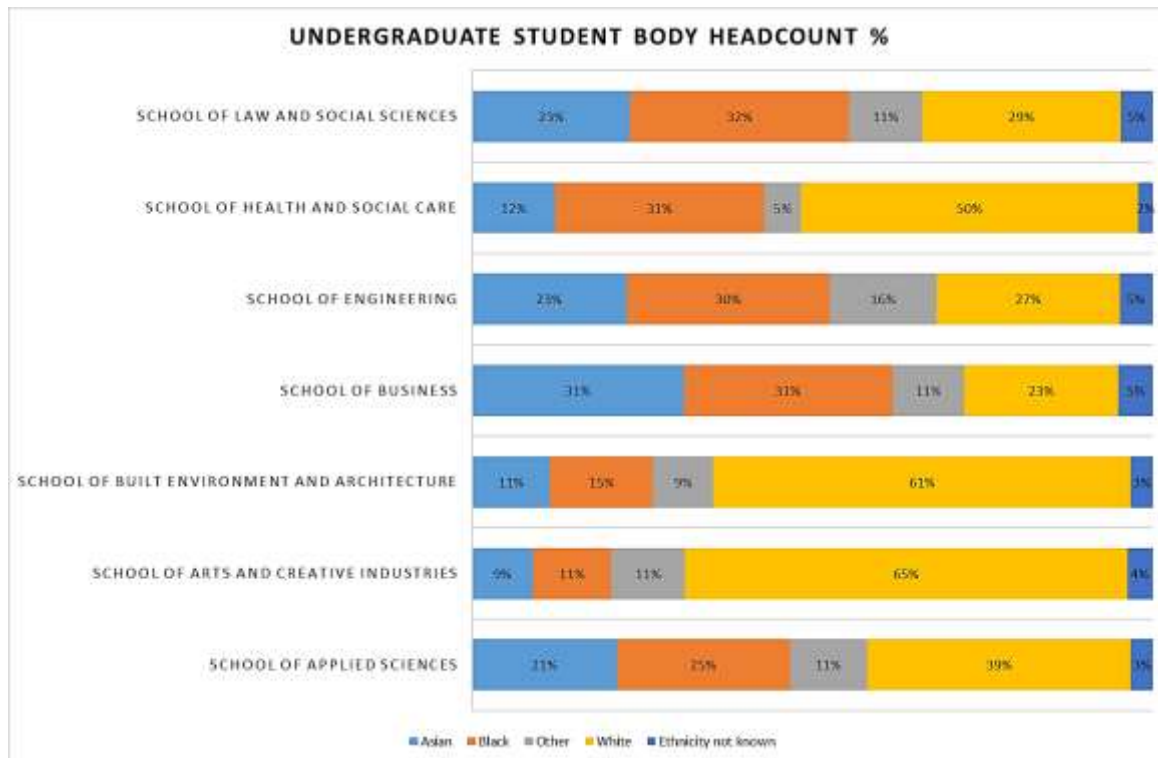
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7b Undergraduate Student Body

It was identified in the introduction that LSBU is not dissimilar to many London moderns in terms of split of student numbers. The table details the split by Ethnicity, for each of the last three years and by UK/non-UK status for undergraduate students. For UK students, it can be seen there is overall a greater proportion of BME students.

		2014/15		2015/16		2016/17	
		%	FPE Count	%	FPE Count	%	FPE Count
UK	Asian	17%	1510	18%	1530	18%	1565
	Black	25%	2250	24%	2095	24%	2060
	Other	8%	755	8%	700	9%	755
	White	47%	4230	48%	4165	48%	4190
	Ethnicity U/K	2%	190	2%	150	2%	175
UK Total		100%	8935	100%	8640	100%	8745
Non-UK	Asian	18%	675	17%	620	18%	680
	Black	35%	1310	32%	1175	30%	1160
	Other	11%	405	12%	445	12%	450
	White	30%	1145	33%	1225	33%	1250
	Ethnicity U/K	7%	250	7%	255	7%	285
Non-UK Total		100%	3785	100%	3720	100%	3825
Grand Total			12720		12360		12570

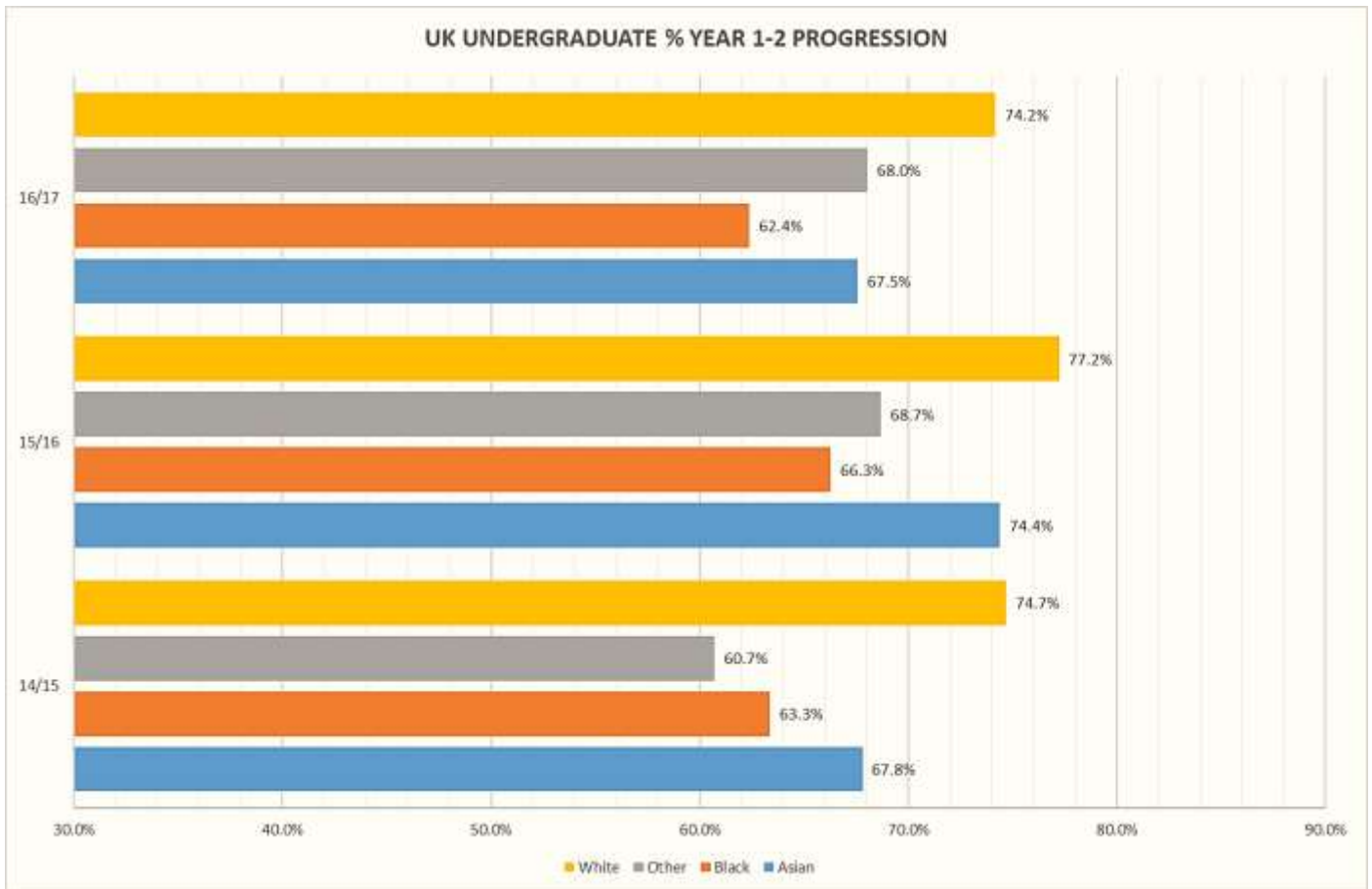
LSBU overall has a relatively equal split between white and BME students, there are significant differences between subject area and as such institutional structures. The schools of Arts & Creative Industries and Built Environment & Architecture have the highest proportion of white students (65% and 61% respectively). Whereas the Schools of Engineering and Business have the lowest proportion of white students at 27% and 23% respectively).

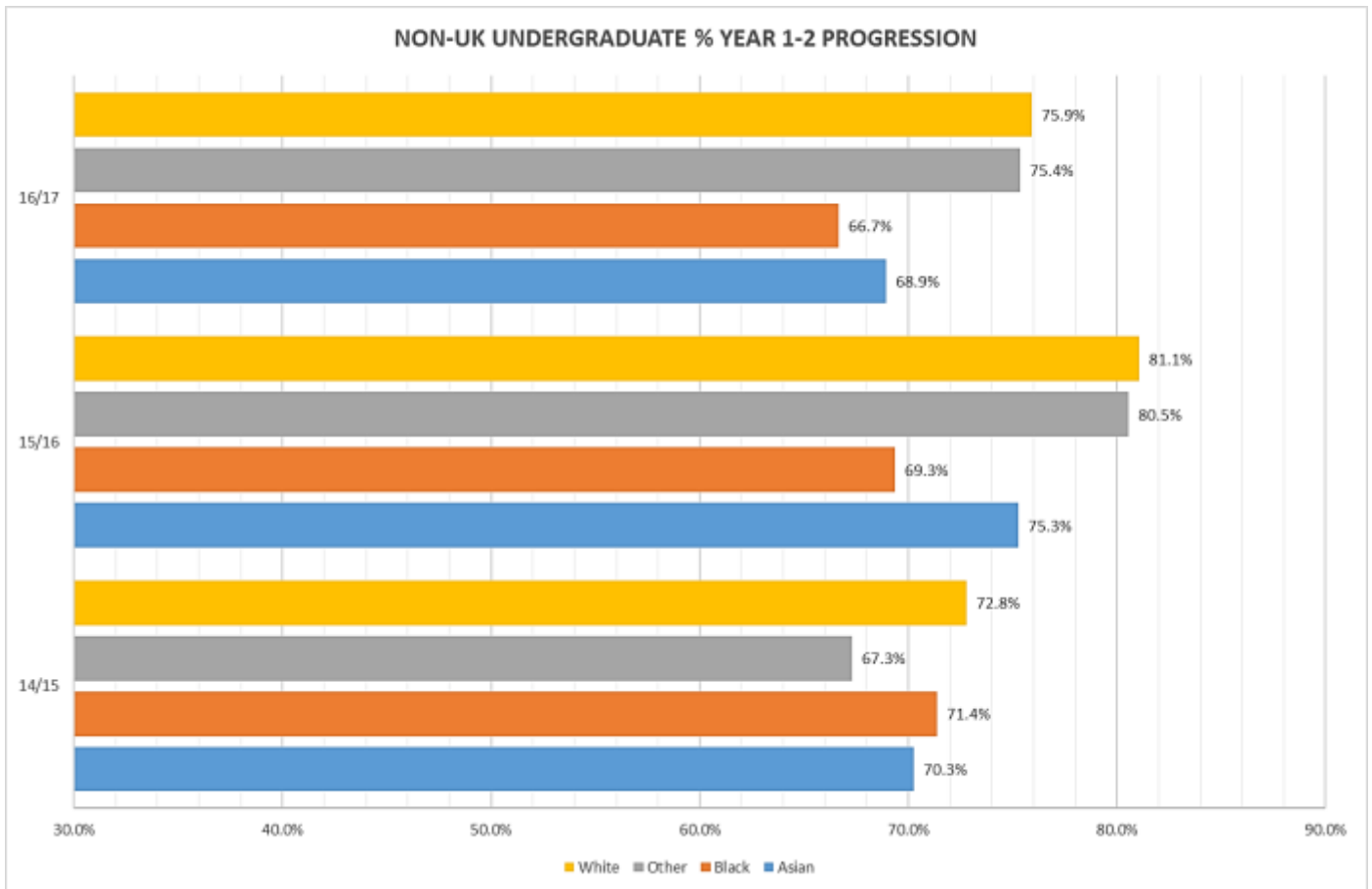


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7c Course progression

Overall there is a 5% gap in progression rates between BME and White students for full-time first degree students between 2014/15 and 2016/17. This is demonstrated in the table below. For this measure it can also be seen that the proportion of students with Ethnicity not known is very low. The first two graphs detail this looking separately at UK and non-UK populations with a summary table below. Trends are similar between UK and non-UK populations.





Year 1 to Year 2 Progression 2014/15 to 2016/17 by Non UK BME/White (full-time first degree students)

When looking at progression levels of more detailed ethnic groupings it can be seen that Black (71%) and Mixed (66%) students have the lowest levels of progression. At the next level of detail there is a consistency amongst ethnic groups within Black and Mixed students, with the exception of Black or Black British – African (73%) which has a higher progression rate than other Black Students and Mixed – White and Black African (63%) which has by far the lowest rate of progression. For this period, the institutional progression rate for full-time first degree students is 75%.

Year 1 to Year 2 Progression 2014/15 to 2016/17 by BME/White (full-time first degree students)

Ethnic Group	UG Full Time First Degree Y1-2 Progression Pop	% Y1-2 Progression
BME	4952	72%
White	3339	77%
Ethnicity not known	316	73%

Ethnic Group	UG Full Time First Degree Y1-2 Progression Pop	% Y1-2 Progression
Asian	1628	74%
Black	2333	70%
Mixed	522	65%
Other	469	76%
White	3339	77%
Ethnicity not known	316	73%
Ethnic Group	UG Full Time First Degree Y1-2 Progression Pop	% Y1-2 Progression
White - English, Welsh, Scottish, Northern Irish, British	52	88%
Chinese	53	83%
Asian or Asian British - Indian	272	79%
Arab	237	79%
Not Known	108	79%
White	3076	77%
Other Asian background	481	76%
White - Irish	141	76%
Other ethnic background	232	74%
Black or Black British - African	1754	72%
Other White background	70	71%
Asian or Asian British - Bangladeshi	472	71%
Asian or Asian British - Pakistani	350	71%
Information refused	208	70%
Mixed - White and Asian	75	67%
Other mixed background	185	66%
Black or Black British - Caribbean	476	65%
Mixed - White and Black Caribbean	140	64%
Other Black background	103	64%
Mixed - White and Black African	122	62%

Year 1 to Year 2 Progression 2014/15 to 2016/17 by more detailed ethnic grouping (full-time first degree students)

At School level two Schools (Engineering and Health and Social Care) do not appear to have a disparity between BME and White progression levels. Other Schools have gaps ranging between 3% and 12% over the time period.

Year 1 to Year 2 Progression 2014/15 to 2016/17 by School and BME/White

School	% Y1-2 Progression		UG Full Time First Degree Y1-2 Progression Pop	
	BME	White	BME	White
School of Applied Sciences	67%	76%	550	344
School of Arts and Creative Industries	67%	76%	335	760
School of Built Environment and Architecture	64%	76%	387	154
School of Business	72%	76%	715	243
School of Engineering	66%	66%	821	257
School of Health and Social Care	82%	83%	1273	1149
School of Law and Social Sciences	68%	71%	871	432

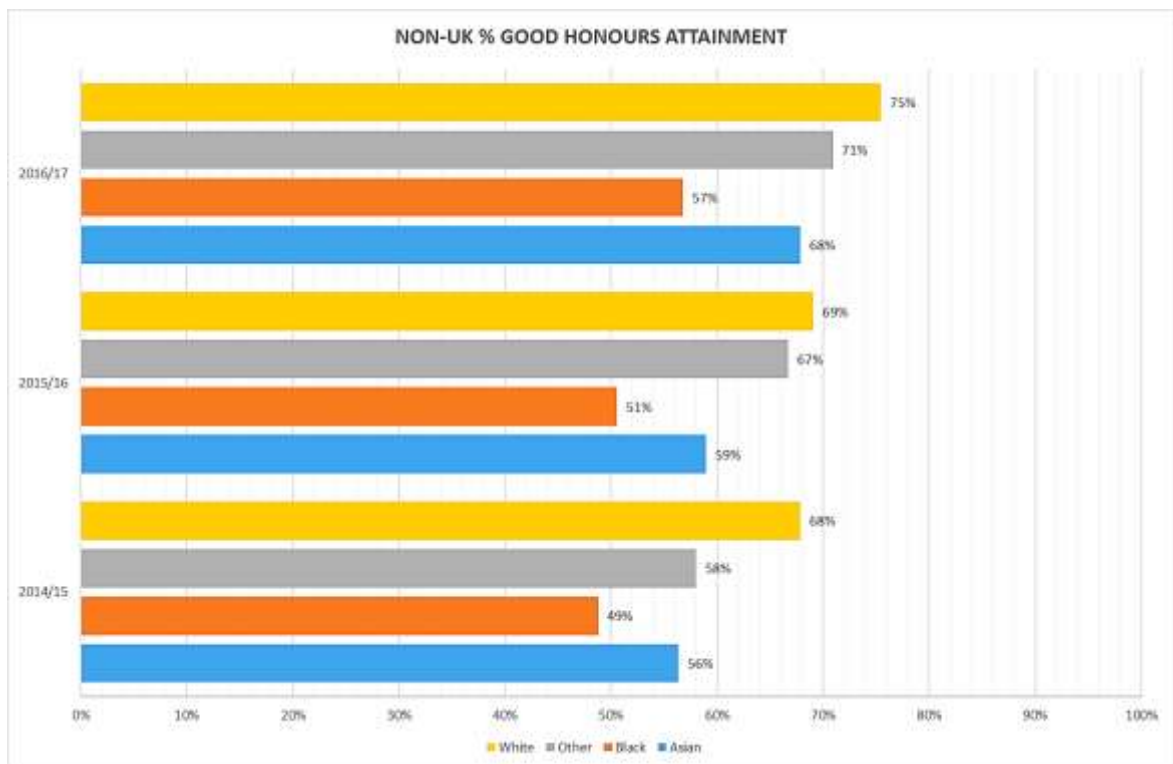
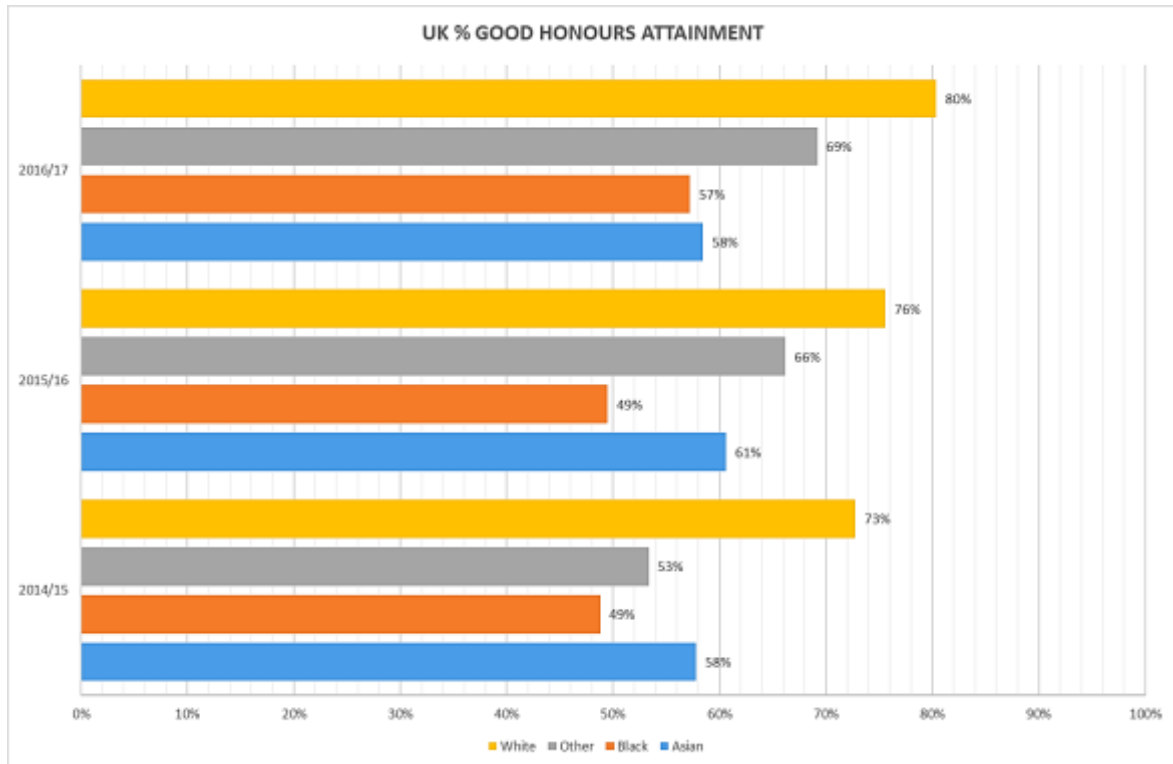
Action: Narrow the overall institution progression gap between White and BME students (full-time first degree students) to +/- 2% by 2020/21

Word Count 555

7d Attainment

The three year average attainment gap between 2014/15 and 2016/17 between BME and white students is 19%⁵⁷. This is obviously concerning, but however is significantly different to sector averages. The average for London Modern institutions in the same period is 20%. In this time period it can be seen that attainment has improved in both white and BME cohorts at a similar rate (slightly faster amongst BME students). Are very small proportion of students fall into the category Ethnicity not known. The first two charts detail the proportions of students by ethnicity achieving good honours split between UK and non-UK students. The table below this represents a composite. When comparing UK with non-UK students, patterns relating to achievement of good honours by ethnicity broadly shows the same patterns.

⁵⁷ Good Honours representing students that attain a first or a 2:1



Good Honours % and Population by Academic year 2014/15 to 2016/17 for BME and White Students

	14/15		15/16		16/17	
Ethnic Group	% Good Honours	Good Honours Pop	% Good Honours	Good Honours Pop	% Good Honours	Good Honours Pop
BME	52%	1680	56%	1369	61%	1416
White	72%	1210	74%	1103	79%	1135
Ethnicity not known	58%	114	63%	110	72%	135

At a greater level of detail relating to Ethnicity, it can be seen that all ethnicities within the BME grouping are considerably lower than the white cohort. This is especially apparent for Black students. Especially concerning is the grouping of Black or Black British African, which represents a large cohort and has the second lowest good honours rate of all ethnicity groupings.

Good Honours % and Population 2014/15 to 2016/17 by Ethnicity

Ethnic Group	Ethnicity (6 way)	Ethnicity (Summary)	% Good Honours	Good Honours Pop
BME	Asian	Asian or Asian British - Bangladeshi	58%	266
		Asian or Asian British - Indian	59%	310
		Asian or Asian British - Pakistani	60%	268
		Chinese	62%	138
		Other Asian background	59%	455
	Black	Black or Black British - African	51%	1775
		Black or Black British - Caribbean	53%	441
		Other Black background	48%	89
	Mixed	Other (including mixed)	65%	378
	Other	Other (including mixed)	61%	345
White	White	White	75%	3448

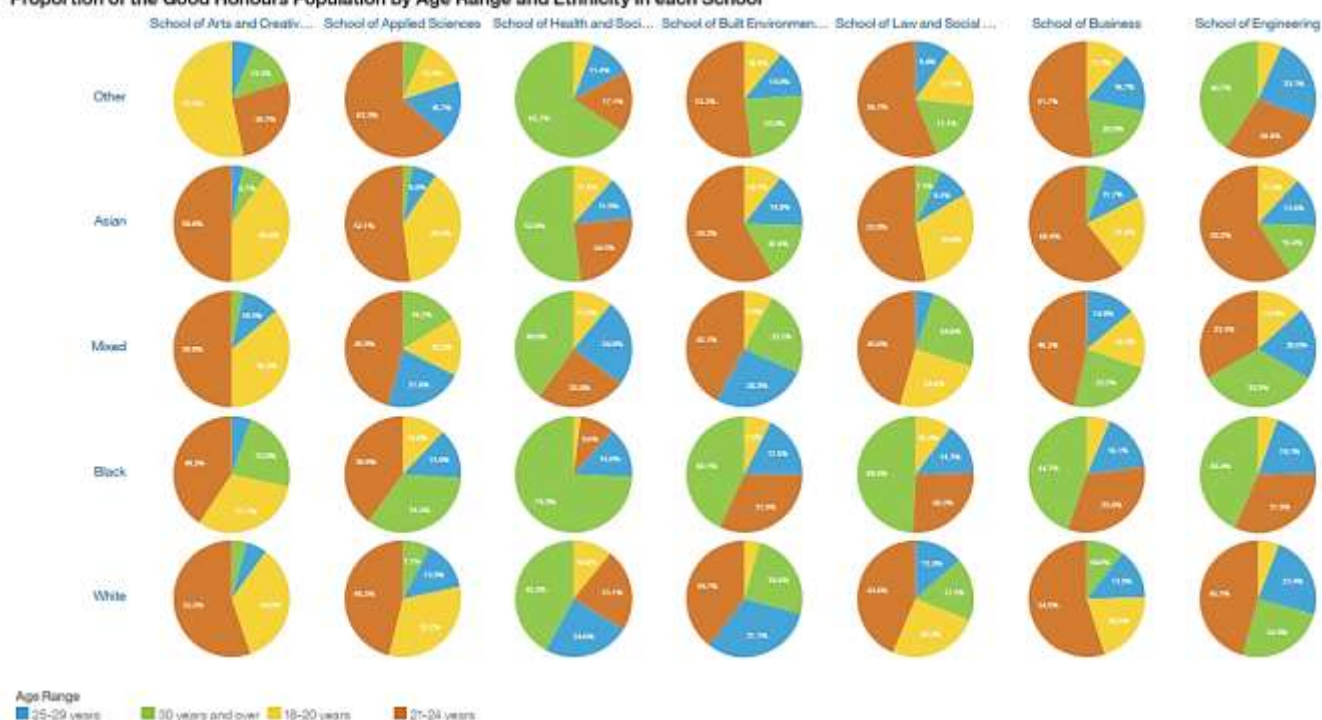
When reviewed at School level, each School has a significant attainment gap, though the size of this gap varies. With an attainment gap of 9% Business has the narrowest gap whereas the Schools of Applied Sciences and Law and Social Sciences have the widest gap at 27%. The School of Business also has the highest level of Good Honours attainment amongst Black students at 65%.

School / PSG	BME		White	
	% Good Honours	Good Honours Pop	% Good Honours	Good Honours Pop
School of Applied Sciences	50%	371	77%	273
School of Arts and Creative Industries	58%	207	79%	471
School of Built Environment and Architecture	65%	366	84%	476
School of Business	64%	835	73%	273
School of Engineering	58%	679	83%	269
School of Health and Social Care	50%	1347	68%	1383
School of Law and Social Sciences	53%	660	80%	303

School / PSG	Asian	Black	Mixed	Other	White					
	% Good Honours	Good Honours Pop	% Good Honours	Good Honours Pop	% Good Honours	Good Honours Pop	% Good Honours	Good Honours Pop	% Good Honours	Good Honours Pop
School of Applied Sciences	55%	146	43%	158	68%	37	43%	30	77%	273
School of Arts and Creative Industries	48%	60	59%	74	64%	58	73%	15	79%	471
School of Built Environment and Architecture	70%	122	58%	160	84%	38	59%	46	84%	476
School of Business	65%	385	65%	347	63%	43	55%	60	73%	273
School of Engineering	59%	228	50%	288	73%	45	72%	118	83%	269
School of Health and Social Care	55%	277	47%	935	56%	100	51%	35	68%	1383
School of Law and Social Sciences	53%	219	50%	343	65%	57	59%	41	80%	303

When analysing attainment outcomes through good honours there is an interesting angle relating to intersectionality. The series of pie charts below gives the proportion of students by School and ethnicity by age range. It can be seen that in every School the highest proportion of students 30 or over are of Black ethnicity. This is especially the case in Health and Social Care (where 75% of Black students are 30 or over). LSBU data also tells us that it is this age range that has the lowest proportion of the achievement of good honours (60%), compared to an institutional average of 75% and an average of 80% for 18-20. This might suggest that age is as much a factor relating to attainment as Ethnicity, however when reviewing the achievement of Good Honours by ethnicity and School for students 30 or over, White students still have the highest proportion of good honours.

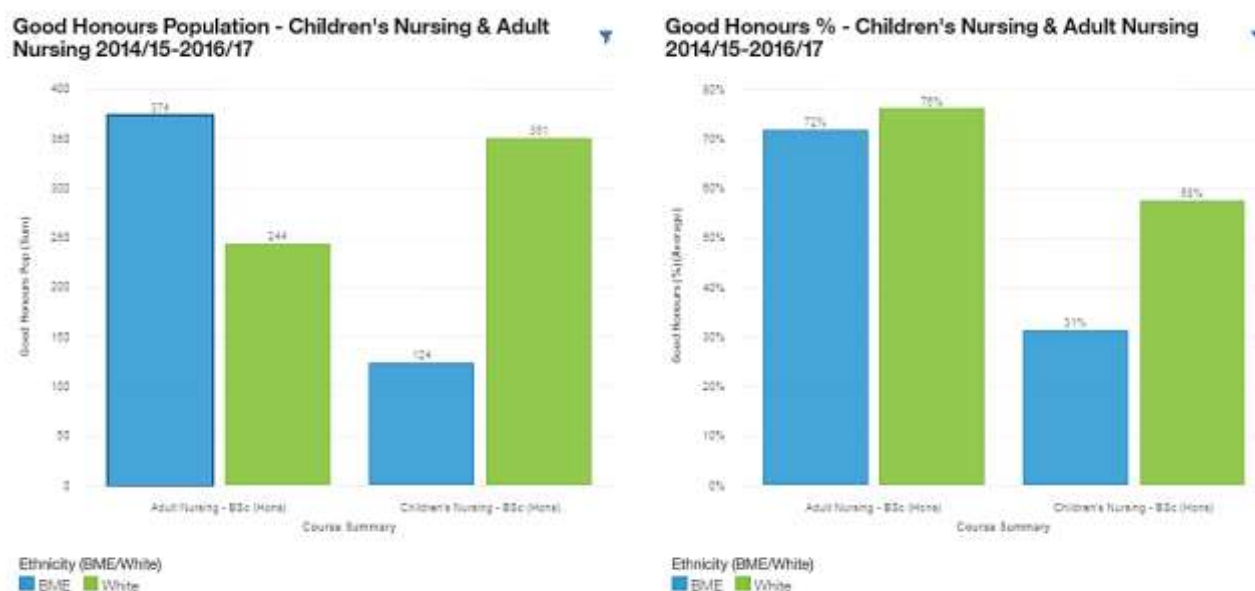
Proportion of the Good Honours Population by Age Range and Ethnicity in each School



Age Range	% Good Honours
18-20 years	70%
21-24 years	65%
25-29 years	67%
30 years and over	60%

Ethnic Group	Age Range	% Good Honours
BME	18-20 years	66%
	21-24 years	56%
	25-29 years	56%
	30 years and over	53%

Two of LSBU’s largest courses are Children’s and Adult Nursing. The two courses both sit within the School of health & Social Care. Both courses have a very different demographic makeup, as well as very different overall attainment and attainment by ethnicity. Adult Nursing over the period 2014/15 to 2016/17 has around 60% of the population as BME, whilst Children’s Nursing, only has 26%. The attainment gap is only 4% for Adult Nursing compared to Adult Nursing where it is 27%. Overall attainment in Adult Nursing is also 23% points higher over the three year period than in Children’s Nursing (35% points higher in 2016/17).



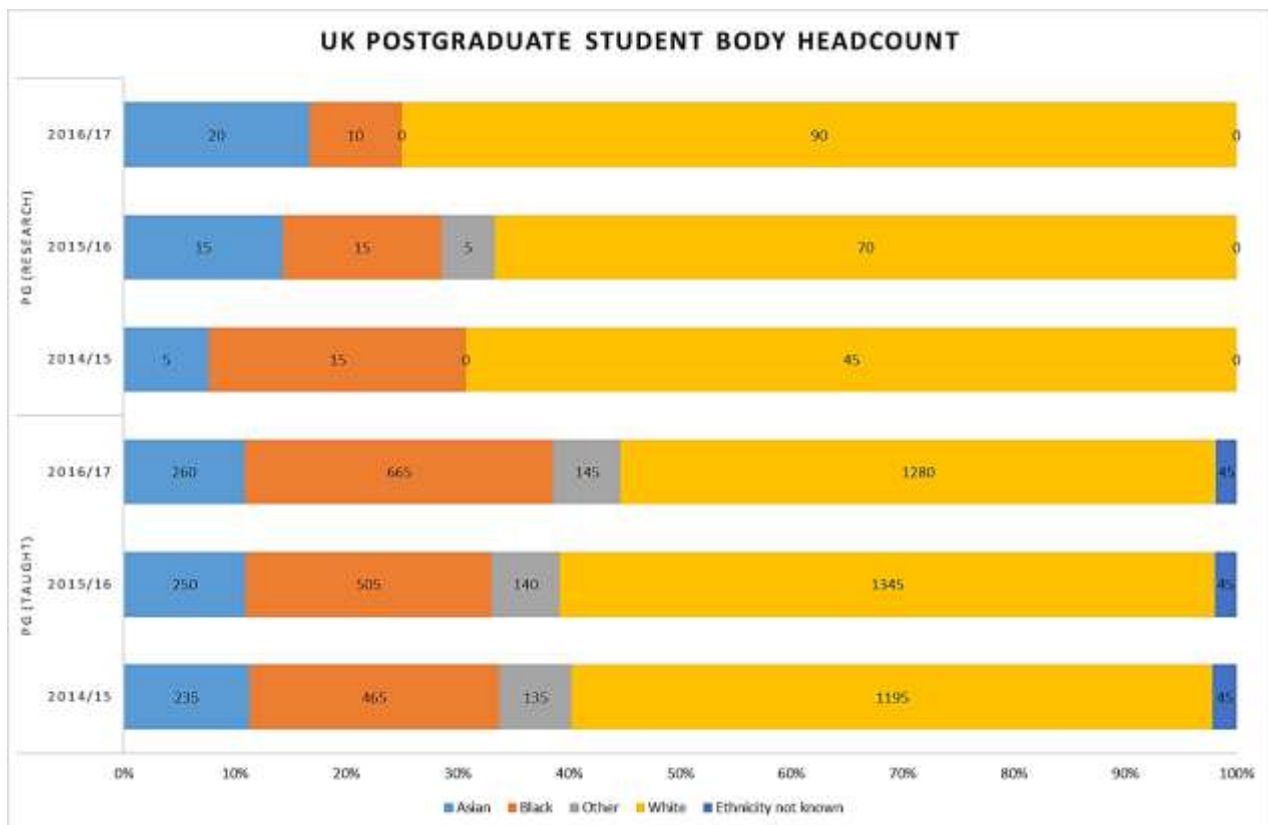
The REC student survey make references to assessment processes. Some of which are detailed below:

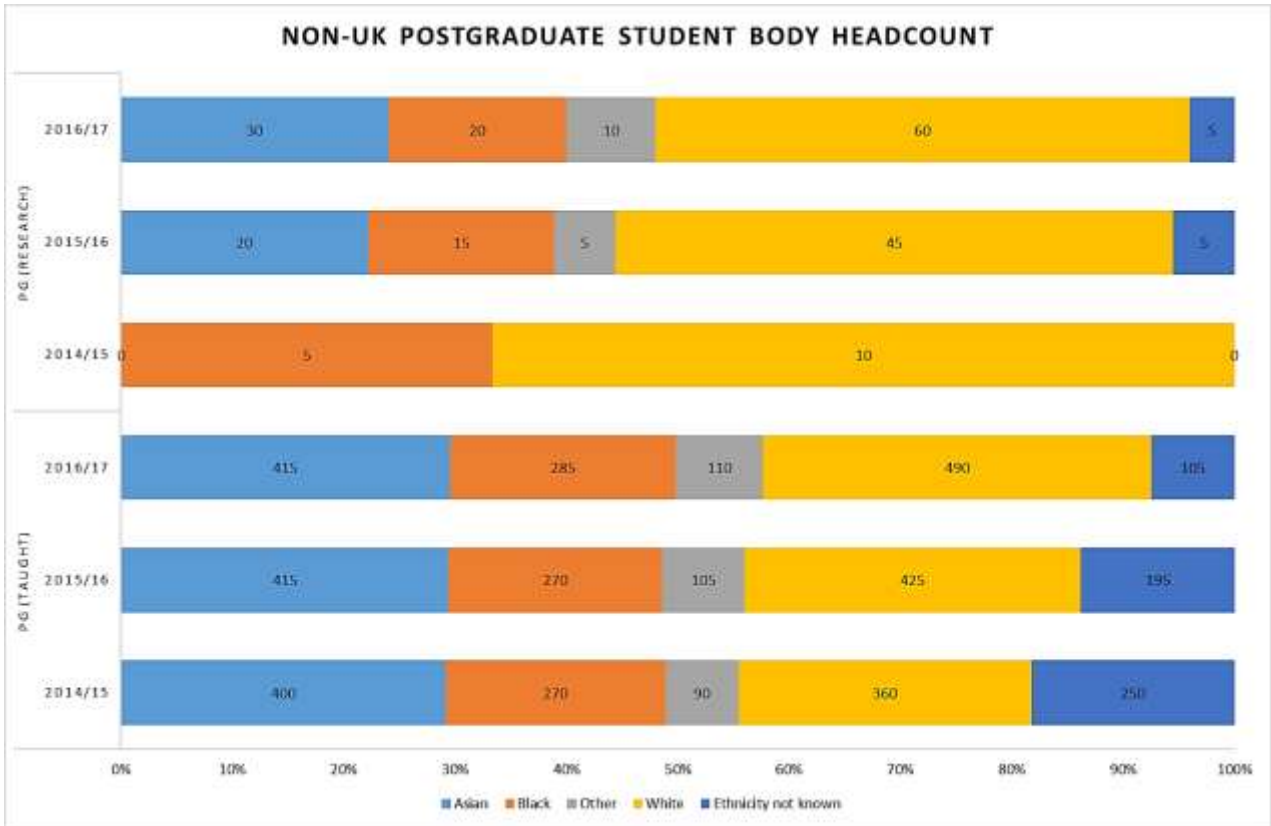
- “My lecturers give constructive feedback and welcome students to also see them regarding doubts about their grades” (Black African Female – School of Business)
- “I have to admit that the marking of my coursework and exams has been very stringent, but I will admit that how marking is done was carefully explained early in the course” (White British Male - School of Applied Sciences)
- “Marking on the course is appalling, I feel that people are not fairly marked and people are marked according to their personality rather than their work quality, I know many on the course (redacted) feel this” (White British Male – School of Engineering)

Actions:
APx Narrow the attainment gap to 10% by 2020/21
APx Fully introduce blind marking (where possible) by 2019/20

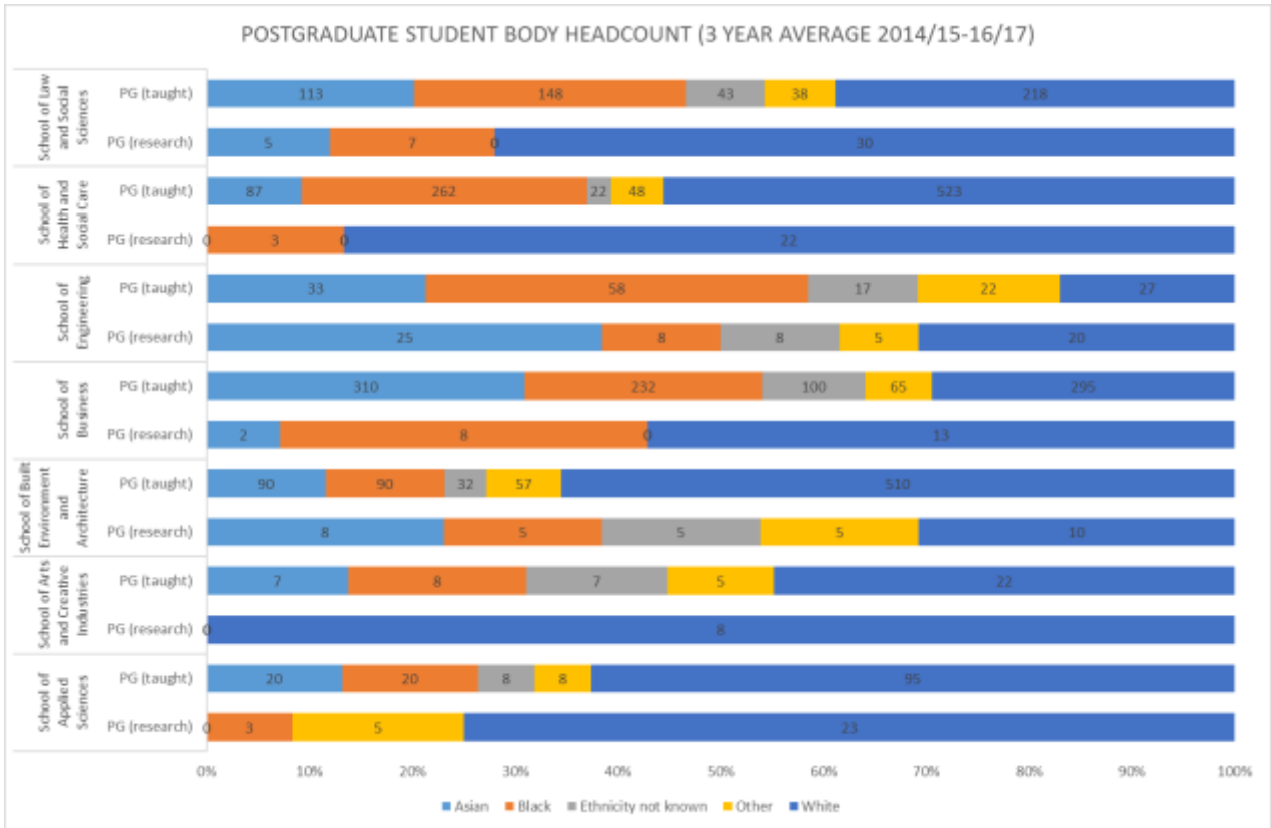
7e Postgraduate Pipeline

In 2016/17 at institutional level, of those with a known ethnicity; 45% (1070/2350) of postgraduate taught students were of BME origin. This below, but not significantly below the proportions of the undergraduate cohort. However in relation to postgraduate research degrees, only 25% (30/120) of students were BME in 2016/17. This is reflected in the REC survey where only xx% of BME undergraduate students declared an interest in undertaking a PhD compared to xx% of White students (Questions 16 & 17 REC survey). When Non-UK students is analysed, the proportion of BME students undertaking postgraduate study represents a bigger proportion. This information is detailed in the charts below





The postgraduate pipeline, as like the undergraduate numbers vary significantly by School. Very high proportions of BME PGT students are found in Engineering and Business, whilst a significant number of PGR BME students are within Built Environment & Architecture. An area of particular concern is the proportion BME PGR students within the School of Health in Social Care, where only 3 of 22 PGR students are of BME origin.



Action: Increase BME PGR proportion from 25% to 35% (UK students and new entrants) by 2020/21

Word Count 192

7f Postgraduate Employment

LSBU achieves extremely high employability scores, this was reflected in 2017 when it was named as the Good University Guide's Graduate Employment University of the Year. In the Destination of Leavers from Higher Education (DLHE) conducted in 2017, 82% of the EPI cohort (UK domiciled, full-time, first degree students) were in graduate level jobs or further study. As with other measures, the proportion of students with ethnicity not known is very low.

Between 2014/15 and 2016/17 90% of BME students in the EPI cohort achieved employment or study within six months of graduation and 72% graduate employment or further study. This was 4% points and 7% points lower than the white cohort respectively. This compares to a benchmark group gap for these measures of xx%. In terms of by more detailed ethnic groupings, Black students, despite on average achieving lower attainment scores go into graduate level employment or further study at a rate of 75%, only 4% points lower than the white cohort.

DLHE Population (EPI), Employment or Study % and Graduate Employment or Study % by Ethnicity 2014/15-2016/17

Row Labels	Sum of % Grad Emp Stdy	Sum of % Emp Stdy	Sum of EPI Candidates
BME	72%	90%	2776
White	79%	94%	1977
Ethnicity not known	74%	92%	104

Ethnicity (BME/White)	Ethnicity (6 way)	Sum of % Grad Emp Stdy	Sum of % Emp Stdy	Sum of EPI Candidates
BME	Asian	67%	90%	848
	Black	75%	90%	1544
	Mixed	76%	90%	229
	Other	67%	88%	155
White	White	79%	94%	1977
Ethnicity not known	Ethnicity not known	74%	92%	104

Beyond, employability statistics LSBU is proud of what its students go onto achieve. LSBU's Alumni team engage with LSBU alum, and look to inspire current students, with role models that have achieved after graduating from LSBU. This is achieved through events targeted at current students where they can here inspirational LSBU alum from all backgrounds and disciplines. Examples of such alumni are provided in the video clip links below:

Action: BME employment rate is +/- 2% of the white cohort
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Karl's story (ENG): <https://youtu.be/67MtPYGtw1Y>



Joao's story (ENG): <https://youtu.be/CihucRlgrX8>



Nureen's story (APS): https://youtu.be/zVFM57hgQ_M



Leidy's story (LSS): https://youtu.be/8_qRAzmOGkY



Ketan's story (APS) <https://youtu.be/WYdKRKmUjzU>

8 Teaching and learning

8a Course content/syllabus

Since our foundation as the Borough Polytechnic Institute in 1892, London South Bank University has continued in our original mission 'to promote the industrial skill, general knowledge, health and well-being of young men and women belonging to the poorer classes'. As our community has changed so have our students and our commitment to higher education as the basis for social mobility now reflects the wider diversity and needs of our students. Our approach to the student educational experience is underpinned by two related principles:

- the **intersectional nature of disadvantage** with many of our students from Black or Minority Ethnic (BME) backgrounds also taking vocational routes into higher education, coming from lower socio-economic backgrounds, are the first-in-family to enter higher education or have specific learning difficulties
- the **multidimensional demands of developing student social capital** requiring interventions across both curricula, extra-curricula and support functions

This understanding of the complex challenges that inhibit the social mobility of our students has informed the dimensions of the University's **Educational Framework** (Phoenix, 2017). The Educational Framework was implemented in 2014-15 and drives course design and the wider student experience to improve the graduate outcomes and employment opportunities for all our students. It recognises that access and transition into higher education remain only one part of an inclusive university and prioritises student success and graduate outcomes through and beyond the curriculum.

The Educational Framework articulates our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world. We do this by:

- developing **courses that are informed by employer and industry needs** as well as professional, statutory and regulatory body requirements
- embedding **learning development** for all students to scaffold their learning through the curriculum and engage in the specific writing and thinking requirements of their discipline and profession

- implementing **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- embedding **inclusive teaching, learning and assessment** that enables all students to access and engage with their course
- employing **assessment for learning** that provides timely and formative feedback

From 2017-18, course teams must respond explicitly to these dimensions of the Educational Framework during the process of course validation or re-validation, providing evidence of how the course fulfils these dimensions. While our quality assurance processes align with the expectations for inclusive practice in the *UK Quality Code for Higher Education*, however, we have identified that course approval and validation processes should more explicitly, consistently and systematically require course teams to address inclusivity, equality and diversity issues from the inception of a course through validation to course monitoring and that there should be greater accountability of Course Directors and School Executive for race equality in the design, delivery and outcomes of provision.

With our focus on social mobility through employability, our approach to inclusive curricula ‘envisages university study as an apprenticeship and embraces the principle of appropriate challenge and appropriate support at each year level’ (Tolhurst and Bolton, 2018: 181). The role of **embedded learning development** in addressing both the academic preparedness of students and unpacking assessment requirements is central to the university’s systemic focus on discipline-specific enhancement of provision to improve attainment. The embedded approach ensures that these needs are not framed as a deficit but support those students entering university with vocational qualifications or without previous knowledge or social networks to enable them to decode expectations. The cross-institution team of Learning Development Advisers in the Centre for Research Informed Teaching identify modules with low pass rates and collaborate with module leaders to co-create contextualised learning development sessions or seminar exercises. One or more embedded sessions in the module address the students’ disciplinary academic practices or specific module assessments. In 2015-16, learning development was embedded into 39 modules across all seven Schools. First attempt pass rates were found to increase by an average of 10.9% and in modules with low pass rates, first attempt pass rates increased by an average of 53%. In 2016-17, learning development was embedded in 37 modules which had no previous interventions. For those modules, there was an improvement in first attempt pass rates overall of an average

14.38%. Where three or more embedded sessions were implemented the pass rates improved by an average of 75.49%.

In many cases, these low performing modules have a student profile with BME backgrounds who entered higher education via vocational routes, highlighting the implications of a misalignment between prior educational experience and university-level study. The learning development initiative directly impacts on attainment of these students while also benefitting all students on the modules. An example of this in practice is illustrated in **Case Study 8.1** with a focus on the level 4 'Skills Development 1' module for the BSc (Hons) Sports and Exercise Science and BSc (Hons) Sports Coaching and Analysis in the School of Applied Sciences. Of the 45 students on this module, 67% were from a BME background and 29% are from a White background. In 2014-15 the module reported a 48% pass rate and this prompted a learning development intervention to address specifically student understanding of how to read peer-reviewed academic journals, awareness of academic writing conventions and how to prepare for module assessments such as the presentation and multiple-choice examination. These interventions resulted in a 75% pass rate in 2015-16, an improvement in the pass rate of 27%.

The **diversifying of course content** is also fundamental to ensure our students see themselves and their knowledge and experiences acknowledged and valued within the curriculum. Our student survey data demonstrates that 68% of our surveyed students agreed that their course reflects the opinions of a wide variety of students and 55% agreed that when relevant race and diversity are part of discussion. However we still need to address issues of perceived bias, the handle specific topics or experiences of discrimination sensitively and ensure issues of race, equality and diversity are integrated appropriately in course content rather than as bolt-on. We recognise the benefits of an 'additive' approach to curriculum inclusivity (Banks, 2010) that raises the visibility of BME experiences and perspectives in reading lists, examples and representation. **Case Study 8.2** demonstrates how the Course Director for the BA (Hons) Social Work course has broadened the reading lists to include more BME authors and concerns as well as involving service users from, and reflective of, the Southwark community in curriculum design and delivery. This seeks to mirror the backgrounds and experiences of the majority BME student cohort while critically engaging the whole cohort with the needs and challenges of the diverse community within which they will work on graduation. A 'transformation' approach to inclusivity, however, challenges the norms of whiteness implicit in traditional curricula and asks staff and students to question and explore the assumptions, values and biases in the discipline, curriculum and institution. **Case Study 8.3** illustrates how an inclusive approach in the BA (Hons) Photography aims to resist 'othering' BME

experience and adopt a more transformative and progressive approach to curriculum inclusivity (Banks, 2010). The approach has sought to normalise BME artists and art within a 'decolonised' curriculum as well as promote social action through a human rights component in a module on documentary photography and engagement with art in dialogue with the diversity of the local London community. Students are supported to engage with human rights issues that matter to them and their community and to explore perspectives that challenge the mainstream elitism of traditional art practices.

As the Educational Framework is embedded across the whole course provision, we aim to share and discuss these different approaches to broadening the curriculum. We are also developing an Inclusive Student Experience Toolkit in collaboration with academic and professional services staff as an outcome of a whole university Staff Conference in June 2018, and in preparation for a Course Director Inclusive Curriculum Symposium scheduled for November 2018; to raise awareness, support creative and transformative approaches to course design and enhancement and build a resource bank of case studies that illustrate disciplinarily-relevant inclusive practice strategies that enrich our curricula.

Word Count 1338

8b Teaching and Assessment Methods

While there are variations across the Schools and some progress has been made in closing the University attainment gap between BME and White students it remains a significant priority for the University. Teaching inclusively at London South Bank University means that as educators we are exploring how we address this by:

- employing positive strategies for **addressing difference in prior knowledge** or attainment
- **decoding academic conventions** in teaching, assessment and feedback practices for students
- developing **assessment diversity** to ensure that certain student cohorts are not consistently advantaged or disadvantaged

- identifying and putting in place measures to **mitigate the impact of dyslexia** and other specific learning differences on learning outcomes
- developing student **social capital** to enhance attainment and post-graduation employment

The **student-centred, active learning principles** of the Educational Framework promote teaching, learning and assessment practices that are inclusive and proactive in anticipating the complex needs of our students. Students entering university with vocational qualifications or after periods of employment can experience a misalignment between the demands of university-level study and their prior educational experiences. As evidenced in **Case Study 8.4**, the majority BME students entering courses like the BSc (Hons) Forensic Science with BTEC qualifications can lack confidence in their academic knowledge and have less experience of particular, typically over-used assessment types such as examinations. These students are also likely to have ongoing commitments including part-time employment and family responsibilities. In 2012-13 the attainment gap between BME and White students on the course was 55%. The introduction of scaffolded, problem-based laboratory classes that build on formative feedback and peer learning to develop confidence and cohort relationships ensures all students are familiar with foundational laboratory practices and this decreases the reliance on assumed student prior knowledge for student success. These interventions reduced the attainment gap to 25% in 2015-16 and removed it in 2016-17.

For many students entering university from 'non-traditional' backgrounds, the language and requirements of assessment tasks can be unclear. **Unpacking assessment requirements** with students is an important way to ensure that students unfamiliar with particular academic conventions or assumptions are not disadvantaged by the assessment culture of the institution. **Case study 8.5** outlines an intervention in the third year module 'Assessment in Education' of the BA (Hons) Educational Studies (Non-Work-Based). In this cohort, 93% of the students are from BME backgrounds and end of year 2 data had indicated that 88% of these students commencing the module were achieving an average grade in the 50-59% range or lower. Interventions introduced in the module included explicit discussion of assessment criteria, the presentation of an exemplar illustrating the appropriate structure for the module assessment, formative feedback opportunities on draft submissions and summative feedback that was actionable for future assessments. Following the introduction of these interventions, 54% of the students achieved a grade in the first or upper second class range and 46% of the students achieving a grade in the 50-59% range or lower. This evidences a dramatic improvement in the grade outcomes for these students as a result of simply clarifying the assessment task and creating opportunities for feedback.

While we are aware that the evidence is limited for the positive impact of **anonymous marking** on reducing performance differences in assessment, student perception of the fairness of the marking processes is an important element in building a trust relationship between students and the University as we address the attainment gap. The current Vice President (Education) of the London South Bank University Student Union was elected with a manifesto pledge to introduce anonymous marking across the University. From autumn 2018 anonymous marking will be default for all work submitted through Moodle. This will mean that all student names/identifiers will be removed from submissions at the point of marking. Where anonymous marking is not feasible due to the format of the submission or other reasons, course teams must opt-out and the rationale for this must be explained to students in the Course and Module handbook. As part of the roll-out of anonymous marking, the wider mechanisms for assuring the academic judgement of assessments (including marking criteria, double-marking, moderation, external examining) will be clarified for students as part of an ongoing process of decoding assessment practice. The change in practice will also enable us to engage the wider academic community in discussing fairness and inclusivity in assessment design as well as marking procedures and will contribute to the ongoing institutional dialogue about authentic assessment that is relevant and meaningful to our student community and their future careers.

We have recognised that there is a significant reliance on examinations and a high assessment volume across our course portfolio. In the School of Applied Sciences, analysis of assessment data revealed a 21% attainment gap between students from BME and White backgrounds and the startling fact that just over half of all students across the School had to resit at least one component of assessment. This year the School Executive team decided to adopt the Transforming the Experience of Students Through Assessment (TESTA) methodology to guide a **whole-School assessment review** to understand better the link between the assessment strategy and student retention, progression and success. The TESTA process involves collecting student data derived from the Assessment Experience Questionnaire and student focus groups as well as a Course Director-led audit of assessment type, volume and formative and summative ratio. This initiative was implemented in early 2018 with the ambition to implement a new assessment strategy on every course in the School portfolio from September 2018. While this approach is helping to develop course level assessment practice there are other important outcomes for the School:

‘An additional benefit of this process has been that colleagues have started to ask more critical questions of themselves and others, and we are actively sharing ideas and having discussions within the School about our assumptions regarding assessment. We are discussing big issues such as the attainment gap and inclusive practice in learning and teaching. So aside from the high level goals around improving progression and retention, the process itself has already had a positive impact by increasing the frequency with which colleagues talk about pedagogic practice’ (Professor Antony Moss, Director of Education and Student Experience, School of Applied Sciences).

The non-traditional routes into higher education disproportionately taken by students from BME backgrounds, including through vocational education or as mature learners returning to education (over 48% of mature students are from BME backgrounds), mean that they did not necessarily have **specific learning differences** (SpLDs) identified or supported at School. It was decided that access to a screening and subsequent educational psychologist’s assessment would be fully funded by the University with no cost to the student. This ensures that students who may have a SpLD that has not previously been identified do not face any further barriers in accessing support. Interventions as an outcome of a SpLD diagnosis include putting in place support arrangements with reasonable adjustments such as extra time for exams, possible extended deadline for coursework, a marking policy which takes SpLD into account, longer library loan periods and permission to record lectures (lecture capture is currently on an opt-in basis for lecturers in the University). Students can also access additional study skills support and advice to build independent strategies, for example skimming/scanning, proof reading, building sentences and arguments, time management and organisation.

In 2015-16 there were 531 screenings and 442 educational psychologist assessments with 99% of referrals resulting in a SpLD diagnosis. In 2016-17 there were 479 screenings and 433 educational psychologist assessments with 95.5% of referrals resulting in a SpLD diagnosis. In 2016-17 55% of students accessing the University’s Disability & Dyslexia Support service were from BME backgrounds. Students diagnosed and supported for SpLDs do better than their counterparts in achieving good honours degrees. In 2015-16, 55.5% of students from BME backgrounds achieved a 1st or 2.i degree compared with 58% of students from BME backgrounds diagnosed with an SpLD. In 2016-17, 60.5% of students from BME backgrounds achieved a good honours degree compared with 64% for students from BME backgrounds who a SpLD diagnosis.

We also recognise the ongoing impact of disadvantage for our students after graduation. **Case Study 8.6** showcases pedagogic interventions that were put in place to improve the low graduate level employment outcomes for the predominantly BME student cohort on the BSc (Hons) Business Information Technology course. This course sits within the School of Engineering that has one of the university's largest attainment gaps, but despite good academic outcomes in this course student employment did not reflect their achievements. Interventions were put in place to build social capital and student confidence through workplace experience, enterprise projects, volunteering and role-modelling. Over three years this has led to a nearly 30% improvement in employment outcomes for graduates from the course.

Word Count 1456

8c Academic Confidence

The approach to developing the confidence of staff to understand the implications of race on teaching and learning and implement inclusive practice in their own contexts has been, to date, undertaken as part of wider development of pedagogic practice. This includes in this academic year:

- a series of three professional development workshops and resources focused on supporting academic staff to write learning outcomes, plan the course teaching and learning strategy and design assessment practice with guidance on embedding inclusivity at all stages of the course design process. The series of workshops was run twice in autumn 2017 at the beginning of the validation cycle;
- a workshop on "Using Assessment to Improve Student Satisfaction, Retention and Progression" that ran in March 2018 and was repeated in May 2018;
- an all Staff Conference 2018 on the 13th June with a focus on inclusivity across all the functions of the university community. Talks include discussion of an inclusive curriculum framework by the Dean of Applied Sciences and a workshop on how to make the learning experience more inclusive led by the Centre for Research Informed Teaching and the Equality, Diversity and Inclusivity teams.
- an Inclusive Curriculum Symposium scheduled for November 2018 for Course Directors to support awareness of relevant course data, identify mechanisms for developing inclusive practice and for sharing best practice;

In addition the Educational Framework includes a series of prompts to support inclusive curriculum design. Our case studies show that one way LSBU has positively impacted on the attainment gap for BME students is by embedding the development of academic practices into disciplinary provision. The central learning development team works with academic staff to help develop their confidence in teaching academic practices by course or module level consultation and collaboration to create discipline-specific class activities that include and enhance the content of their course. These are often also team taught in the first instance allowing staff to develop their teaching practices and their understanding of inclusive delivery. Learning Development 'walk and talks' are another way academic staff are encouraged to start to think about their teaching and how they might incorporate the development of academic practices for all students in their course. These sessions constitute an informal walk around the local area while discussing ideas for inclusive delivery. They are a creative way to begin to engage with the team by challenging assumptions and develop confidence in the process of embedding. Our case studies (for example **Case study 8.2** and **8.6**) also evidence that professional development undertaken by BME academic staff such as the Leadership Foundation Diversifying Leadership programme or the International Entrepreneurship Educators Programme builds staff confidence and foster innovation that leads to enhanced academic practice.

Wider provision and engagement with resources to support inclusive practice, the introduction of an inclusive practice toolkit and linked professional development as well as wider dissemination of a compendium of interventions for improving practice building on the case studies presented in this submission are identified as future actions in relation to building academic confidence in the design and delivery of inclusive practice.

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Case study examples

8.1 Intervention to raise students' academic literacy practices in Level 4 – Semester 1: BSc (Hons) Sports and Exercise Science and BSc (Hons) Sports Coaching and Analysis in the Skills Development 1 Module

Module Title:	Skills Development 1 (ACS_4_403)
Level:	Level 4 – Semester 1
Academic Year:	2015-16
Teaching Staff:	Dr Rita de Oliveira Dr Mario Borges
The Cohort:	45 students on Year 1-Level 4 of a BSc honours course. Thirty (67%) are BME and Thirteen (29%) are white.
The Skills Development Module (ASC_4_403): This module is a combination of two courses: BSc (Hons) Sport and Exercise Science and BSc (Hons) Sports Coaching and Analysis and formed the Skills Development 1 Module. The module introduces students to the main topic areas in perceptual-motor control, development, learning and performance and provides students with the opportunity to gain practical experience in exercise, sport coaching and exercise settings. The students gain an understanding of how the sport sciences can be applied to practical activities and introduces students to effective reflective practice techniques.	
FACTORS THAT TRIGGERED THE INTERVENTION	
Cohort data: Attainment data for the end of 2014-15 academic year was 48%. No other data was given at this stage as this is the first time combining two courses into one Skills Development 1 module.	
Informal analysis of the student engagement: My involvement with the cohort was to support students to demonstrate and develop their academic literacy practices in their subject-specific discipline. The Skills for Learning department had embarked on a pilot project in 2015-16 to embedded learning development into the curriculum. The School of Applied Sciences contacted the team to work collaboratively to embed academic literacy practices into the curriculum to improve the retention, attainment and progression of this cohort of students.	
Ongoing dialogue/feedback as a characteristic of the Project: The students were taught through a series of lectures and tutorials and had 1 weekly three-hour theory session and 1 weekly two-hour practical sessions. The students' academic practices material was contextualised into a series of five sessions, timetabled in their practical sessions, for two hours over a 12-week period, in semester 1 of the 2015-16 academic year.	

INTERVENTION

Explicit engagement with the assessments: The students assessments comprised of 1,200 word Essay (60%) in which they had to choose a topic of their choice; select one article from a list chosen by the lecturer, create their own essay title from the reading and locate two experimental scientific peer-reviewed journals. Furthermore, the students had to do a 5 minute presentation (40%) based on choosing an experimental article already used in the essay and complete, for the practical part of their module, a multiple choice exam.

The lecturer had previously put forward a draft outline of what was felt the students required within the sessions. At my request, I asked permission to be added to the students module Moodle page which enabled me to access all the course materials and to familiarise myself with the subject specific content as well as gain more clarity of the specific writing genres the students would need to produce for their assessments. At this stage, I identified a number of different genre based writing activities the students would need to acquire and may need to be taught. Subsequently, course materials were designed and created from the lecturers draft outline.

On my first teaching session, it became very apparent that the subject specific content, especially reading peer-reviewed academic journals, awareness of academic writing conventions, conducting a presentation and a multiple –choice examination seemed challenging for many of the students who attended the class. Therefore, based on the initial teaching session, I recreated and re-adapted materials accordingly and added an additional session to the timetable on reading strategies. Overall, the five sessions were delivered with an average of 18 out of 45 students (40%) in each teaching session.

Clear expectations around structure of the teaching sessions: Each class delivered focused on what the students' needed to produce for their 3 assessments tasks: an essay, a presentation and a multiple-choice exam. Examples of previous students' essays were requested to show an 'A' 'C' and a 'fail' grade assessment of an assessed piece of work and to familiarise myself how student within this discipline produced assessed work. Furthermore, it also highlighted common writing errors for students and identified how structural inconsistencies in essay writing production. Note-taking strategies were introduced; group and pair work was encouraged; tasks based activities on genres of academic writing and academic conventions; reading strategies for peer-reviewed journal articles; short writing tasks on how to write and develop an introduction and conclusion; sentence structure and paragraph development with focus on cohesiveness and cohesion were prepared. In addition to, practical activities of planning and delivering a presentation, exam tips and techniques were introduced and practiced. All materials designed, adapted and created were uploaded to the VLE for future reference.

Outcome for ACS_4_403:

All students who attended the module obtained the following for their coursework and examination.

ACS_4_403	Average grade	First	2:1	2:2	Third	Failed/NS and incomplete
	*38.1%	**4.4% (2)	15.6% (7)	22.2% (10)	26.7% (11)	26.7% (15)

*This includes grades capped at 40% on resubmission

**No BME students received a 1st class as an overall grade

Attainment of the cohort in ACS_4_403: Student attainment had significantly increased when the team worked collaboratively and conducted a number of teaching sessions. A significant increase in the attainment rate of 72%, in 2015-16 compared to 48% in 2014-15, which saw a significant increase of 67% overall.

8.2 Developing an inclusive curriculum: BA (Hons) Social Work

The cohort

The BA (Hons) Social Work degree recruits approximately 114 students per year. Of these students on average 26% are White and 73% are BME (1 U/K). 25% of these students enter the course via Access routes.

Factors which triggered the interventions

- 1. Award and attainment gap data** In 2012/13 the attainment gap between White and BME students achieving a good honours degree was 17% with 45% BME students awarded a 1st or 2.1 compared to 65% of White students.
- 2. Analysis of student engagement and progression** The course team recognised that the student cohort often lacked self-confidence and a sense of belonging in the university. There was also evidence that some students needed more support in relation to their academic writing and comprehension particularly to progress from year 1 to year 2.
- 3. Appointment of new Course Director** A new Course Director took over leadership of the course in 20xx. The new appointment had been promoted after undertaking the Leadership Foundation in Higher Education 'Diversifying Leadership' programme designed to support staff from black and minority ethnic backgrounds into leadership.

Interventions

- 1. Introduction of diagnostic formative assessment and feedback** The course team introduced an assessment and feedback pledge that clarified expectations about assessment and feedback. Feedback practice is designed to be action-oriented and dialogue-based. Staff also giving clear guidance on assessment task requirements and provide formative feedback on the first 500 words of draft essays before submission. The introduction of a diagnostic assessment early in the first semester of the first year and midway formative presentation during placement make it possible to measure progress and provide formative feedback.
- 2. Review of content to reflect student cohort** We recognised that the curriculum content did not reflect the demographic profile of the students or the context within which they undertake placements or gain employment after graduation. The reading lists were audited and broadened to reflect BME authors and concerns. More case examples reflective of the Southwark community were also included in the course and used to challenge student assumptions. Service users are also involved in student recruitment, curriculum design, teaching and assessment.
- 3. Embedding learning development at key stages for progression** Learning development is embedded into the curriculum and specific support is put in place at key progression stages of the course. There are also workshops for developing reflective practice to support transition between year 1 and year 2 and critical reflection between year 2 and year 3.
- 4. Building course learning community and promoting cross-cultural learning** Building student sense of belonging is an important factor in promoting achievement. Students are often taught in small seminar groups, there are student Whatsapp groups and face-to-face library groups. Groups are allocated exercises to work on together and mixed groups are defined by the staff to foster cross-cultural learning that challenges student assumptions and experiences.

5. Role modelling and promoting academic success Critical self-awareness is fundamental to students understanding of social work and the capacity to reflect on their own identity is central to learning. We are also committed to raising student self-esteem, challenging assumptions and ensuring strong BME role models in the course team, contributing practitioners, alumni and employers/placements opportunities.

6.

Outcomes

In this course we have recognised the importance of making the content and learning experiences more relevant to the student cohort while promoting self-esteem, high aspiration and cross-cultural learning.

Progression rates from year 2 to year 3 have remained stable while progression rate from year 1 to year 2 has increased from 75% in 2012/13 to 88% in 2015/16.

	2012/13	2013/14	2014/15	2015/16
Progression Yr 1-2	75%	74%	91%	88%
Progression Yr 2-3	88%	80%	85%	90%

The attainment gap between BME and White students has also significantly decreased to 25% in 2015/16 to 9% in 2016/17 while the awarding of a good honours degree for BME students has risen from 45% in 2012/13 to 91% in 2015/16.

Claire Felix-Baptiste
 Course Director, BA (Hons) Social Work

8.3 Transforming student experience on the Photography BA (Hons) course

Factors that triggered the interventions

BME and LGBT students approached Dave Lewis, lecturer in Photography in the School of Arts and Creative Industry about the dissatisfaction with the white, straight male-centric curriculum. They noted that their course made little reference to people of colour and to women. In a cohort of 114 students with only 17 BME (15%), the students on the photography course also pointed to the lack of diversity within classes both in terms of student numbers and in terms of the mostly white teaching staff.

Interventions

Interventions took the form of changing the pedagogical approach to classes as well as the development of a human rights component to a documentary module. This new component challenged dominant perspectives and asked the students to reflect upon their own world view, politics, values and artistic practices. All interventions were designed to introduce difference into the class in order to de-colonise the curriculum. Dave knew that it was not enough to merely add a few more artists to the reading list. His interventions were designed to engage the students in questioning artists' perspectives and to normalise the work of BME and other marginalised artists.

Individual interventions are discussed below.

Human Rights and the Image

In designing this new component for the level 4 documentary module, Dave knew that it was important to model an understanding of perspective and the differences there may be to the mainstream. Students were not given classes on 'issues' or asked to create projects based on major themes covered by the press and saturated by the media. Instead, they were asked to find a localised artistic project that had resonance for them personally and to consider not only their own perspective but also that of their photographic subjects.

Part of their brief was to defend their project to the other students in the class. The following questions were used as a framework:

- What is the area around rights that you are interested in photographing?
- Why is it important to you?
- Why do you think this issue is important to anyone else?
- Are you trying to illuminate the issue or make change through your photography?
- Who are the individuals/groups affected by the issue?
- What key role will the participants play in the making of your project (apart from being photographed)?
- What has been done in the past to address these issues?
- How do you think your approach will bring the issue to light?
- Can you see your project working online delivering to a wider audience?
- Will the project be solely photographic? Or with sound, moving image, a book?

Working from the project out, students explored their chosen human rights issue. They were required to provide a reflective analysis of their artistic project that included primary and secondary sources relating to the broader issue as well as other projects that set their work in context. Other individuals' perspectives about the issue could also be incorporated and used in the project itself.

Normalising BME Art

Dave and other black tutors on the Photography course critique dominant perspectives by examining examples of their own works and publications/practices as well as those of other BME artists. This not only critically engages the students but provides BME role models for students who feel a lack of diversity. Dave prefers to use the word 'normalise' than 'role model' as he would rather all students think that a BME artist is not something out of the ordinary.

Autograph: ABP

Autograph: ABP is an international charity that promotes and archives work by photographers and film makers who focus on race identity and human rights. The Photography team have included visits to the organisation as well as guest lectures delivered at LSBU in their teaching. These events not only allow students to see the breadth and depth of work that challenges a mainstream point of view, but also allows them to encounter ways to deal with topics they might find fraught with tension. Again, the visits normalise the work of artists studied and encourage students to analyse different perspectives.

Community Projects

LSBU is situated in a diverse area of South East London. Staff on the Photography BA (Hons) course are concerned to help our students recognise the place and power of art within the community. This year's level 5 group show will be held in Peckham – an area of multiple deprivation where approximately half the population is BME.

A community arts project involving level 4 and 5 students is also planned for Peckham in 17/18.

Outcomes

The outcomes of challenging dominant perspectives and normalising BME artists within the Photography BA (Hons) course is evident in the attitude and awareness the students bring to their work. Workbooks of both BME and white students include more investigation of black artists previously seen as outside the mainstream. The students are also more questioning, seeking out tacit rules and transgressing them through their artwork.

The idea that art is more than the product of elite white men and that acknowledging difference brings legitimacy to artists previously ignored encourages our BME students to see themselves as becoming successful artists and helps create strong voices unafraid to present their view.

8.4 Introducing more problem-solving, group work and formative feedback to improve attainment: BSc (Hons) Forensic Science

The cohort

The BSc (Hons) Forensic Science degree recruits approximately 110 students per year. Of these students on average 52% are white and 48% are BME. A large proportion of these students enter the course via BTEC qualifications in Applied Sciences.

Factors which triggered the interventions

- 4. Attainment data** In 2012/13 the attainment gap between White and BME students achieving a good honours degree was 55%. While the course cohort was predominantly BME, the White students were significantly more likely to be awarded a 1st or 2.i outcome than their BME peers.
- 5. Student prior qualifications and circumstances** We recognised that many BME students were entering the course with BTEC qualifications and that these students often lack confidence about studying at university and had far less experience of examinations. This put them at a disadvantage in the existing summative, examination-dominated assessment strategy for the course. Many of the students were also balancing part-time work, family commitments and commuting to the University with their studies.
- 6. Restructuring of the university credit modular framework and PSRB reaccreditation** The University decision to move from 15/30 credit framework to a 20 credit modular framework as well as reaccreditation of the course by the Chartered Society for Forensic Sciences provided us with the opportunity to review and redesign the curriculum to improve the student outcomes for students graduating from 2015.

Interventions

- 1. Problem-based learning approach** The restructured course adopted a constructivist model for the curriculum, shifting the emphasis from didactic lecture content delivery to more laboratory-based and applied problem-solving in Forensic Science from level 4. This meant students were quickly learning-by-doing in a laboratory setting. This also ensured that we did not make assumptions about students' prior knowledge but helped all our students to learn and practice essential laboratory skills such as using the equipment, measuring and reporting results in the first semester.
- 2. Scaffolding of laboratory experiences** It was important to ensure that the students were well-prepared for the learning in the laboratory and that tasks were clearly explained and scaffolded. Each laboratory is preceded by a pre-lab session where the theory, protocol for the experiment, the equipment to be used and the outcomes are all discussed so all students know exactly what they are doing and why. A laboratory manual and workbook for all the laboratories during the module includes clear instructions, diagrams, prompts and links to relevant further reading. This helps students to prepare for the laboratories, scaffolds their learning in the laboratory and supports students to write their laboratory reports. Students receive formative feedback on laboratory reports and, at the end of the module, submit the 4 best full reports from the x laboratories.

- 3. Peer learning** We identified group work and peer learning as an important component in building the cohort experience, helping students to learn from each other and improve confidence. The problem-solving approach is enhanced by encouraging students to work together and discuss the subject as scientists. For example, in the 'Explosion, Fire and Firearms' module students are given 30 problem-based questions which they work through and discuss with their peers. Face-to-face small group work and a student-only Facebook site are used to encourage students to discuss both their answers and explore how they each go about solving the problems. Each student finally submits their answers to the problems in May benefiting from opportunities to learn from each other through discussion and peer feedback
- 4. Recognising student commitments** We also take into account the demands of students lives including later start times in the day to accommodate those students commuting a distance and reducing peak time travel. The course is timetabled across three days a week to enable students to undertake part-time work. The timetabling also takes account of Friday prayer times and other religious commitments for a diverse cohort.

Outcomes

The course has adopted an inclusive approach targeted at supporting particularly those students entering with BTEC qualifications and supporting them to succeed in higher education.

As an outcome of the increased formative feedback and scaffolding for learning, the progression rate from level 4 has improved from 67% in 2013 to 86% in 2017.

The attainment gap between BME and White students has also significantly decreased to 25% in 2015/16 to 0% in 2016/17.

Clive Steele
Course Director, BSc (Hons) Forensic Science

8.5 Interventions to raise attainment with a third year cohort: BA Education Studies (non-work-based)

The cohort

42 students in the 3rd year of a BA honours course. Three students (7%) are white; 39 students (93%) are BME.

Factors which triggered the interventions

- 1. Cohort data** The course leader had compiled detailed attainment data at the end of Year 2. The average grade was 54%. 10 students (24% of the cohort) had an average grade in the 40-49% range. Five students (12% of the cohort) had an average grade in the 60-69% range. The rest of the cohort (27 students, 64% of the cohort) had an average grade in the 50-59% range.
- 2. Informal analysis of student engagement** I was module leader for one of the first modules that the non-work-based students followed in Year 3, EDU_6_AIE. Through engagement with the cohort in lectures and seminars I became aware of some of the obstacles they faced, particularly in relation to academic writing and clarity in articulating ideas. Making clear links between theory and practice, which was central to the module, seemed challenging in particular.
- 3. Attainment of the cohort in EDU_6_AIE** Student attainment was significantly stronger than might have been predicted from the end of Year 2 data.

EDU_6_AIE	Average grade	First	2:1	2:2	Third	Fail
Overall (after resubmission)	59.25%*	21% (9)	33% (14)	29% (12)	17% (7)*	0%

*This includes grades capped at 40% on resubmission.

Overall 54% of all students who submitted had a grade of 60% and over. This suggested that the interventions employed (see below) had been effective. Student feedback (via the MEQ) was also consistently (89%+) positive. On this basis I decided to use similar approaches for Project (the Education dissertation module).

- 4. On-going dialogue/feedback as a characteristic of Project** For each session a one-hour lecture was followed by a two-hour seminar. Within the lecture there was always opportunity for questioning from the students, and the seminars had space for dialogue between tutors/dissertation supervisors and students. I developed resources (see below) in response to this feedback/dialogue.

Interventions

- 1. Explicit engagement with assessment criteria** This was particularly the case with EDU_6_AIE – the focus of the module is Assessment in Education so it seemed apposite to get the students to engage critically with the assessment criteria for the module. Although this was not in itself entirely successful (students did not necessarily see the value of this), it did enable me to identify elements of the assessment criteria that were not entirely clear. For example, the assessment criteria referred to students addressing *values* associated with assessment, and the discussion around the criteria made it evident that these values needed to be unpicked more explicitly.
- 2. Clear expectations around structure** The assignment word count for AIE is relatively short and I wanted to maximise students' focus on meeting the assessment criteria. Standard essay guidance often requires students to include an introduction but this seemed unnecessary for this module. I provided a systematic breakdown with suggested word counts. Most students used this, and unfocused writing was limited (whilst variety in student responses was maintained). I adopted a similar approach with Project and continually referred students back to the structural guidance.
- 3. Modelling of the use of literature** This was characteristic throughout both modules. Lectures and seminars included examples of literature used to support points, and referencing practice (Harvard LSBU) was frequently explicitly referred to.
- 4. Feedback on draft sections of dissertations** This was offered to students as part of dissertation supervision although student take-up was not as consistent as I had expected.
- 5. Use of screencasting** In response to questions from students, I prepared a handful of screencasts using the free resource at www.screencast-o-matic.com. Here is an example: <https://screencast-o-matic.com/watch/cbfhDB6PdG>. There appears to be a high level of engagement with the screencasts – the website provides a record of 'hits' and this suggests that 50-100% of students viewed the screencasts.
- 6. Use of detailed, transferable feedback comments** We used Turnitin for submission and marking. The feedback for AIE in particular represented feedforward, with a more generic formative purpose. (Feedback on the dissertations was necessarily more summative, although we did aim to comment on possible postgraduate endeavours.)
- 7. Clear information about how to calculate final degree award** I did provide this (via a screencast and examples) towards the end of the year – so arguably too late to have an impact. However, I have already shared this information with students entering Year 3.

Outcomes

All students in this cohort completed their degrees.

Degree class	Number of students	% of cohort
1	8	19%
2:1	16	38%
2:2	15	36%
3	3	7%

Given the data from the end of Year 2 these appear to be strong outcomes. It is perhaps notable that students who were performing more strongly at the end of Year 2 were not necessarily those with the highest outcomes at the end of the course.

Whilst the majority (93%) of students in this group are BME, I would argue that the interventions represent generic good practice.

Andrew Read, 20/09/2017

8.6 Improving BME graduate employability, enterprise and entrepreneurship in STEM:

BSc (Hons) IT

The cohort

In 2017/18, in new intake of the cohort for the BSc Business Information Technology course was 20% students from White backgrounds compared to 80% of students from BME backgrounds.

Factors which triggered the interventions

- 1. Graduate outcomes** Although the headcount for the course is small, there was a recognised gap in the attainment of good honours outcomes between BME and White students as well a low graduate level employment outcome for BME students. The question of why students from BME backgrounds were not gaining graduate level employment was a significant issue for the course team.
- 2. Lack of enterprise and entrepreneurship in STEM disciplinary curriculum** The new Course Director had participated in the International Entrepreneurship Educators Programme run by the National Centre for Enterprise Education and was committed to improving in-curricula opportunities for students to undertake enterprise activities to build their social capital.
- 3. Improving access from different groups** There continues to be a significant under-representation of women in engineering-related disciplines and the team were committed to improving access into the subject from a wider demographic of society.

Interventions

- 1. Relevant problems in the curriculum** The first intervention was to ensure that curriculum content evidenced the application of the academic subject to challenges that were relevant to the student cohort experience. For example, how technologies impacted on or could be used to improve healthcare provision or housing needs. Case studies were designed to be ethnically diverse and be on topics that connected to the students' lives.
- 2. In-curricula enterprise activities using Hackathons and Game Jams** New activities that engaged students in multidisciplinary and interdisciplinary problem-solving were designed to develop student's enterprise mindset including Hackathons bringing together students from the course with students in the School of Health and Social Care and the School of Arts and Creative Industries. The cohorts from both these schools were demographically very different to the Business Information Technology course student cohort and these team-based interventions facilitated the development of intercultural communication and team-working in diverse groups. The outcomes of the hackathon included a health and well-being app designed to meet the needs of healthcare workers.

3 Client-based projects and work experience There were increased opportunities for students to undertake live projects, respond to client briefs or complete work experience alongside the curriculum to develop their employability profile.

4 Engagement of students as volunteers in outreach activity and to participate as part of inventeurs.eu project At level 6 students who had participated in hackathons were invited to participate in outreach activities with students at the University Technical College. They were supported to design their own pedagogic activities to engage younger students in STEM subjects. The inventeurs.eu project teamed up students in the UK with another School in Europe. This involved collaborative digital storytelling whereby students would work to 'remix' stories to connect engineering solutions with inequality stories to develop student understanding of problem-solving in complex situations.

5 Engagement with the Association for Black and Minority Engineers In addition to the range of employment and enterprise activities, transition into employment is supported by engagement with role models and explicit discussion of BME working lives in STEM.

Outcomes

In 2015/16 DLHE indicated that 58.4% of students were in graduate level employment or further study. In 2017/18 this has risen to 86% (unverified subject to publication of DLHE data).

	CONFIDENTIAL
Paper title:	Freedom of Speech Code of Practice
Board/Committee	Academic Board
Date of meeting:	6 June 2018
Author:	Andrew Erskine, Assistant University Solicitor
Executive/Operations sponsor:	Pat Bailey, Deputy Vice Chancellor
Purpose:	For discussion
Recommendation:	The Academic Board is requested to approve the Code of Practice in advance of it going to the Board of Governors for approval.

Executive Summary

- The Freedom of Speech Code of Practice is a document required by law, for which the Board of Governors is ultimately responsible. It sets out the University's commitment to upholding freedom of speech within the law, and the relevant procedure to be followed when the freedom might be limited.
- Freedom of Speech is also one of the public interest governance principles applied by the Office for Students for all registered providers, therefore, as part of our OfS registration process, this appeared to be an appropriate time to review and update the current Code of Practice.

The Academic Board is requested to approve the Code of Practice in advance of it going to the Board of Governors for approval.

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**London
South Bank
University**

FST 1892

Freedom of Speech Code of Practice 2018

DRAFT

Freedom of Speech Code of Practice

Summary

- LSBU is committed to the principles of free speech and freedom of expression; it fully supports the free expression of opinions within the law, and the upholding of the principles of academic freedom in all activities of the University.
- Whenever an external speaker will be participating in an event at LSBU the External Speaker Request Form must be filled out at least 14 days in advance:
http://www.lsbu.ac.uk/_data/assets/pdf_file/0005/80159/external-speaker-request-form.pdf
- Most activities, meetings or lectures taking place at LSBU will not require detailed consideration, action or monitoring under this Freedom of Speech Code of Practice.
- Examples of activities which may require further detailed consideration under this Freedom of Speech Code of Practice are events during which views might be expressed which:
 - infringe/discriminate against the rights of others;
 - risk drawing people into terrorism;
 - constitute criminal offences, threats to public order or breaches of the law; or
 - address contentious or controversial subjects, especially when there is risk of protest and/or disruption.
- If you are in any doubt as to whether an activity will involve concerns surrounding Freedom of Speech you should read this Code of Practice in full and consult with the individuals listed.
- This summary does not replace the full Code of Practice and other related LSBU policies and procedures, to which all members of the University must adhere.

LSBU Freedom of Speech Code of Practice

1. POLICY STATEMENT

- 1.1 The Education (No.2) Act 1986 (the “Act”) imposes a duty on the persons concerned in the government of London South Bank University (“LSBU”) to take all reasonably practicable steps to ensure that freedom of speech within the law is secured for members, students and employees of LSBU and for speakers visiting LSBU.
- 1.2 LSBU is committed to the free expression of opinions within the law, including the expressions of beliefs, views, policies and objectives which may be contrary to those held by many of the staff and students of LSBU.
- 1.3 LSBU also confirms its commitment to the principles of multi-ethnic education and of equal opportunities and, in so far as its actions shall be lawful, will conduct itself in the manner required by its [Equality, Diversity and Inclusion Policy](#)¹.
- 1.4 Free speech and freedom of expression should be secured to the greatest extent possible and are protected by the European Convention on Human Rights. However, free speech is subject to the limits imposed by law, including those governing the protection of national security, health and safety, the prevention of crime, charities, equality and non-discrimination, and the protection of the rights and freedoms of others.
- 1.5 LSBU is also required by the Counter Terrorism and Security Act 2015, to have in place policies and procedures to mitigate the risks of people being radicalised or drawn into terrorism. This is referred to as the “Prevent duty”. Encouragement of terrorism and inviting support for proscribed organisations (as detailed further below) are criminal offences, and LSBU will not provide a platform for these offences to be committed.

2. SCOPE

- 2.1 This Code of Practice applies to all Events and to all staff, students, visitors and attendees.
- 2.2 For the purposes of this Code of Practice, the term “**Events**” refers to meetings, lectures, seminars, gatherings, assemblies, demonstrations, marches and other events or activities of any description which:
 - 2.2.1 are held on premises which LSBU or its subsidiaries own or in respect of which LSBU or its subsidiaries hold a lease or habitually use by licence or permission, including those premises occupied by the London South Bank University Student Union (“**Student Union**”); or
 - 2.2.2 are affiliated, funded or branded in a manner which suggests an association with LSBU, its subsidiaries or the Student Union.
- 2.3 The Code of Practice sets out responsibilities, expectations and procedures to be followed by persons involved in the organisation of Events and includes conduct requirements. This Code of Practice should be read in conjunction with the External Speakers Policy which can be found at the following link: http://www.lsbu.ac.uk/_data/assets/pdf_file/0003/80157/external-speaker-policy.pdf.

¹ http://www.lsbu.ac.uk/_data/assets/pdf_file/0009/11412/equality-diversity-inclusion-policy.pdf

2.4 This Code of Practice and the procedures established herein constitute a single, uniform process for LSBU, its subsidiaries and the Student Union.

2.5 LSBU will only permit the holding of Events which satisfy the conditions set out in this Code of Practice.

3. **RESPONSIBILITY**

3.1 The Board of Governors of LSBU has overall responsibility for this Code of Practice. The day-to-day administration and implementation of the Code of Practice has been delegated to the following person who, for the purposes of this Code of Practice, acts on behalf of the Board of Governors:

- Deputy Vice-Chancellor

The Deputy Vice-Chancellor may nominate other persons in addition to carry out the administration and implementation of the Code of Practice.

3.2 This Code of Practice may be revised, amended or replaced from time to time by the Board of Governors.

4. **ORGANISING AN EVENT**

4.1 An Event (as defined in section 2) may only be held if it is:

4.1.1 organised in compliance with this Code of Practice; and

4.1.2 it is not prohibited under this Code of Practice.

4.2 This Code of Practice places a number of obligations on the organiser (the **“Organiser”**) of the relevant Event. The Organiser is the person who is considered, under this Code of Practice, to be responsible for organising the Event, in accordance with the following:

4.2.1 where an Event is organised by a Department of LSBU, the person in charge of that Department shall be deemed to be the Organiser for the purposes of the Code of Practice. **“Department”** means a department, school, division, team, professional service group, or similar body of LSBU. A list of Departments can be obtained, on request, from the University Secretary;

4.2.2 in the case of an Event organised by the Student Union, the President of the Student Union shall be deemed to be the Organiser for the purposes of this Code of Practice. In the absence of a Student Union President, the Student Union Executive will be responsible;

4.2.3 where an Event is organised by an outside person or body, the person authorising the Event on behalf of LSBU or a subsidiary of LSBU or the Student Union shall be regarded as the Organiser. Under these circumstances the Organiser must require all persons involved in the organisation of the Event to abide by the terms of this Code of Practice (as well as all other applicable terms and conditions) as a condition of authorisation;

4.2.4 in all other cases all the persons organising the Event shall be regarded for the purposes of this Code of Practice as the Organiser or joint Organisers of that Event.

4.2.5 All Events using LSBU premises must be booked in accordance with LSBU’s relevant procedures relating to the use of university premises.

5. UNLAWFUL EVENT

5.1 An Event shall not be held if it would constitute an unlawful event.

5.2 For the purpose of this Code of Practice, an “**Unlawful Event**” is an Event:

5.2.1 at which ideas, views or concepts to be put forward:

- (a) are contrary to law; and/or
- (b) infringe the rights of others; and/or
- (c) discriminate against others; and/or

Or

5.2.2 which involves activity which is likely to:

- (a) constitute a criminal offence; and/or
- (b) constitute an offence under prevention of terrorism legislation; and/or
- (c) constitute a threat to public order; and/or
- (d) constitute a threat under the health and safety legislation; and/or
- (e) incite others to commit criminal acts or other breach of law; and/or
- (f) promote or support an illegal organisation including any proscribed organisation. A “Proscribed Organisation” is an organisation that is listed as a proscribed terrorist organisation by the UK Government. A list of Proscribed Organisations can be found on the following webpage: <https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2>; and/or
- (g) be contrary to the civil and human rights of individuals.

5.3 For further information on what could be considered an Unlawful Event please see the guidance contained in Annex 1 of the Report published on 27 March 2018 by the Joint Committee on Human Rights on Freedom of Speech in Universities (<https://publications.parliament.uk/pa/jt201719/jtselect/jtrights/589/589.pdf>).

5.4 If an Organiser is in doubt as to whether any Event will be an Unlawful Event or not, the Organiser shall consult the Deputy Vice-Chancellor (or their nominee) who will determine whether an Event will constitute an Unlawful Event under this Code of Practice.

6. CONTENTIOUS EVENT

6.1 A Contentious Event (as defined below) shall not be held unless the Organiser has given 14 calendar days’ notice to the Deputy Vice-Chancellor, or such lesser period as the Deputy Vice-Chancellor may accept, outlining the nature of the Contentious Event and indicating the topics which are likely to be raised at the Event and the names of all the speakers.

6.2 A “**Contentious Event**” is an Event at which there is a likelihood that:

- 6.2.1 the content of the event will include material which could constitute extremist views that risk radicalising people or drawing them into terrorism;
 - 6.2.2 a speaker may not be able to enter or leave the building safely and/or deliver his or her speech without serious interruption; and/or
 - 6.2.3 any danger to the safety of persons attending the Event or of those in the vicinity could arise; and/or
 - 6.2.4 any damage of LSBU premises or property could be caused; and/or
 - 6.2.5 the name of LSBU could be brought into disrepute.
- 6.3 The Deputy Vice-Chancellor may at his/her absolute discretion instruct that any proposed Contentious Event shall not be held or shall only be held subject to certain conditions. The Deputy Vice-Chancellor shall exercise his/her discretion whether or not a Contentious Event should proceed in accordance with the following considerations:
- 6.3.1 if the Contentious Event is one in which the views likely to be expressed constitute extremist views that risk drawing people into terrorism, then the Contentious Event should not be allowed to proceed except where the Deputy Vice-Chancellor is entirely convinced that such risk can be mitigated as far as reasonably practicable without the cancellation of the Event;
 - 6.3.2 the Deputy Vice-Chancellor shall, in consultation with other interested parties, including where relevant the Student Union President, consider whether there is any real likelihood of confrontation or disturbance at the Contentious Event;
 - 6.3.3 where the Deputy Vice-Chancellor decides that there is a possibility of confrontation or disturbance, he/she may consult with the local police and any other relevant authorities concerned with public safety or order, to establish whether it is reasonably practicable to allow the Contentious Event to proceed. In the case of a Contentious Event organised by the Student Union, the President of the Union or his/her nominee shall be entitled to be present when these discussions take place;
 - 6.3.4 after receiving any such advice from the police, the Deputy Vice-Chancellor will decide whether LSBU can, within reasonable cost limits and having regard to the location and security of the premises where the Contentious Event is planned to be held, provide suitable facilities for any speaker to address the Contentious Event;
 - 6.3.5 the Deputy Vice-Chancellor may, in appropriate circumstances, agree that the Contentious Event may take place subject to specified conditions being met and/or the payment of sums to cover the costs of such measures as are deemed necessary to safeguard the safety of persons and the security of any premises and property;
 - 6.3.6 if the Deputy Vice-Chancellor decides that, even after taking all reasonable precautions, the safety of staff or students at LSBU or members of the public, or the speaker, or any property, or the reputation of LSBU, cannot be ensured to a reasonable level then the Deputy Vice-Chancellor shall not permit the Contentious Event to be held;
 - 6.3.7 the Deputy Vice-Chancellor shall notify the Board of Governors at its next ordinary meeting of any instructions given in connection with a proposed Contentious Event and subsequent action that has been taken to enforce it.

7. ASSESSMENT OF EVENTS

- 7.1 The Deputy Vice-Chancellor may at his/her absolute discretion, instruct that any Event shall not be held, even if it does not constitute an Unlawful Event or Contentious Event if in his/her reasonable opinion it is in the interests of the safety of any person or the prevention of disorder or crime that the Event does not take place.
- 7.2 The Deputy Vice-Chancellor shall only instruct that a proposed Event shall not be held if, after considering reasonable modifications to the Event and other reasonable precautions, he or she concludes that such modifications and/or precautions would not be sufficient to allow the Event to be held without giving rise to the circumstances described in paragraph 7.1 above.
- 7.3 If the Deputy Vice-Chancellor instructs that an Event shall not be held, he/she shall notify the Board of Governors at its next ordinary meeting of any such instruction and subsequent action that has been taken to enforce it.
- 7.4 The Deputy Vice-Chancellor shall in all cases be entitled to impose conditions and/or require changes to be made to any Event if he/she reasonably considers that it is desirable to do so to ensure that the Event does not breach this Code of Practice.
- 7.5 Controversial, offensive or distasteful views which are not unlawful would not normally constitute grounds for instructing that an Event shall not be held or for imposing conditions or requiring changes to an Event.

8. INFRINGEMENT OF THE CODE OF PRACTICE

- 8.1 A member of staff or student who organises or attempts to organise an Event contrary to the provisions of this Code of Practice, or who continues to act as Organiser for an Event which the Deputy Vice-Chancellor has instructed should not be held, may be subject to action under the relevant disciplinary process. LSBU would not take disciplinary action against a staff member or student of the university who has, in good faith, attempted to comply with the provisions of this Code of Practice.
- 8.2 Any deliberate attempt to conceal the nature of an Event will be regarded as a breach of this Code of Practice and may lead to the cessation of the Event, including after its commencement.
- 8.3 The purpose of this Code of Practice is to secure freedom of speech within the law. Therefore it is contrary to the provisions of this Code of Practice for any person to organise, assist or engage in conduct that disrupts an Event and prevents lawful freedom of expression. Such conduct may result in disciplinary and/or legal action.

9. THE CONDUCT OF EVENTS

- 9.1 The Organiser shall be responsible for the orderly and lawful conduct of the Event and shall also be responsible for regulating the admission of persons to the Event and providing such stewards as may be necessary.
- 9.2 If at any point the Organiser, the Deputy Vice-Chancellor, or any person charged with responsibility for the premises being used for the Event, has reasonable grounds for believing that the Event is about to lead to, or has already led to, an occurrence listed in paragraph 5.2 of this Code of Practice, they shall caution those present if appropriate, and where in their view this is necessary, close the Event forthwith.

9.3 The Organiser, the Deputy Vice-Chancellor, or any person charged with responsibility for the premises being used for the Event, shall have the right to call on assistance from the police where they have reasonable cause to believe that a breach of the peace is likely.

10. RIGHT TO APPEAL AGAINST DECISIONS OF THE RESPONSIBLE OFFICER

10.1 Where it has been decided that an Event shall not be held, or where restrictions or conditions are imposed, the Deputy Vice-Chancellor will provide reasons to the Organiser. The Organiser has the right to submit an appeal against the decision within five working days of the date of the decision by making representations in writing to the Vice-Chancellor or their nominee. If there is insufficient time to consider the appeal before the scheduled date for the Event, the Event may have to be postponed pending the outcome of the appeal.

10.2 Within five working days of receipt of the appeal and after having consulted the Deputy Vice-Chancellor, the Vice-Chancellor or their nominee will review the original decision and will notify the Organiser of the outcome of their appeal. Where appropriate, the Vice-Chancellor may also consult LSBU's advisors from local communities and/or independent members of the Board of Governors.

11. REPORTING OF DISTURBANCES

11.1 Should any disturbance arise at or from an Event held under this Code of Practice, the Organiser must make a full and detailed written report of this disturbance to the Deputy Vice-Chancellor within 72 hours.

	CONFIDENTIAL
Paper title:	Academic Board nominated positions & staff governors
Board/Committee:	Academic Board
Date of meeting:	06 June 2018
Author(s):	Claire Freer, Governance Assistant
Sponsor(s):	Pat Bailey, Deputy Vice Chancellor
Purpose:	For Approval
Recommendation:	The Academic Board is asked to review and approve the proposed selection process for Academic Board members and staff governors.

Executive Summary

Background:

There are five nominated positions on the Academic Board, to ensure representation from the following staff groups:

- Professors
- Academic staff
- Research staff
- Technicians
- Professional services staff

The first nominated Academic Board members were selected at the start of the 2015/16 academic year and it was agreed that they would serve for a period of three academic years, ending at the end of the 2017/18 academic year. Nominated members would be eligible to serve a maximum of two terms.

The current nominated members are:

Professor	Shushma Patel
Academic staff	Jenny Owen (Staff Governor)
Research staff	Ian Albery
Technicians	Tony Roberts (Staff Governor)
Professional service staff	Lesley Roberts

At the same time it was agreed that the two Staff Governors would be selected from the nominated members of the Academic Board. Nominated members were

requested to express interest in being appointed as a staff governor and two nominated members were selected.

Following staff changes in 2017, a new research staff member was selected and will serve until the end of the 2019/20 academic year.

2018/19 - 2020/21 Nominations process:

The following positions on the Academic Board will be selected through a nominations process:

- Professor
- Academic staff
- Technician
- Professional services staff

Deans will be asked to nominate up to one candidate for the professor, academic staff, and research staff positions from their School.

Heads of Professional Functions will be asked to nominate up to one candidate for the technician and professional services roles from their department.

Nominations should be based on meeting the criteria as set out in the role description. Those currently serving in the nominated roles are eligible for re-nomination for a second term.

The nomination process will be held during June-July to allow new members to join the Academic Board for its first meeting of the new academic year.

The Academic Board is requested to delegate authority to a panel, consisting of the DVC and the two PVCs, to select the candidate for each position.

In selecting candidates to appoint to the Academic Board, the Panel will consider:

- the required qualities of Academic Board members as set out in the role description;
- the desire to ensure good representation from across the Schools; and
- the current composition and diversity of the Academic Board.

Staff Governors:

Nominees (and existing nominated members) will be requested to express interest in being appointed as a Staff Governor.

The Academic Board is requested to delegate authority to the panel to recommend to the Board of Governors two candidates to serve as staff governors. Candidates

will be selected from the appointed Academic Board nominated members based on the expressions of interest received.

Appendix 1: Academic Board role description

Appendix 2: Academic Board nomination form

Appendix 3: Staff Governor role description

Appendix 4: Staff Governor application form

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Role Description for Academic Board members

The Academic Board is responsible for academic standards and the direction and regulation of academic matters.

Members of the Academic Board bring a wide range of academic knowledge and expertise to the Academic Board's discussions and should apply balanced judgement to their deliberations.

Members are expected to:

- consider issues based on first-hand knowledge and experience of academic practice;
- safeguard academic quality and standards across the whole University;
- advise on academic strategy;
- maintain confidentiality; and
- view issues and assess risks from all aspects.

The qualities required of Academic Board members are:

- commitment to the University and specifically to maintaining high academic quality and standards;
- understanding of the University's internal processes for delivery or support of teaching and research;
- to keep up-to-date on relevant areas of academic best practice and provide advice as necessary;
- capacity to debate academic issues with objectivity, openness and transparency;
- willingness to accept decisions made in the broader interest of the University

All members of the Academic Board exercise their responsibilities in the interests of the University as a whole rather than as representatives of any constituency.

Nominated Academic Board members will serve for a term of three years.

Approved by the Academic Board on 9 July 2015

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Role Description for Academic Staff Governor

The Board of Governors

The Board of Governors is the University's governing body. The core responsibilities of the Board are:

- a) the effective stewardship of the University to secure its sustainability over the medium and long term;
- b) safeguarding the mission of the University and the services it provides for the public benefit;
- c) securing the proper and effective use of public funds and accounting to stakeholders and society for institutional performance.

The Board as a whole is collectively responsible for promoting the success of the University by leading and supervising its affairs. The Committee of University Chairs' (CUC) Higher Education Code of Governance sets out seven "elements", which define the role of the governing body and governors:

1. The governing body is unambiguously and collectively accountable for institutional activities, taking all final decisions on matters of fundamental concern within its remit.
2. The governing body protects institutional reputation by being assured that clear regulations, policies and procedures that adhere to legislative and regulatory requirements are in place, ethical in nature, and followed.
3. The governing body ensures institutional sustainability by working with the Executive to set the institutional mission and strategy. In addition, it needs to be assured that appropriate steps are being taken to deliver them and that there are effective systems of control and risk management.
4. The governing body receives assurance that academic governance is effective by working with the Senate/Academic Board or equivalent as specified in its governing instruments.
5. The governing body works with the Executive to be assured that effective control and due diligence take place in relation to institutionally significant external activities.
6. The governing body must promote equality and diversity throughout the institution, including in relation to its own operation.

7. The governing body must ensure that governance structures and processes are fit for purpose by referencing them against recognised standards of good practice.

The Board has 13 independent governors, the Vice Chancellor, 2 student governors and 2 academic staff governors.

The Board is chaired by Jerry Cope, Pro Chancellor. The Vice Chair is Douglas Denham St. Pinnock, Pro Chancellor.

The Board usually meets 5 times a year, plus 2 annual strategy days. Staff governors usually serve on 1 of the following committees: Finance, Planning and Resources Committee; or Major Projects and Investment Committee. These meet 4-5 times a year.

A governor's role on the Board

1. To participate fully and actively in the meetings of the Board and its committees.
2. To contribute to the strategic direction of the University.
3. To review the performance of LSBU against the key performance indicators approved by the Board.
4. To establish constructive working relationships with fellow governors and the University Executive, recognising that day-to-day management is the responsibility of the Executive.

Conduct

5. To promote LSBU's vision and mission.
6. To act in accordance with the accepted standards of behaviour in public life and LSBU's values.
7. To exercise the Board's responsibilities in the interests of LSBU as a whole, rather than as a representative of any constituency and to accept collective responsibility for decisions made by the Board.
8. To act fairly and impartially at all times in the interests of LSBU as a whole, using independent judgement and maintaining confidentiality as appropriate.

Time Commitment

9. To be willing and able to devote the time needed to be an effective governor, including attending meetings, reading agenda and papers and attending significant LSBU events as appropriate. The time commitment required is up to 10 days or part days per year. Meetings are normally held in the late afternoon.

The role of staff governors

The Board operates by governors reaching a consensus on agenda items at quorate meetings. Any decision of the Board of Governors is a decision taken by the governors collectively and governors have a duty to stand by the decision, whether or not they agree or disagree with it.

Staff governors have the same general legal responsibilities to the University as any other Governor. The CUC Guide for Members of Higher Education Governing Bodies states that “all members [governors] should exercise their responsibilities in the interests of the institution as a whole rather than as a representative of any constituency”.

Induction and training will be provided.

Term of office

The term of office is three years or until they cease to be a member of the Academic Board, whichever is the soonest.

University Secretary & Clerk to the Board

June 2018

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BOARD OF GOVERNORS

Selection of Staff Governor
2018

I wish to apply for the position of staff governor

Name	Job Title
<p>Statement of Application:</p> <p><i>Please include a paragraph outlining your suitability for the role (see role description)</i></p>	

Please return this form to Claire Freer (freerc2@lsbu.ac.uk) by 12 noon on Wednesday 27th June, 2018.

Role summary (please refer to the full Role Description for further information)

The Board of Governors is the University's governing body. The core responsibilities of the Board are:

- a) the effective stewardship of the University to secure its sustainability over the medium and long term;
- b) safeguarding the mission of the University and the services it provides for the public benefit;
- c) securing the proper and effective use of public funds and accounting to stakeholders and society for institutional performance.

The Board as a whole is collectively responsible for promoting the success of the University by leading and supervising its affairs.

Please note that if selected as a Board member you will be expected to attend regular meetings of the Board, the annual Board strategy day, and meetings of any committees to which you are appointed. In addition, you will be expected to devote appropriate preparation time ahead of each meeting.

The time commitment required is up to 10 days or part days per year (please discuss with your line manager before applying).

	CONFIDENTIAL
Paper title:	Board Effectiveness Review
Board/Committee:	Academic Board
Date of meeting:	6 June 2018
Author(s):	Claire Freer, Governance Assistant
Purpose:	For Information
Recommendation:	The Board is requested to complete the Board effectiveness review which will take place in June 2018. All members are encouraged to respond.

Executive Summary

As part of a wider effectiveness review of the Academic Board and its committees, the Academic Board will be asked to complete a short survey online in June.

The results of the Academic Board and committee surveys will be reviewed by the Committee and Board Chairs. A summary report and recommendations will be shared with the Board at its next meeting.

The survey can be accessed online [here](#). Please submit your responses by noon, Friday 8th June.

We encourage all Academic Board members to provide their feedback.

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	CONFIDENTIAL
Paper title:	Emeritus Professorships
Board/Committee	Academic Board
Date of meeting:	6 June 2018
Author:	Pat Bailey, Deputy Vice Chancellor
Executive/Operations sponsor:	Pat Bailey, Deputy Vice Chancellor
Purpose:	To note
Recommendation:	The Academic Board is requested to note the names of those awarded Emeritus Professorships.

Executive Summary

The Board is requested to note the names of those awarded Emeritus Professorships during the Academic year 2017-18.

Professor Mike Molan (Business)

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	CONFIDENTIAL
Paper title:	CRIT Review 2017-18
Board/Committee:	Academic Board
Date of meeting:	6 June 2018
Author (s):	Dr Saranne Weller, Director for Research Informed Teaching
Purpose:	To note
Recommendation:	The committee is requested to note the work of CRIT in 2017-18.

Executive Summary

The Centre for Research Informed Teaching was launched in autumn 2016 and Academic Board is asked to note the CRIT priorities and progress in 2017-18.

CRIT brought together a well-established team of 10 learning developers within Skills for Learning and the Achieve scheme, a supported continuing professional development provision for Fellowship that had significant name-recognition at LSBU. However other functions of the team have been developed with the establishment of CRIT. This has been in the context of long-term vacancies in a number of existing and new roles in the digitally-enhanced learning (operating in 2017-18 on 2fte from October 2017) and academic development (operating in 2017-18 on 1.5fte from October 2017) due to challenges in recruiting appropriately qualified staff members.

The primary impact goal of CRIT in the first 18 months of operation has been to raise awareness of the Centre and its work and to engage staff with the events, support and opportunities offered by CRIT. Engagement reported here is presented as a sound basis for future work and there is also evidence of change in practice at individual, team and School level as a direct or indirect outcome of CRIT interventions.

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CENTRE FOR RESEARCH INFORMED TEACHING

Review 2017-18

JUNE 2018

LONDON SOUTH BANK UNIVERSITY

Introduction

The Centre for Research Informed Teaching (CRIT) was launched in autumn 2016 and over the last 18 months has worked to develop the way we talk about, and the way we practice, teaching and learning at London South Bank University.

Our work has been underpinned by a commitment to teaching that reflects the highest standards of academic knowledge and understanding applied to the challenges of the wider world and aligned to the needs of our diverse student body.

Our approach is based on a consultancy-based and devolved model of academic development that supports discipline relevancy and grass-roots academic ownership of pedagogic change and is based on a community-building model of sharing practice and a curriculum-focus.

We believe this approach has a greater capacity to achieve long term and sustainable change for London South Bank University than individual-targeted professional development or one-off interventions. This is reflected in, for example, our development of Achieve to prioritise mentoring, networking and action-planning rather than individual recognition of prior achievement and in our commitment to embedded learning development.

Who we are

CRIT brings together three strands of activity:

- *Learning development*: focusing on developing student academic practices through student- and staff-facing support.
- *Academic development*: focusing on developing, recognising and rewarding staff involved in teaching or supporting learning as well as informing institutional teaching and learning policy and practice.
- *Digitally-enhanced learning*: focusing on how technology can be used to support teaching and learning processes, practices and mind-sets.

Our priorities

This report is a summary of CRIT activity in 2017-18 working towards our six priorities for teaching and learning at LSBU aligned to the university Educational Framework:

- 1) To embed learning development in inclusive curricula
- 2) To foster research-informed and evidence-based teaching and learning
- 3) To support curriculum development and innovation in teaching and learning
- 4) To promote the professional development and recognition of educators
- 5) To develop the digital learning and teaching environment and staff and student digital capacity
- 6) To raise the external profile of teaching and learning at LSBU

Dr Saranne Weller

Director, Centre for Research Informed Teaching

CRIT in numbers in 2017-18



341 staff bookings for CRIT-hosted face-to-face and webinar professional development events



5230 student attendances in embedded learning development classes



1500% increase in student visits to learning development online resources



4 chapters/articles and 1 book authored by CRIT team members published or forthcoming



2130 student attendances at opt in 1-1s, workshops or tutorials with the learning development team



2 national keynote lectures and 6 invited speakers or conference presentations by CRIT team members



41 mentors and 75 candidates registered interest for the new Achieve scheme



7 individual or team nominees for national awards supported for nomination by CRIT



81 staff signed up for 10 Days of Twitter #LSBU10DoT and **9.5K tweet views**



9 digitally enhanced learning developments implemented including Moodle and Mahara upgrades, Mahara integration, Moodle mobile and online MEQs

CRIT Team 2017-18

CRIT Director

Dr Saranne Weller, Director for Research Informed Teaching

Learning Development

Dr Lesley Roberts, Head of Learning Development

Bisi Adelaja, Learning Development Adviser - Academic Practice and English Language

Mohamed Mehballi, Learning Development Adviser - Mathematics

Pamela Thomas, Learning Development Adviser - Academic Practice and English Language

Dr John Bainbridge, Study Skills Assistant - Maths

Tracey Celestin-Radix, Study Skills Tutor - English and Academic Skills

Dr David Dixon, Study Skills Tutor - English and Academic Skills

Dr Simon Lambe, Study Skills Tutor - English and Academic Skills

Robert Russell, Study Skills Assistant – Maths

Nazmin Khanom, Learning Development Adviser (fixed term until 31 July 2018)/ Study Skills Assistant English/Communications

Digitally Enhanced Learning

Marc Griffith, Head of Digitally Enhanced Learning

Chris Rowell, Academic Developer

Academic Development

Dr Isobel Bowditch, Academic Developer

Dr Val Flynn, Senior Lecturer

Priority 1

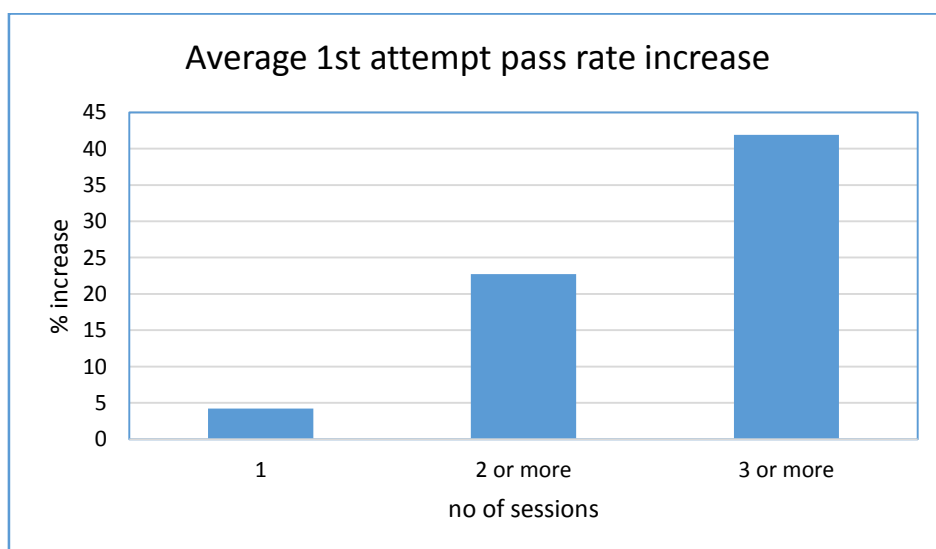
Embedding learning development in inclusive curricula

The work of the learning development team underpin the university's commitment to inclusive teaching and learning. Through their approach to embedding contextualised academic practices in the curriculum they:

- collaborate with Course Directors and Module leads for modules with low pass rates
- make a difference to the learning experience for students from non-traditional backgrounds
- provide learning development activities tailored to the students' disciplines and focused on their assessments co-created with disciplinary colleagues
- develop the confidence of module staff to teach academic practices within the context of their discipline

Fixed-term funding for a new Learning Development Adviser post this academic year has contributed to an increase in student attendances in embedded classes from 2965 in 2016-17 to a predicted 5230 by the end of 2017-18

Over the past three academic years, 132 modules have had one or more learning development interventions with a significant impact on average pass rates for 2015-16 and 2016-17. We expect to see a similar impact in 2017-18.



To support both embedded and opt-in learning development, in 2017-18 the Skills for Learning Academic Practice and English Language (APEL) Moodle site appeared automatically for the first time on all students' VLE homepage.

Compared to last year, the number of visits to the learning development team Moodle sites in 2017-18 increased by 1500%

Priority 2

Fostering research-informed and evidence-based teaching and learning

Research-informed teaching means:

- ensuring our courses are informed by current disciplinary and professional research
- embedding into our courses opportunities for all students to engage in research and enquiry
- promoting evidence-based practice so that all teaching and learning is informed by research and evaluation

CRIT plays a role in enabling all these modes of research-informed teaching at LSBU.

CRITICAL Conversations is a monthly higher education teaching and learning seminar series hosted by CRIT and led by high profile external speakers. In our second year of the series we welcomed the following speakers:

- **Dr Brent Carnell** (UCL) “Towards an excellent education: A shared endeavour”, 24 October 2017
- **Professor Tansy Jessop** (Southampton Solent University) “Out of the long shadow of the NSS: TESTA’s transformative potential for assessment and feedback”, 16 November 2017
- **Professor Alison James** (University of Winchester) “Why play matters in Higher Education”, 4 December 2017
- **Sally Mitchell and Kelly Peake** (QMUL) “Integrating writing into the disciplinary curriculum”, 20 February 2018
- **Dr Cathy Bovill** (University of Edinburgh) “Enhancing student-staff relationships and co-creating learning and teaching”, 22 March 2018

*“A number of colleagues from the School attended the **CRITICAL Conversations** session, led by Professor Tansy Jessop, on the topic of TESTA: Transforming the Experience of Students Through Assessment. [We] found this a fascinating approach to rethinking assessment, not just in terms of designing a more effective assessment strategy, but because of the way in which the approach encourages us to think about what our assessments do to a student’s experience of their course. We therefore agreed amongst the School Management Team to adopt the TESTA methodology to guide our assessment review.”*

Professor Tony Moss
Director of Education and Student Experience,
School of Applied Sciences

Priority 3

Supporting curriculum development and innovation in teaching and learning

In 2016-17, CRIT allocated internal teaching enhancement funding to support curriculum development projects and allocated funding from the Teaching Investment Fund to support digitally-enhanced practice.

The following projects were funded for delivery in 2017-18:

- Dr Calvin Moorley (School of Health & Social Care) “The art of nursing: learning about health through art”
- Dr SH Cedar (School of Health & Social Care) “Therapeutic Communication – a cornerstone of healthcare”
- Professor Hillegonda Rietveld (School of Arts and Creative Industries) “Digital and virtual spatial design curriculum development”
- Dr Karin Moser (School of Business) and Dr Andrew Whittaker (School of Health & Social Care) “Improving entrepreneurial decision-making skills: The ‘Seeing Through the Eyes of Experienced Practitioners’ (STEEP) project”
- Alison Chojna (Academic Related Resources) “Collaborative Technology to Support Group Learning”
- Dr Safia Barikzai (School of Engineering) “From Enrolment to Employability: Nurturing talent through work-based learning”
- Alison Chojna (Academic Related Resources) “Digital Skills Centre”

Priority 4

Promoting the professional development and recognition of educators

Achieve is the University's Higher Education Academy-accredited scheme for awarding Fellowship at London South Bank. The University now has over 50% of staff with responsibility for teaching and learning hold Fellowship. This year we awarded 19 new Fellows or Associate Fellows via the previously accredited scheme.



In February 2018 we successfully gained **re-accreditation by the Higher Education Academy** for a new Fellowship scheme designed to do more than recognise prior achievement but also to structure development and foster a community of practice approach to teaching enhancement based on a mentorship and practice-sharing.

Achieve contributes to a sustainable model of professional development and recognition including for remaining in good standing after the award of Fellowship. Accreditation is awarded until January 2022.

75 staff have registered interest in the new Achieve scheme working towards Associate Fellow, Fellow and Senior Fellow categories of Fellowship and 41 staff have volunteered to act as mentors

"I am very pleased to be an Achieve mentor because it provides an opportunity for the wider community of academic staff at LSBU to come together, share experiences and learn from different professions. Not only does this exemplify the LSBU values, I think this will enrich our development as Fellows of HEA and build more bridges between LSBU School and departments."

Myles Harris
Senior Lecturer
School of Health & Social Care

"Researching and preparing for my claim allowed me to evaluate the theoretical premise behind the way I teach. It was an enlightening process, and one that encouraged me to think beyond my normal practices. I am now more confident in the way that I deliver material, and my students will benefit from a wider variety of methods that I now employ."

Helen Lumbard
PhD student & HPL
School of Applied Sciences

CRIT has also facilitated **workshops** and contributed **bespoke sessions** to School and division staff development including the following CRIT-hosted face-to-face events:

- Writing learning outcomes
- Developing an effective assessment strategy
- Planning high impact pedagogies
- Introduction to learning and teaching at LSBU

CRIT has also provided one-to-one support for LSBU colleagues for University **nominations for National Teaching Fellowship 2018 and the Collaborative Award for Teaching Excellence Award 2018** and for submissions to the *Guardian* University Awards 2018 and the *Times Higher Education* Awards 2018 as well as colleagues making direct applications for recognition as Senior or Principal Fellows of the Higher Education Academy (now Advance HE).

Priority 5

Developing the digital learning and teaching environment and staff and student digital capacity

CRIT has implemented the first year of the LSBU Digitally Enhanced Learning (DEL) Strategy. For 2017-19 the following priority areas have been identified for development:

- Leveraging digital technology to transform pedagogic practice
- Developing people and digital capabilities
- Re-imagining learning spaces
- Building our infrastructure

These demonstrate the commitment to developing people and practice as well as technology and recognise that new technologies are not inherently transformative unless we support educators to rethink how they teach and learn in a digitally-enabled learning environment.

“The direction of travel is to leverage the affordances of technologies and learning space design to support more social, collaborative and interactive forms of learning that blur the boundaries between face to face and digital education on and off campus.”

LSBU DEL Strategy (2017)

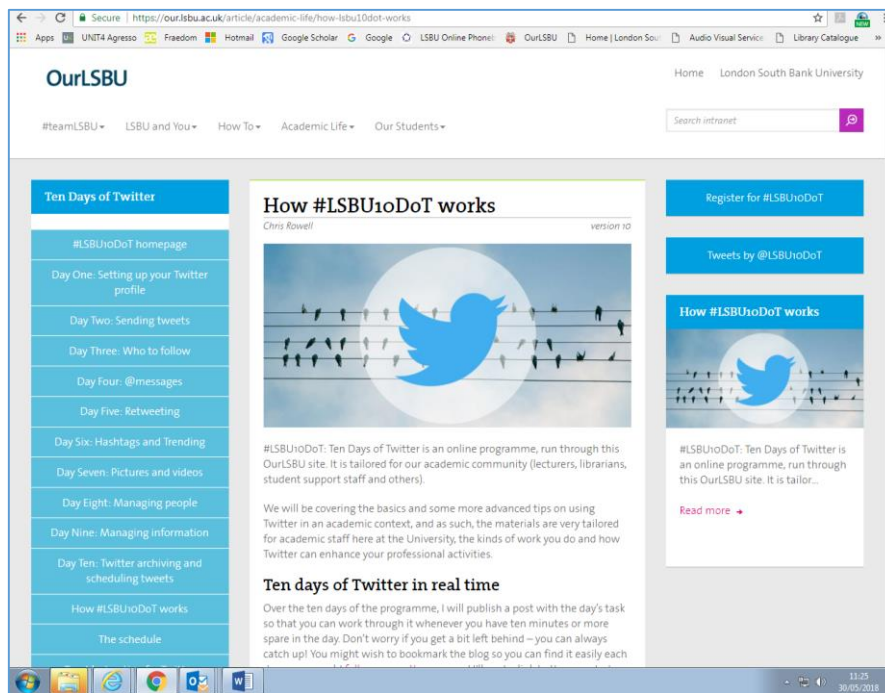
In 2017-18 CRIT has delivered on the following actions aligned to the DEL Strategy:

1. Developed, implemented and supported the adoption of a new DEL baseline for all courses raising the standard of current expectations and practice for technology-use in course delivery
2. Upgraded Moodle, including Moodle Mobile, and Mahara services
3. Initiated lecture capture as a core service providing the support required to encourage with the launch of an institutional pilot for a flexible, person-centred lecture capture model using Panopto to enable audio- and video-recording of teaching regardless of campus location
4. Identified and delivered staff development face-to-face and online to support the development of digital capabilities
5. Resolved January start issues in Moodle

The DEL team have utilised the University’s Office 365 capabilities to provide just-in-time support for the use of Moodle and to model webinar delivery methods for academic staff. Webinars offered include:

- Anonymous marking in Moodle
- Moodle site health check
- Setting up and managing groups assessments
- Getting Moodle ready for next semester

In 2018 CRIT also launched **#LSBU10DoT: Ten Days of Twitter**, an online programme designed to introduce colleagues to Twitter from setting up an account, tweeting and retweeting to using Twitter to build your networks.



81 LSBU staff registered for the #LSBU10DoT online programme and over a 12 day period there were 9.5K views of tweets posted by participants

Priority 6

Raising the external profile of teaching and learning at LSBU

As well as supporting internal teaching and learning developments, the CRIT team have a national reputation for their expertise and experience in learning development, academic development and digitally-enhanced learning. Members of the team have been invited to participate in a number of high profile

External Expert Roles

- External Examiner, Postgraduate Certificate in Teaching and Learning in Higher Education at the University of Nottingham and at the University of York (Dr Saranne Weller)
- Steering Group Committee Member, Association for Learning Development in Higher Education (ALDinHE) (Pamela Thomas, Simon Lambe)
- Steering Group Member, *sigma* Network (Mohammed Mehbeli)
- Steering Group Member, Higher education Trailblazer Consortium (Dr Saranne Weller)
- Equality Charter Panel Member for Athena Swan and Race Equality Charter (Pamela Thomas)
- Member, British Academy Teaching-Research Nexus Project Working Group (Dr Saranne Weller)
- Network Convenor and Conference Co-Chair, SRHE Newer Researcher's Network (Dr Saranne Weller)

Keynotes and Invited External Speakers

- Dr Lesley Roberts (Head of Learning Development) Keynote: "Which way forward? The future of embedded learning development", ALDinHE Regional Symposium, Swansea University, Wales, 16 May 2018
- Pamela Thomas and Nazmin Khanoom, (Learning Development Advisers) Expert Tea on Study Skills, Royal College of Nursing, 9 May 2018
- Chris Rowell (Academic Developer) "Models of CPD", Staff webinar. University of Limerick, Ireland, 27th November 2017
- Dr Saranne Weller (Director, Centre for Research Informed Teaching) Keynote: Being a scholarly teacher: how do we evidence excellence in teaching?", Defining Scholarship: Challenges and Perspectives Symposium, University of Dundee, 1 September 2017



Conference Presentations

Members of the team have also presented their work at a range of conferences:

- Chris Rowell “Walk this way...reflections on a #Twalk”. #SocMed17: Making an Impact. Sheffield Hallam University, 19th December 2017
- Chris Rowell “Setting up a new WordPress Blog from scratch” PressED – A WordPress and Education, Pedagogy and Research Conference on Twitter (#pressedconf18), 29th March 2018
- Pamela Thomas “Lightening Talk on a resource/activity: Paragraph Development on a Sports and Exercise/Sports Coaching and Analysis programme”, ALDinHE Regional Symposium Meeting – Learning Development Resource Showcase, St Mary’s Twickenham, June 2018
- Pamela Thomas and Mohamed Mehbali “Embedding at LSBU”, LDA Mathematics, London and South East Regional ALDinHE Symposium: St George’s University Hospital, December 2017

Publications

- Bisi Adelaja, Pamela Thomas et al. (forthcoming 2018) “Introduction to research, resources and academic practices”, in C. Moorley (Ed.) *Introduction to Nursing for First Year Students*. London: Sage
- Mohamed Mehbali and Lesley Roberts (2017) “Maths support provision through embedded classes”, *MSOR*, 16(1).
- Isobel Bowditch (2018) “Life and the Other World: Edith Stein and Michel Henry” in K. Haney (Ed.) *Listening to Edith Stein: Wisdom for a New Century*. ICS Publications
- Saranne Weller, S. and Mahbubul, A. (forthcoming 2018) “The student role in quality: From data source to partner and back again?”, in: R. Ellis (Ed.) *Handbook of Quality Assurance for University Teaching*. London: Routledge/SRHE.
- Saranne Weller (forthcoming 2018) *Academic Practice: Developing as a Professional in Higher Education*. 2nd Edition. London: Sage.

	CONFIDENTIAL
Paper title:	Key Performance Indicators as at May 30th 2018
Board/Committee:	Academic Board
Date of meeting:	06 June 2018
Author(s):	John Baker, Corporate & Business Planning Manager
Sponsor(s):	Pat Bailey, Deputy Vice Chancellor
Purpose:	For Information
Recommendation:	<p>The Academic Board is requested to considers the recent results for this cycle, and identify ways in which Schools might:</p> <ul style="list-style-type: none"> • Respond to current results, or • Contribute to University initiatives undertaken to improve the performance against other KPI targets.

Executive Summary

The report presents the latest performance figures for the Corporate KPIs.

Notes on results:

KPI 3 – ISB:

The net promoter score has risen by 3 percentage points, and LSBU scored well above the UK benchmark for nearly all of the sections rated by international students in the survey.

KPIs 8,9,17, 20, 21 & 22 – Financial metrics:

Financial forecast figures are provided to reflect the data in the management accounts for the period – end April 2018).

Research & Enterprise income levels are on target, but a shortfall in UG and Overseas recruitment has resulted in red ratings for the forecast results against the resources section.

KPI 26 & 27 – League Tables: LSBU has made excellent progress in two of the three main domestic tables. CUG analysis is provided within the Strategy Progress report, Guardian analysis is provided below.

LSBU has risen 14 places to be now ranked joint 78th out of 121 institutions. Given that just two years ago we were at 107, this is excellent progress and is a continuation of the ongoing improvements in the table since 2012/13 when LSBU was ranked 113th out of 119.

LSBU has overtaken the following 14 Institutions who were all ranked higher last year.

Table 1: Institutions overtaken in the guardian 2019 table (the 17/18 result in the KPI report)

Institution	2016/17 Rank	2017/18 Rank
Robert Gordon (Joint 78 th)	62	78
Queen Mary	44	83
Bolton	86	85
Worcester	88	91
Winchester	90	92
Chester	77	94
City	32	95
Glasgow Caledonian	89	96
Cardiff Met	87	99
Anglia Ruskin	72	103
Edinburgh Napier	83	105
Hull	84	106
Brighton	91	107
Middlesex	70	112

Of the Universities that were ranked behind LSBU last year, only De Montfort has risen ahead of LSBU, moving from 94th to 71st.

The biggest improvements in the table were Aberystwyth (45th from 81st) & Liverpool John Moores (49th from 80th).

The biggest deteriorations in the table were City (32nd to 95th), Middlesex (70th to 112th) & Queen Mary (44th to 83rd)

Changes to the Methodology:

This year the Guardian has introduced a new measure for Continuation, which accounts for 10% of the score. This new measure combines data from two cohorts of first year, FT, first degree, UK domiciled entrants on courses lasting greater than 1 year– those who were in the first years of 2014-15 and 2015-16 – and looks to the 1st December census points of 2015 and 2016 respectively in order to determine continuation status. Although the percentage result is displayed in the table, the Guardian actually assign the points score based on difference from the expected continuation value based on entry qualifications of the cohort (further research is required to understand the impact of this). This measure is very similar to the continuation metric used by TEF and HESA PI T3.

LSBU showed the biggest improvement in the Career after 6 months measure, with a 6.3% improvement from 76% to 82.3%. Smaller movements were seen for the remaining indicators. However the overall Score improved by 8.9 points. This score is based on the weighted performance of the Institution in all the subject tables, not the total measure scores in the main table.

The Board is requested to note the report.

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	CONFIDENTIAL
Paper title:	Sub-committee reports
Board/Committee:	Academic Board
Date of meeting:	06 June 2018
Author(s):	Sub-committee Chairs
Sponsor(s):	Pat Bailey, Deputy Vice Chancellor
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the reports.

Executive Summary

Student Experience Committee, 2 May 2018

The committee discussed:

- An update on the estate development plans.
- The induction and enrolment process for September 2018.
- The Educational Framework update.
- The student-led projects underway. The outcomes of the projects will be presented at the Staff Conference.
- A proposal from the SU Welfare Officer for student mental health days.

Research Committee, 9 May 2018

The committee discussed:

- The development of a statement on responsible research metrics.
- Open access data. Steps were being taken to address non-compliance with open access requirements.
- The Research Awards update including monitoring of research grants and awards.
- An update on the REF 2021 submission and the outcomes of AURA 2.0.
- An update on the PGR environment.
- Issues regarding the availability of technical support for research.

Quality and Standards Committee, 23 May 2018

The committee received the following annual reports:

- Academic Misconduct report.
- Annual report on student appeals.
- Annual School MOC reports.
- School course monitoring reports.

The committee discussed:

- The revised Academic Regulations and approved changes ahead of circulation to the Academic Board.
- An update on academic planning and validations.
- The validation process for higher and degree apprenticeships.
- An update on inter/national partnerships including a report on a recent BUE visit.

The committee noted reports on the following:

- Course closures and suspensions.