

Audit Committee Meeting

4.00 - 6.00 pm on Thursday, 10 November 2016
in 1B16 - Technopark, SE1 6LN

Agenda

<i>No.</i>	<i>Time</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
10.		Quality assurance return to HEFCE	3 - 24	SW

Date of next meeting
4.00 pm on Tuesday, 7 February 2017

Members: Steve Balmont (Chair), Shachi Blakemore, Mee Ling Ng, Roy Waight and Lucy Gresswell

In attendance David Phoenix, Natalie Ferer, Richard Flatman, Michael Broadway, Justin Martin, Carol Rudge, Charlotte Bilsland, Lucy Gresswell, Pervena Singh, Ian Mehrtens and Shân Wareing

Apologies

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	CONFIDENTIAL
Paper title:	Quality assurance return to HEFCE
Board/Committee	Academic Board
Date of meeting:	2 November 2016
Author:	Dr Janet Bohrer, Director Academic Quality Enhancement
Executive sponsor:	Shân Wareing, PVC (E&SE)
Purpose:	To inform Academic Board about the new Quality Assessment System and the Annual Provider Review
Recommendation:	The committee is requested to: <ul style="list-style-type: none"> • Review the assurance report and associated appendices; and • To recommend approval of the assurance statement to the Board

Executive summary

Under new HEFCE requirements, the Board of Governors will be asked by HEFCE to sign an annual statement to confirm that the Board is assured that LSBU is maintaining its responsibility for improving student academic experience and student outcomes; and in addition because LSBU holds degree awarding powers, that academic standards are set and maintained appropriately.

In order to provide assurance to the Audit Committee and the Board the following are provided:

1. Overview of the new quality assurance process
2. Assurance statement (that the Board needs to approve and submit to HEFCE)
3. Assurance report to the Board. This covers:
 - Introduction and executive summary of the year based on Academic Board minutes
 - approval processes at LSBU
 - annual monitoring at LSBU
 - reviewing activities at LSBU
 - benchmarking activities at LSBU
 - Improvements to student experience illustrative initiatives

- Reporting on specific items of risk activity from that year for example the assurance of collaborative arrangements
- 4. Briefing paper on quality assurance processes at LSBU
- 5. Mapping LSBU's processes to national expectations
- 6. Action plan for quality assurance and enhancement
- 7. Report from Students' Union

At its meeting of 2 November 2016, the Academic Board reviewed the assurance report and associated evidence and recommend that the Board of Governors can sign the assurance statement.

Based on the assurance report and supporting paper, the Audit Committee is requested to recommend approval of the assurance statement to the Board.

Paper 1 – Overview of the new Quality Assurance Process

1 Overview of the new Quality Assurance Process

1.1 Each year the Board of Governors will be asked by HEFCE to sign a statement to confirm that they are assured that LSBU is maintaining its responsibility for improving student academic experience and student outcomes; and in addition because LSBU holds degree awarding powers, that academic standards are set and maintained appropriately. The statement the Board of Governors will be asked to sign by the 1st December each year can be found in part two of the Annual Assurance Return and is reproduced in appendix one of this report.

1.2 At LSBU the Academic Board is *responsible for academic standards and the direction and regulation of academic matters* (see terms of reference for Academic Board) delegating much of the operational aspects of this responsibility to the Quality and Standards Committee. In their guidance HEFCE state that *it is not the intention that the governing body be drawn into quality management activities itself, but rather that it receives reports and challenges assurances from elsewhere in the provider.*

1.3 Therefore it is proposed to send the Board of Governors each year a standardised report using a template that will summarise the previous year's action as reported through Academic Board and Quality and Standards Committee in respect to the matters that relate to the statement the Board will be asked to sign. Improving student academic experience should result from embedding academic quality and the terms academic standards and academic quality are defined as follows

Academic quality – in what way and how well the higher education provider supports students to enable them to achieve their award. It covers learning, teaching and assessment, and all different resources and processes a provider put in place to help students to progress and fulfil their potential.

Threshold academic standards – the minimum acceptable level of achievement that a student has to demonstrate to be eligible for the award of academic credit or a qualification. For equivalent qualifications, the threshold level of achievement is agreed across the UK.

1.4 Academic Quality and Standards at LSBU are explained in the briefing paper attached to this report [briefing paper one]. This is the first operating year of the new model for the Quality Assessment System using the Annual Provider Review (APR). In order to provide the evidence of the methodologies used by LSBU as the basis to improve the student academic experience and student outcomes the Board of Governors as well as this report will be provided with a grid summarising an audit of the UK higher education Expectations mapped to LSBU processes [briefing paper two]. This audit provides the basis for an action plan [briefing paper three] which will be used in the subsequent yearly reporting to the Board of Governors. Evidence of

the inclusion of the student voice in our processes at LSBU will be demonstrated through a report provided by the Student Union [briefing paper four *to follow*]. All the briefing papers as well as this report will be included in the pack provided to Audit Committee for their meeting on the 10th November 2016.

1.5 The Annual Provider Review that HEFCE will provide to LSBU will provide a judgement about us following the assurances made by the Board of Governors in the December return and after analysis by HEFCE of the intelligence and data they hold about us (see <http://www.hefce.ac.uk/reg/QualityAssessment/> . HEFCE will publish the outcomes of the quality and standards aspects of the APR process on the Register of Higher Education Providers (published at www.hefce.ac.uk/reg/register). The importance of engaging in this process is because

The outcomes from the quality and standards aspects of the APR process, including from any Unsatisfactory Quality Scheme investigation, will determine the eligibility of a provider to receive and retain a Teaching Excellence Framework (TEF) award in Year Two, and to continue to meet the Home Office's requirements for educational oversight for Tier 4 sponsorship. (HEFCE October 2016/29)

1.6 The academic regulations which underpin the integrity of the award made by LSBU electronically links to the relevant procedure which explains how the regulation should operate; these can be found on the LSBU web site at <http://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

Paper 2

Annual Assurance Return: part two statement:

Part 2

As a governor and on behalf of the governing body, I confirm that for the 2015-16 academic year and up to the date of signing the return:

The governing body has received and discussed a report and accompanying action plan relating to the continuous improvement of the student academic experience and student outcomes. This included evidence from the provider's own periodic review processes, which fully involve students and include embedded external peer or professional review.

The methodologies used as a basis to improve the student academic experience and student outcomes are, to the best of our knowledge, robust and appropriate.

For providers with degree awarding powers:

The standards of awards for which we are responsible have been appropriately set and maintained.

Please indicate here if you are not yet in a position to provide a full set of assurances:

The governing body is providing partial assurance for 2015-16.

Please set out below the areas in which your governing body is not able to provide full assurance, together with an account of the action you are taking to ensure that you are able to provide full assurance next year.

Signed by the Accountable Officer as a governor on behalf of all of the governors:

Signed:

Print name:

Date:

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Paper 3

Assurance report to the Board of Governors 2015-16

2.1 Academic Board met three times during 2015-16. Elements of risk recorded in the LSBU risk register associated with quality remain in the higher categories and therefore are monitored closely by the members of the LSBU Executive Team that are the owners of those risks.

2.2 Academic Board receives reports from the Deputy Vice Chancellor (DVC) Chair of the Student Experience Committee; from the Pro-Vice Chancellor Education and Student Experience (PVC E&SE) Chair of the Quality and Standards Committee; and from the Pro-Vice Chancellor Research and External Engagement (PVC R&EE) Chair of the Research Committee.

2.3 From the minutes of the last meeting of the Academic Board of the academic year 2015-16 it can be reported that colleagues who had recently received promotions were noted; it was requested that there was some clarification around career progression under the 'professional practice' criteria for promotion; and it was reported that 373 staff had been accredited by the Higher Education Academy. The Director of Research Informed Teaching had been appointed earlier during the year and in continuing to supporting the diversity of provision it was also reported that a new Apprenticeships Manager had been appointed and was in post to develop LSBU's apprenticeships offering. Supporting the LSBU offer the PVC E&SE announced that a presentation by the Deputy Vice-Chancellor at Aston University would be speaking to the LSBU Operations Board in July to discuss good practice in offering placements which is seen as an area of growth for the LSBU offer.

2.4 It was noted that the Educational Framework had been agreed and would now incorporate graduate attributes and the LSBU values. A review had commenced of the Student Records System. It was also noted that the National Student Survey data would be released in August 2016. Comparative Destination Leaving Higher Education (DLHE) results would be available in July 2016; the internal DLHE data was already available and was positive.

2.5 In support of the Learner Analytic project (see below) it was reported that the EDISON Phase 1 work had been completed and an enhanced agreement with IBM had been put in place until 2019. It was noted that a dashboard for learner analytics should be in place for September 2016 and tutors/students would also be able to see their profiles from the following academic year. The removal of the Disabled Students Allowance required that action needed to be taken to ensure flexibility and quality of offers made.

2.6 It was reported and before the start of the new academic year that applications for undergraduate study at LSBU were down by about 2%, compared to competitor

institution groups that were down by about 6%. However, acceptances at the time of reporting were up approximately 3% on the same point last year while maintaining the higher tariff. LSBU it was reported remained financially sustainable being on target to deliver a £1million surplus during the financial year, but recruitment remained crucial to achieving the same financial targets for next year.

2.7 There was an update that reported that there were new procedures in place from the 1 June 2016 regarding research ethics. The new procedures will mean that ethics requests will go primarily through Schools. It was also reported that there had been a review of the REF 2014 results and that implementation of a series of 'mini REFs' within LSBU was taking place in preparation for the next REF round.

3 Assuring our academic quality and standards - (see paper 4)

- **Approval processes at LSBU**– please see action plan point 1 (paper 6).

3.1 Academic Board had a discussion regarding validation of new courses and the timelines and resources required for developing new courses. The lead-in time for marketing campaigns was noted. The Board discussed the support required for academic and support staff in preparing validation documents, and discussed how to make this more efficient in that respect. It was suggested that the new academic framework could encourage (or require, at higher grades) more staff to participate in validation processes. The Board noted the importance of maintaining a good reputation and ensuring validation takes place properly.

3.2 The Board noted the need to ensure that new courses have the appropriate financial and human resources, which need flagging up at an early stage in the validation process. The committee agreed that this could be helped by a simplified form, with sign off by designated people at various stages.

3.3 Evidence of the validations undertaken can be seen in the minutes of the School Standards Committees and the papers presented annually to Quality and Standards Committee.

- **Annual Monitoring at LSBU** – please see action plan point 7 (paper 6).

3.4 Overarching annual monitoring reports and the subsequent actions taken by individual Schools for 2014-15 were discussed by Quality and Standards Committee and included a discussion about the development of the Learning Analytics Student Profiles Project about which DESEs will be invited to provide feedback in future annual monitoring. It was agreed that the method of annual monitoring would remain the same for 2015-16 however, the Planning, Performance and Assurance Team (PPAT) would work to develop a system which would enable information to be auto-

populated into the reports. The School of Built Environment and Architecture will work with PPAT to test the new system to be rolled out in July 2017 for reporting through the autumn committee timetable and in line for the next year's APR annual sign off. It was agreed that annual monitoring will be conducted at undergraduate and postgraduate level simultaneously. High level reports will be brought to the Quality and Standards Committee annually at its meeting in October and will focus on how processes can be enhanced and good practice shared

- **Reviewing activities at LSBU** – please see action plan points 2 and 4 (paper 6)

3.5 A report on the NSS 2016 was discussed at the Quality and Standards Committee and LSBU's performance, as a whole was noted as average for the sector but with wide variations across the different schools. It was agreed that best practice would be shared across the university.

3.6 The Quality and Standards Committee also discussed the processes of collecting student feedback through module evaluation questionnaires and welcomed a report that concluded that PPAT would continue to address ways in which the data can be more validly collected including online options which remove potential interaction with lecturer biasing the results, and could resolve timing issues.

3.7 An Attainment Gap report and the challenges to effective reduction of the gap was discussed by Quality and Standards Committee. The importance of training was noted, in particular, inclusivity and unconscious bias training for staff. The committee agreed to invite members of staff from courses which were successfully reducing the attainment gap, to present at future meetings, in particular, those from the School of Arts and Creative Industries, as well as others identified by the Planning, Performance and Assurance Team (PPAT).

3.8 The Quality and Standards Committee noted a report on student complaints. While complaints have risen, this may be due to increased promotion of the complaints procedure. However, as most complaints were now closed at stage 1 it was therefore concluded that the conciliation service was working successfully. The number of appeals across Schools it was reported was generally in proportion to the number of students enrolled within each school

- **Benchmarking activities at LSBU** - please see action plan point 5 (paper 6).

3.9 The external examiner reports provide Schools with evidence about how their academic standards compare to other higher education providers and are used in their annual monitoring processes. The Quality and Standards Committee receives updates about how the process across the University and it was confirmed that during 2015-16 that in five reports from approximately two hundred standards had been raised as issues including where standards had been stated as higher than

sector expectations and had now been fully addressed. An orientation event for LSBU external examiners will be held on the 23rd Nov 2016 when Dr Geoff Stoakes from the Higher Education Academy is giving a keynote address to explain the national work currently underway to strengthen the external examining system.

3.10 The Quality and Standards Committee noted the Pearson’s license for HND / HNC provision which had been reviewed by both the LSBU legal team and the Pearson legal team had been renewed.

4 Reporting on improvements to student experience

Examples of specific initiatives taken at LSBU during 2015-16 to improve the student experience include the following:

- *Learning Resources and Support*

4.1 LSBU offers students excellent learning resources and support. The Library and Learning Resources department at LSBU have a number of initiatives to monitor and improve the student experience which has led to the success in the NSS, these are highlighted below.

Table 1 - NSS learning resources % agree results for all students

Year	Learning resources (% agree)	16. The library resources and services are good enough for my needs. (% agree)	17. I have been able to access general IT resources when I needed to. (% agree)	18. I have been able to access specialised equipment, facilities or rooms when I needed to. (% agree)
2016	89	90	93	84
2015	88	89	91	83
2014	83	84	88	78

4.2 The library runs pre-enrolment workshops for students to supporting the transition into HE. Feedback for these sessions has been very positive, an online survey showed that 96 % of attendees found the sessions useful and comments included:

“Great idea, helped me start to prepare for returning to Education and lessen any anxieties.”

“I learned something new from all the workshop I attended. I appreciate the support and I think it is a good starting point for all students.”

4.3 The learning environment is enriched by creating linkages between teaching and scholarship, research and professional practice. Apart from the courses that are specifically professional accredited many of our Schools teach by embedding real world challenges into their course delivery. The importance of how important it is to our staff that research contributes to our course design can be shown through an example from the School of Applied Science full details can be found at <http://impact.ref.ac.uk/CaseStudies/CaseStudy.aspx?id=44530>

- *Learner Analytics*

4.4 A learner analytics user group was convened in 15/16 to begin the process of revising a predictive analytics tool created by LSBU in conjunction with IBM. The rollout of the tool will be in three main phases, with the first phase due in semester one 16/17.

4.5 The first phase consists of a revision of the tool to create a dashboard of fixed data for use by academic and professional staff. The dashboard will help staff support students learning by providing details of their academic background as well as contact details and a photograph. Individual interventions can be put in place by personal tutors and support staff, informed by the available data.

4.6 The second phase of the tool will be developed and piloted throughout 16/17 for rollout in 17/18. This phase will use the dashboard of fixed data as a foundation with the addition of the revision of the IBM tool to monitor student engagement in activities such as library use, VLE use and attendance on campus. This engagement tool will be piloted in 16/17 to trial and evaluate possible interventions. Rollout in 17/18 will include training for staff in using the tool to help optimise student learning.

4.7 Phase three is the development of a strategic tool. This will consist of a revision of the IBM analytics tool to provide course level predictions of student completion. The tool will combine analytics with business intelligence that provides a snapshot of cohorts and will allow it to be used to identify targeted course and module level interventions. It will be developed and piloted in 16/17, with rollout due for 17/18.

- *Withdrawals Pilot*

4.8 In late March 2016 a revised process for withdrawals and interruptions was piloted. Previously students in some cases had been able to interrupt or withdraw from their studies by filling in a form obtained online and handing it to a member of administration staff. The pilot introduced a meeting with a Senior Student Advisor in the student life centre as part of the process, to create opportunities to support the student to continue their studies or interrupt instead of withdrawing. If the student still wanted to interrupt or withdraw this process ensures they are well informed about the implications of their decision and that they know what they need to do to complete the process appropriately, so all loose ends are tied up before they leave or interrupt. Data has been collated to analyse the initiative with a view to re-

launch it with improved processes in the new financial year if the initiative appears to have been successful.

4.9 Of the 89 students who attended appointments between March 2016-May 2016, their enrolment status on 30 June 2016 was:

- 30 (34%) were still enrolled
- 35 (39%) interrupted
- 19 (21%) withdrew
- 2 could not be matched with the registry enrolment data provided

4.10 Therefore this pilot shows that 34 % of those wishing to withdraw changed their mind after attending the meeting which indicates the pilot had a positive effect.

- *LSBU Alumni*

4.11 In July 2016 we commissioned Alterline to provide an in-depth understanding of the lives of a defined cohort of LSBU alumni and to produce a qualitative research report and series of videos that tell the stories of some of this group in an accessible and meaningful way. The research will analyse the interviews with a range of alumni and inform future student/alumni engagement that supports the student experience, based on an improved understanding of the perceptions, wants, needs, motivations and lifestyle of key alumni cohorts.

4.12 The report is the second phase of our alumni research. In 2015 the research demonstrated that LSBU stakeholders see alumni as crucial in increasing students' employment prospects, collaborating with research, promoting Schools, recruitment and promoting the university. The alumni survey, completed by 4,663 respondents, explored alumni's university experience, their university connections, their level of interest and motivation for involvement and the role of personal values.

5. Specific annual items: In 2015-16 reviewing the assurance of collaborative arrangements

5.1 During 2015-16 an academic audit process was developed with the first audit focusing on quality and standards procedures in relation to collaborative and partnership work. Work commenced in May 2016 and lasted approximately six months. The report was taken to the first meeting of the Academic Board in 2016-17 and the recommendations included in the action plans are provided with this summary see paper 6.

Paper 4

Briefing paper: Quality assurance processes at LSBU

1 Overview

1.1 Quality assurance protects the LSBU brand. This paper explains the concepts used for quality and standards, how they are assured and enhanced in higher education, and summarises what happens at LSBU.

2 Introduction

2.1 Everyone makes judgements about quality and standards. When we buy products we usually expect that some form of quality control means we can trust in what we buy and we usually expect the services we use to be checked by regulators on our behalf. There are therefore certain assumptions we make that allows us to place that trust in the product we buy or the service we use to do what we expect, and if not we may complain. Higher education is no different. Judgements about quality and standards are made by students, staff, employers and the public.

2.2 In higher education *Quality Assurance* can be thought of as the ability of a university to answer a series of questions:

- What are you trying to do?
- Why are you trying to do it?
- How are you doing it?
- Why are you doing it that way?
- Why is that the best way of doing it?
- How do you know it works?
- How can you demonstrate that it is working?
- How can you do it better?

2.2 Like other sectors there are many things we have put in place in higher education and have done for many years that enable us to answer those questions and to assure ourselves, our students and the public of the quality and standards of our products and services. UK higher education has a high regard internationally and that includes the quality assurance of our higher education.

2.3 Over time the quality control processes and the mechanisms that have checked they are in place and operating correctly have changed and developed. We find ourselves in one of those periods of change at present. **However, fundamentally the principles of quality assurance and the processes we use have not changed.**

3. The Higher Education Quality Code

3.1 Universities are autonomous. We have the power to award our own degrees and are therefore responsible for our own degrees and must be able to assure the quality and standards of what we award. Universities do this by adhering to their academic regulations which operate through set procedures. Regulations and procedures vary to some extent between different universities.

3.2 We don't invent our regulations from scratch. While we are autonomous we write our regulations based on national guidelines which ensure the currency and transferability of the award we make in our name. This national guidance is encapsulated in the UK Quality Code for Higher Education. More details about the quality code can be seen on this short animation www.qaa.ac.uk/publications/films/film?PubID=206

3.3 The UK Higher Education Quality Code was developed by the Quality Assurance Agency for the UK working with representatives from higher education. The UK Quality Code sets out the sectors' expectations of HE services and products. LSBU academic regulations and operating procedures ensure and demonstrate how we meet those expectations in a way that is suitable for our mission, for our students and for the types of courses we offer.

3.4 The higher education sector has agreed definitions for quality and standards published in the Quality Code, and all higher education providers (HEP) are checked to ensure engagement with the UK Quality Code Expectations. The checks that take place provide assurance that the HEP engages appropriately with:

Threshold academic standards – the minimum acceptable level of achievement that a student has to demonstrate to be eligible for the award of academic credit or a qualification. For equivalent qualifications, the threshold level of achievement is agreed across the UK.

Academic quality – in what way and how well the higher education provider supports students to enable them to achieve their award. It covers learning, teaching and assessment, and all different resources and processes a provider puts in place to help students to progress and fulfil their potential.

4. Quality Assurance at LSBU

4.1 At LSBU our regulations are short, written at high level principle, and cover all the higher education awards we make. We received a Plain English Crystal Mark for our academic regulations for 2016/17. By writing our regulations clearly we hope that everyone can understand the rules that protect our awards. The academic regulations electronically link to the relevant procedure which explain how the regulation should operate; these can be found on the LSBU web site at <http://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

4.2 LSBU has a Quality and Enhancement Team that monitors whether we use these regulations and procedures consistently across the University. If it is found that

we are not being consistent, and there is no acceptable reason for the inconsistency, the Quality and Enhancement Team helps the University to remedy the situation.

4.3 Like most other universities, we review our practises, procedures and regulations against the UK wide Expectations and this audit allows us to develop an action plan. The Expectations audit are presented through a grid in paper 5; and the resulting action plan arising from the Expectations audit can be found in paper 6. These will be updated and presented to the Board of Governors annually. This is to provide them assurance in their completing of the Annual Provider Return in November.

4.4 The life of a course is checked by our internal quality control mechanisms and the external auditing (non-financial) that happens. Academic Board is responsible for overseeing that this checking has happened. It does this by delegating responsibility for different aspects through its committees: the Quality and Standards Committee, the Student Experience Committee and the Research Degrees Committee.

4.5 All LSBU awards must have been **approved** by the university. We do this through a risk based process of validation, and once any conditions arising from that validation process have been met students are then allowed to enrol to study for that award.

4.6 Annually we ask that Schools monitor how those awards have performed and through course monitoring reports the Schools can develop an action plan to continuously improve their courses. Schools report to the university through the Quality and Standards Committee highlighting issues and good practice that arise from the **annual monitoring**.

4.7 The university **periodically reviews** provision checking that the validated awards are still fit for purpose and by undertaking academic audits can understand how a particular aspect of university provision can be improved across the whole university.

4.8 The annual monitoring and the periodic reviewing of university provision are continually **benchmarked against national standards** for example through the external examining process and by analysis of how well we are doing against our competitors. The Teaching Excellence Framework (TEF) exercise will formalise this benchmarking activity in a national format.

4.9 Internal quality processes are checked through **external reviews and audits** (non-financial). Where a course has professional body recognition this accreditation is checked by the relevant professional body, and the provision we offer under licence from Pearson's who own HNC and HND awards is checked by completion of an annual return about those particular awards. Occasionally a representative from Pearson's will visit us to check the data we provide in the annual return to them. We also report to HEFCE on an annual basis and they similarly periodically visit to check

the data we provide. These visits are every five years. It is the signing off of our annual assurance return to HEFCE that this briefing paper is providing background.

5 The role of the Board of Governors

5.1 Each year the Board of Governors will be asked to sign off statements that show they are assured that the Academic Board is maintaining the responsible for quality and standards. It is therefore proposed to send the Board each year a standardised reporting template that will summarise the previous year's reporting under the following headings:

- Introduction and executive summary of the year based on Academic Board minutes
- approval processes at LSBU
- annual monitoring at LSBU
- reviewing activities at LSBU
- benchmarking activities at LSBU
- Improvements to student experience illustrative initiatives
- Reporting on specific items of risk activity from that year for example the assurance of collaborative arrangements

5.2 The Board of Governors will also have access to the Expectations audit grid mapping LSBU processes to national Expectations, subsequent action plan and a summary from the student union about their involvement with the quality assurance processes at LSBU.

Part A: Setting and Maintaining Academic Standards			
Expectation	How LSBU comply	Monitored by	reported
A1: UK and European Reference Points for Academic Standards	Alignment to Framework to Higher Education Qualifications (FHEQ) and subject benchmark statements is required for all new course approvals.	Validation panels, annual monitoring, periodic review panels, external examiner system (examiners report on standards and level of awards)	Reported through School Academic Standards Committee(SASC) to Quality and Standards Committee(QSC)
A 2.1: In order to secure their academic standards, degree-awarding bodies establish transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualifications.	LSBU has an ongoing commitment to revising Academic Regulations and Procedures to make sure they are fit for purpose. These are made public on the web site http://www.lsbu.ac.uk/about-us/policies-regulations-procedures	QSC can make in year changes to procedures in the best interest of students and if it is made clear they are being added as amendments to existing procedures	Academic regulations are revised annually at the start of the academic year and are agreed through Academic Board. These do not change in-year
A 2.2: Degree-awarding bodies maintain a definitive record of each programme and qualification that they approve (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.	The definitive information made available to students and the recording any local protocols of differences from the Academic Regulations, for example because of professional body requirements, are made in the Course Specification	Validation panels, annual monitoring, periodic review panels, and through the external examiner system (examiners report on standards and level of awards)	Changes are made and reported through SASC. Requires an Annual Audit of Course Specifications to be completed reported to QSC Action required - see action plan
A 3.1: Degree-awarding bodies establish and consistently implement processes for the approval of taught programmes and research degrees that ensure that academic standards are set at a level which meets the UK threshold standard for the qualification and are in accordance with their own academic frameworks and regulations.	LSBU use an approval process which assigns risk to the type of validation event required	Validation panels, annual monitoring, periodic review panels, external examiner system (examiners report on standards and level of awards)	Academic Planning Panel reports to QSC, annual report of validations to QSC. <i>Paper provided for AB Nov 2016 about 2016-17 number of new courses linking growth to quality requirements</i>
A 3.2: Degree-awarding bodies ensure that credit and qualifications are awarded only where: a) the achievement of relevant learning outcomes (module learning outcomes in the case of credit and programme outcomes in the case of qualifications) has been demonstrated through assessment b) both the UK threshold standards and the academic standards of the relevant degree-awarding body have been satisfied.	Verified for new courses by the validation event and checked through annual monitoring of courses monitoring reports.	Academic Board - with authority delegated to QSC, and checked through the external examiners system for qualification types. Each course monitored by SASC	Reported to QSC. Need to embed more inclusive assessment provision and check that because of the highly modularised system at LSBU there is not a bias to over assessment. Action required Assessment practices used across the universities should be a topic for a future Academic Audit
A 3.3: Degree-awarding bodies ensure that processes for the monitoring and review of programmes are implemented which explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required by the individual degree-awarding body are being maintained.	Individual modules are reviewed every year and this is used for course monitoring reports which feed into School action plans for making continuous improvement.	Checked through validation and re-validation events and by individual external examiners. Monitored by course teams through annual monitoring and through periodic review.	UG and PG courses reported to SASC which make annual overarching reports to QSC. Action required Schools to be visited to discuss quality processes at a local level as aligned with plans for future growth.
A 3.4: In order to be transparent and publicly accountable, degree-awarding bodies use external and independent expertise at key stages of setting and maintaining academic standards to advise on whether: a) UK threshold academic standards are set, delivered and achieved b) the academic standards of the degree-awarding body are appropriately set and maintained.	External advisers are used in validation events and external examiners report on academic standards annually	External examiner reports are used in annual monitoring reports and actions resulting from external examiner comments are discussed at SASCs	An annual external examiner report goes to QSC. To enhance the effectiveness of the external examiner system it has been proposed to AB to recruit and develop the role of an Institutional Examiner Action required - see action plan

QAA Quality Code Part A
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a>

Paper 5: A mapping exercise of LSBU processes to national expectations

Expectation	How LSBU comply	Monitored by	reported
B1: Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective processes for the design, development and approval of programmes.	Course design by course teams is further supported through Centre for Research Informed Teaching (CRIT) and checked through validation events, (including using external specialists) with course teams meeting subsequent conditions before a new course is signed off for students to be allowed to enrol. This is checked through being annually monitored and periodically reviewed.	School Academic Standard Committees (SASC) and Quality and Standards Committee (QSC)	Academic Board - with authority delegated to Academic Planning Panel, and Quality Standard Committee see A3.1
B2: Recruitment, selection and admission policies and procedures adhere to the principles of fair admission. They are transparent, reliable, valid, inclusive and underpinned by appropriate organisational structures and processes. They support higher education providers in the selection of students who are able to complete their programme.	Through the specific LSBU Admissions and Enrolment Procedure, Enrolment Declaration and a Complaints and Appeals Procedure for admissions decisions. http://www.lsbu.ac.uk/about-us/policies-regulations-procedures#collapseTwo	Currently PVC Education and Student Experience signs off Procedure.	Gov-Legal is responsible for writing the enrolment declaration
B3: Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.	Development and embedding the Educational Framework through course design supported by CRIT, checked through validation events. There is annual monitoring of courses, which are also periodically reviewed; external examiners report on university standards and student achievement in relation to those standards.	Through annual course monitoring, periodically reviewed and through academic audit as required.	Reported through SASC to QSC See A3.2 <i>paper to AB Nov 2016 about embedding the Educational Framework.</i>
B4: Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.	LSBU Student Services include: Disability & Dyslexia Support; Student Advice, Careers Service, Library and learning resources and includes the learner analytics work and the support for learning team.	The Director of Student Support and Employment	Annual performance reported and discussed by the Student Experience Committee
B5: Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.	Course boards; feedback surveys e.g. National Student Survey (NSS), Module Evaluation Questionnaires (MEQs), student participation in Academic Board, QSC, Board of Governors and other committees and sub-committees	Annual monitoring, periodic reviews and academic audit panels as required.	Reported through SASCs (Currently SASCs do not have any student representation) to QSC. Schools are starting to set up Student Voice Committees. Action required: to work with the Student Union to review the student participation in quality assurance in particular to review the Student Charter
B6: Higher education providers operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.	Courses design supported by CRIT and checked through the validation events and then subsequently through annual monitoring, periodic reviews and academic audits as required. There is an Academic Misconduct Procedure embedded in the Assessment and Examination Procedure available on the web http://www.lsbu.ac.uk/about-us/policies-regulations-procedures#collapseTwo	Validation and re-validation events. Annual external examiner reports are used in annual monitoring.	Reported through SASC to QSC Action AP(E)L /RPL will be reviewed for consistency across the university though the use of an academic audit. Action review the Academic Misconduct Procedure and make available separately on the web page
B7: Higher education providers make scrupulous use of external examiners.	External examiners report on university standards and student achievement in relation to those standards, this information is used in annual monitoring. Details about the LSBU external examiner system can be found in the in the Assessment and Examination Procedure available on the web http://www.lsbu.ac.uk/about-us/policies-regulations-procedures#collapseTwo	Reported through SASCs and an annual report to QSC. Any individual external examiner report signalling a not meeting of standards goes directly to PVC E&SE who checks a response from the relevant School is made and recorded at SACs	Annual report and check of external examiners recruitment by Academic Board see A3.4
B8: Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective, regular and systematic processes for monitoring and for review of programmes.	Annual monitoring of courses through course monitoring reports and periodically reviewing courses, and academic audits as required. Development and maintenance of a PSRB database recording the LSBU courses that have professional body recognition and when this will be reviewed.	Periodic Review and Academic Audit Panels as required	Reported through SASC and QSC. Action required see action plan to make the results from the annual monitoring more timely for making appropriate changes to courses and to make the process less burdensome the Course Monitoring Report (CMR) forms will be designed to be semi auto populated
B9: Higher education providers have procedures for handling academic appeals and student complaints about the quality of learning opportunities; these procedures are fair, accessible and timely, and enable enhancement.	Complaints and Appeal can be made using the LSBU procedures available on the web site at http://www.lsbu.ac.uk/about-us/policies-regulations-procedures#collapseTwo At the end of the internal appeal or complaints process, a 'Completion of Procedures' letter is issued to the student which gives them the right to appeal to the OIA.	All Appeals and Complaints handling have moved to the Gov legal team from 2016-17	Reported to QSC before Academic Board. The OIA use a calendar year for reporting so the main reporting occurs at the Spring committees to discuss the previous year internal reporting has been discussed previously.

<p>B10: Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively.</p>	<p>This follows the same procedures for other course development approval processes checked through validation events. This was the topic for an academic audit in Autumn 2016-17</p>	<p>Validation panels, SASCs QSC, external examiner system (standards and level of awards)</p>	<p>Reports about collaborative arrangements are made through the course monitoring report and reported annually through SASC and to QSC. Larger transnational partnership also require institutional processes to be reported directly to QSC <i>Paper provided to AB Nov 2016 with recommendations from the academic audit</i> Action - see action plan for developing robust reviewing and reporting from larger partnerships</p>
<p>B11: Research degrees are awarded in a research environment that provides secure academic standards for doing research and learning about research approaches, methods, procedures and protocols. This environment offers students quality of opportunities and the support they need to achieve successful academic, personal and professional outcomes from their research degrees.</p>	<p>The LSBU research degrees code of practice can be found online at http://www.lsbu.ac.uk/__data/assets/pdf_file/0007/84355/research-degree-code-of-practice.pdf</p>	<p>Through supervision and annual monitoring of students development plan</p>	<p>Research Degrees Committee,</p>
<p>QAA Quality Code Part B http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b</p>	<p>Note: LSBU processes for how each of these are operated can be found in the LSBU Quality Code being revised for 2016-17 to be a Quality Assurance and Enhancement Manual</p>		

Paper 5: A mapping exercise of LSBU processes to national expectations

Expectation	How LSBU comply	Monitored by	Owner
UK higher education providers produce information for their intended audiences about the higher education they offer that is fit for purpose, accessible and trustworthy.	CMA Compliance, LSBU Marketing Guidelines		see A2.2

QAA Quality Code Part C

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-c>

Paper 6

Action planning for quality assurance and enhancement at LSBU:2016-17

		Action to be taken	Target date	Action by	Success indicators	Reported to	Evidence
1	Alignment of each LSBU School's quality assurance with university processes for plans for future growth	<ul style="list-style-type: none"> Discussion in Schools about quality processes as completed at the local level and aligned with plans for future growth. 	March 2017	<ul style="list-style-type: none"> PVC E&SE and Director of AQE with the relevant AQE staff members, School Dean and DESE 	<ul style="list-style-type: none"> Seven meetings held and reports written 	SASC QSC	<ul style="list-style-type: none"> Report from each School
2	Annual review of course specifications	<ul style="list-style-type: none"> Centralised database of courses specifications Audit to check for changes since validation 	July 2017	<ul style="list-style-type: none"> Deputy Director of AQE 	<ul style="list-style-type: none"> Database created Audit completed and reported to individual Schools if any recommendations made 	SASC QSC	<ul style="list-style-type: none"> Minutes of SASC Minutes of QSC
3.	Audit of assessment practices used across the universities. This is a topic for an academic audit	<ul style="list-style-type: none"> Review amount of assessment methods and means reviewed for consistency and inclusivity AP(E)L /RPL reviewed for consistency across the university 	July 2017	<ul style="list-style-type: none"> AQE staff with relevant School based staff 	<ul style="list-style-type: none"> Recommendations made to School to align to consistent practices across the university 	QSC	<ul style="list-style-type: none"> Report from the Academic Audit
4	Academic Misconduct	<ul style="list-style-type: none"> Review the Academic Misconduct Procedure 	July 2017	<ul style="list-style-type: none"> Gov-legal and Student Admin teams 	<ul style="list-style-type: none"> Work on a revised procedure published on the web 	QSC	<ul style="list-style-type: none"> Procedure published on web

		<ul style="list-style-type: none"> • Make Procedure available separately on the web page 					
5	Institutional Examiner Role	<ul style="list-style-type: none"> • Recruitment and development of new role 	Dec 2016	<ul style="list-style-type: none"> • PVC E&SE 	<ul style="list-style-type: none"> • Institutional Examiner appointed 	QSC	<ul style="list-style-type: none"> • Annual report made by Institutional Examiner from external Examiners reports

6	Embed the student voice in quality assurance processes	<ul style="list-style-type: none"> • Work with the Student Union to review the student participation in quality assurance in particular to review the Student Charter 	July 2017	<ul style="list-style-type: none"> • AQE working with SU 	<ul style="list-style-type: none"> • Work on revising the LSBU student Charter 	Student Experience Committee	<ul style="list-style-type: none"> • Student Charter published on web
7.	Annual monitoring	<ul style="list-style-type: none"> • To make the results from the annual monitoring more timely for making appropriate changes to courses and to make the process less burdensome 	July 2017	<ul style="list-style-type: none"> • PPAT working with AQE and DESEs 	<ul style="list-style-type: none"> • the CMR forms will be semi auto populated 	SASC	<ul style="list-style-type: none"> • Overarching reports to QSC available by Oct 2017
8.	Monitoring and reviewing existing partnerships	<ul style="list-style-type: none"> • Revising and developing the review mechanism for partnerships 	Jan 2017 and ongoing	<ul style="list-style-type: none"> • Academic Director for collaborative partnerships 	<ul style="list-style-type: none"> • robust reviewing and reporting from larger partnerships • MOCs reviewed and updated annually 	QSC	Minutes of QSC