

	PAPER NO: EC.08(12)	
Board/Committee:	Educational Character Committee	
Date:	25 June 2012	
Paper title:	Academic Board Report to the Board of Governors	
Author:	Jo Ellett (AQDO), Phil Cardew and various faculty and departmental contributors.	
Executive sponsor:	Phil Cardew, Pro Vice Chancellor (Academic)	
Recommendation by the Executive:	The Committee is asked to note the report.	
Aspect of the Corporate Plan to which this will help deliver?	Student Success.	
Matter previously considered by:	N/A	On:
Further approval required?	N/A	On:
Communications – who should be made aware of the decision?	The Report is made available widely across the University.	

Executive summary

This is the first time that this report has been submitted, first, to Education Character Committee (rather than to the Board at its July meeting) and so, due to timing difficulties, the draft attached has not yet been approved by Academic Board (and so should be taken as draft).

The Committee may find it useful to consider the report in tandem with the Educational Character Statement, to which it, hopefully, provides some context.

Although the report is long (for which, apologies) it serves an important purpose in other review mechanisms, and the Committee may wish to concentrate on the Executive Summary (pages 3-6) and Action Plans (pages 51-55).

London South Bank
University

Annual Report from the Academic Board to the Board of Governors: 2012

Contents

Executive Summary.....	3
Introduction.....	7
Quality Guarantee.....	8
Quality Assurance and Enhancement within Faculties	8
Learning and Teaching.....	16
External Examiner Reports	20
Issues Arising from Programme Review and Validation	20
Progression and Completion Statistics.....	23
Student Destinations.....	31
Student Support and Guidance	33
National Student Survey	38
Appeals	40
Academic Misconduct.....	45
Student Complaints	48
Action Plans	51

Executive Summary

This Annual Report has been compiled from submissions from a number of University areas with particular responsibilities, or areas of expertise, within the matters it discusses: individual faculties (through Faculty Academic Standards Committees, Learning and Teaching Committees, and their Chairs), the Academic Quality Development Office, the Registry, the Secretariat, and the Student Services Department all of whom are gratefully thanked for their input.

Whilst the Report is a record of activity undertaken (and, as such, represents the culmination of a reporting cycle which provides overall assurance within the University on the management of standards and the quality of learning opportunities for students) it is also a reflection upon areas of continual improvement and reflection, and, as such, generates an annual action plan for implementation during the following academic cycle.

Aspects of the Report the Board may wish to note are:

Academic Standards and Quality of Student Learning Opportunities

This has been an exceptionally busy year within the academic activity of the University, key elements being:

1. The further implementation of the Curriculum Modernisation Project, focusing on the approval of new curricula and the implementation of new structures across all faculties. This programme of work has gone smoothly, with a well-managed transition being implemented in all faculties. The project was reviewed, by Quality and Standards Committee, in February 2012 and is due for further review (this time of the implementation of new programmes) in 2013.
2. Further development of the Student Transition and Retention programme of projects. This year, this has focused upon:
 - a. Student Attendance Monitoring: this area of work has seen the implementation of a 'swipe card' system to track attendance within all teaching spaces. This has begun to produce reports which will, in the initial stages, focus on 'exception' reporting of absence over a sustained period, moving towards a wider focus of reporting as the system's ability to engage with the timetable is enhanced.
 - b. Coursework Assessment Tracking: this has developed a system which will reliably log (automatically, by means of bar-coding) student coursework submission and return. The system has undergone extensive trials and is due for full implementation in the 2012/13 year.
 - c. Student Interventions: following-up on the information we now collect about students, identifying 'at risk' students and engaging with them to enhance their success. The reporting side of this work is about complete and Student Services have engaged in two dedicated pilots (within ESBE and AHS) which have engaged student advice teams with 'at risk' students and investigated the reasons for lack of engagement. This work has informed, and will support, the enhanced service delivery model within Student Services within the Student Centre, in 2012/13.
 - d. Induction and Orientation: a pilot project of extended induction activities is due to roll out in 2012/13.

3. Supporting Teaching Enhancement Projects: this programme of activity is focused within, and across, faculties, enabling pilot projects on teaching enhancement within each faculty as well as establishing a common resource base and 'tool kit' for blended learning and support and technology-enhanced learning, across the University.
4. MyLSBU – the 'Student Portal': this has now been fully implemented, giving students a single point of contact for all their general (not course specific) needs within the University. The scope of the Portal is, as yet, limited by the nature of the materials available to students and there is an extensive programme of work in place to further develop the portal (alongside the implementation of the new Student Centre).

Alongside these strands of work, we have been extensively engaged in approving, contracting, and designing the scope and 'shape' of the new Student Centre, which will 'go live' in September 2012. This major new development for the University will provide a single, initial, point of contact for all students and will house Student Services and the Students' Union, as well as an enhanced social venue and social learning space. The activity of the Centre will focus upon:

- Student advice and guidance: a 'first stop' advice centre, as well as more discrete advice services (disability and dyslexia unit, housing and finance advice, fees and bursaries etc) and the student advice bureau of the Students' Union.
- Employability: with an 'employability gym' co-located with the Centre.
- Enhanced social learning spaces.
- An enhanced Students' Union: the SU is undergoing a major 'improvement project' at the moment, which will see a new service being developed within the Student Centre, focused upon membership services, representation and democracy, advocacy and employability.

More generally:

- External examiners continue to report that the standards of academic awards at London South Bank University are equivalent to awards in other UK universities. Examiners were content with the operation of the process, with even more expressing this view this year than last.
- All four faculties have fulfilled their obligations with respect to the monitoring of standards and quality this year, overseeing annual monitoring at departmental and programme level, as well as the periodic review of existing provision and the validation of new courses.

Admission, Achievement and Progression of Students

Overall, across the University, entry standards increased slightly this year, with a significantly reduced first-year full-time undergraduate intake (2,836 HEFCE-funded students compared to 4,100 in 2010) partly due to a reduced Student Number Control and partly as a result of better meeting control measures through clearing and enrolment in 2011.

Postgraduate, part-time, and international recruitment continued to be relatively steady, with part-time (undergraduate and postgraduate) remaining the area of highest risk. The University has ensured that as many part-time opportunities as possible are available to new applicants, with an extension of the numbers of full-time courses available to be taken in a part-time mode, but this

area will continue to raise challenges until the new funding regime is sufficiently understood across the population (and especially by employers).

Within our monitoring of progression, the University's 'Progression Analysis Tool' (implemented in 2009) continues to provide data for analysis internally, and to reveal areas for further improvement (both in terms of data collection and student engagement). The 'key messages' emanating from analysis, this year, were that:

Some undergraduate student demographic groups progress better than others:

- **Age** is significant, and students age 21 and under are far more likely to progress.
- **Gender** does not appear to be a significant determinant for progression.
- **Ethnicity** patterns are differentiated across faculties, with less obvious progression correlations.
- **Fee status:** Lower Overseas student progression was most marked in Year 1 AHS (4% lower) and Year 1 BUS (28% lower) and Year 3 ESBE (9% lower).
- **Entry qualifications** are very significant, and students with **A Level** in AHS/BUS or **Access** in BUS/ESBE and HSC progress best. Data analysis clearly links age on entry with entry qualifications.

The influence of demographic factors is less pronounced for postgraduate students than for undergraduate students and demographic trends appear to be more marked for postgraduate full-time students than for postgraduate PT students:

- **Age:** postgraduate full-time and part-time students age 21 and under and students age 40 or over are generally less successful in AHS, BUS, ESBE and HSC.
- **Gender** may have some influence on postgraduate full-time award/progression but is subject linked. In AHS and HSC, female students are more successful than male students but in ESBE female students are less successful. In BUS gender does not appear to be significant.
- **Ethnicity** may be significant to postgraduate full-time progression/award but trends differ in each faculty. In general, Asian and white students in AHS and BUS are more likely to succeed than students from other ethnic groups. In AHS and BUS, Chinese students are less likely to succeed. In HSC white students are more successful than other ethnic groups. In ESBE, there are no obvious links between ethnicity and success.
- **Fee status:** postgraduate full-time EU students are more likely to succeed than Home or Overseas students in AHS and BUS. Overseas students in ESBE are more likely to succeed than Home/EU students.
- **Entry qualifications** are less significant as most postgraduate full-time students enter with HE Qualifications. Students with no formal qualifications are less likely to succeed.

The University saw a 6% increase in awards falling within the First and Upper Second classes (52% against 46% in 2009/10 and 47% in 2008/09) and a slight increase in lower-second class awards (37% against 36% in 2009/10 and 37% in 2008/09). The percentage of Third class degrees awarded has remained unchanged over the three year period at 7%. The percentage of unclassified degrees dropped to 4% from the 11% seen in 2009/10 and 10% in 2008/09. The vast majority of students therefore continue to achieve a First or Second class degree (89%, against 84% in 2009/10 and 2008/09) which is largely in line with the experience of the sector.

Student Satisfaction and Support

Overall participation in the National Student Survey increased significantly in 2010 to a little over 60% (in comparison to 54% in 2009). Whilst many measures are put into place, each year, to further increase participation, these efforts must be sustained and increased. In 2012, whilst making further improvements (to 64%) the University has failed to reach its 'stretch target' of 70% (which continues to be our goal). It is hoped that further improvement to student data collection will assist this endeavour further for the 2013 NSS.

Our overall NSS rating dropped this year, to 77% (from our highest-ever result of 80% in 2010) which is disappointing, and measures have been put into place across the University, and within faculties, to improve this situation for 2012. These include:

- A 'you said, we did' campaign, across the University, advertising enhancements brought into place as a result of the NSS (and other student feedback measures).
- A further-increased concentration on student engagement – through course boards and module evaluation, with increased focus on coherence between internal and external questionnaire frameworks and better ability to fee-back to students.
- Implementation of the Coursework Assessment Tracking process which concentrates on a key area of the NSS (promptness and quality of feedback) and will enhance both these areas (as well as providing greater opportunity to measure and evaluate return of work). This will, in 2012/13 include the submission of coursework electronically.
- A review of the information supplied to students, both physically (course and module guides) and electronically (via the Virtual Learning Environment). This will be enhanced by the movement of the Virtual Learning Environment onto a new 'hosted' platform – which will be completed by the end of 2013.

Levels of appeals continue to be a problem for the University (simply in terms of managing the process) but new tracking software, and developments to the regulations, will enable us to deal with this area of activity more successfully in 2012.

Conclusion

Overall, the University continues to be active in focusing upon our key performance indicators and engaging in activities, presented in this report, targeted on reaching those indicators in all areas. We are an organization beginning to address the weaknesses in our systems and to continuously improve upon them. In general, our processes, which secure the standards of our awards and the quality of student learning opportunities, are sound, but that they would benefit from greater consistency of application across all faculties and from wider engagement from students. We continue to focus our activity in these areas and to engage in a context of continuous improvement.

Introduction

This annual report from the Academic Board of London South Bank University to its Board of Governors reflects on the Academic Year beginning in September 2010 and ending in September 2011 and represents the culmination of the monitoring and reporting processes required by Academic Board and managed, on its behalf, by the Quality and Standards Committee (QSC) of the University.

This annual cycle, begins with the preparation of reports at course and departmental level and their approval within faculties (subject to a Random Audit process by QSC). These reports reflect on the operation of our courses, on their evaluation by external examiners (to each of whom a response is made), by students (through Course Boards and through evaluation questionnaires completed at the end of each unit/module), and on the statistical data relating to student progression (from one level of a course to another) and achievement (whether by completing the terminal award level within a course or by achieving a lower-level qualification). Reports contain action plans, signalling issues which require addressing both within the course team, but also more widely within the University (at faculty and University levels). This activity takes place during July-November each year, culminating in scrutiny within Faculty Academic Standards Committees (FASCs).

Faculties then compile from these more widely-ranging reports, which feed debate and reflection within QSC (and which are summarised later in this report). These reflect that all due process has been completed at a faculty level, and that QSC may be assured that quality systems have operated effectively. These reports are compiled in January and, together with the Random Audit information, discussed and approved by QSC in late February.

Alongside this activity, the University receives additional information through the National Student Survey, the survey on the Destinations of Leavers in Higher Education (DLHE), performance indicators produced by returns made to the Higher Education Statistics Agency (HESA) and the Higher Education Funding Council for England (HEFCE) (which are not available until April in the year following the returns). These are reported to Academic Board, and to relevant sub-committees, and form another part of the overall data by which we measure ourselves (impacting, for example, upon the Key Performance Indicators reported to the Board at each of its meetings) and are measured externally, not least through the various league tables published each year.

At the same time, support departments are engaging in a process of reflection upon their operation during the year, gauging progress against action plans and evaluating data received through internal customer surveys and the National Student Survey. This results in business plans which reflect on performance, set mid-term (as well as shorter-term) goals and inform the planning and budgeting process for the coming academic year.

This report, then, seeks to reflect on these sources of information and to give the Board of Governors a flavour of the academic work of the University. It is contributed to by a number of key individuals across the University, and compiled by the Academic Quality Project Manager on behalf of the Pro Vice Chancellor (Academic).

Quality Guarantee

The Academic Board of the University hereby confirms that it has properly exercised the powers conferred upon it in safeguarding the standards of academic awards and the quality of student learning opportunities within London South Bank University. In particular, the Board affirms that in 2010/11 all validation and review procedures were properly carried out, and that all External Examiners' reports were received and properly acted upon.

Quality Assurance and Enhancement within Faculties

All faculty academic standards committees (FASCS) fulfilled their obligations to Academic Board (through Quality and Standards Committee) by ensuring that all programmes delivered monitoring reports to a pre-determined schedule and responded adequately to points made by external examiners. These reports informed a faculty-level report to QSC in February, which summarised key areas of interest arising from the monitoring process. In general, reports confirmed that where issues arose within programme delivery (raised through external examiners' reports, student feedback or review processes – either internal or external) these were responded to appropriately and within a prescribed timescale. Reports also identified many areas of good practice within the University and it will continue to remain a significant challenge to learn from this good practice and disseminate it in a useful and meaningful manner.

Faculty of Arts and Human Sciences

Quality and Standards at Faculty Level

Last year (2010 / 11) was dominated by the re-validation of courses under the Curriculum Modernisation Programme (CMP). There were 9 faculty and 3 University CMP translation events. 5 new courses were introduced to the AHS portfolio and FASC approved 66 changes to modules / new modules in 2010/11.

Faculty training of student representatives was rolled out in November. The sessions were well attended and feedback was very positive. This in turn has enabled population of the relevant Faculty Committees and Student Union Committee with student representatives.

The Faculty has sought to ensure consistency, both in terms of paperwork and agreed procedures in relation to course boards to enable easy tracking of the items noted and any actions for all boards across the Faculty.

Improvement in the quality of teaching space and learning resources has been made in terms of securing agreement for the new rehearsal space for students of Culture, Writing and Performance, securing funding for the Sarah Rose Gallery, and the inauguration of the Legal Advice Centre.

Student Progression

In 2010/11, AHS enrolled more Year 1 undergraduate full-time students but fewer Year 1 undergraduate part-time students than in 2009/10. This pattern was repeated at postgraduate level.

In terms of undergraduate progression, there is an overall improvement in the attainment of AHS full- and part-time students against University benchmarks.

At undergraduate level, gender does not appear to be a significant determinant for progression. Age is significant, and students aged 21 and under are far more likely to progress. Ethnicity patterns are differentiated across faculties, with less obvious progression correlations. Disability indicates that classifications DSA N/K and No DSA are typically less likely to progress. Entry qualifications are very significant, and students with A Level in AHS progress best.

There are few differences between the full- and part-time postgraduate student profiles. Gender may have some influence on postgraduate full-time award/progression but is subject linked. In AHS female students are more successful than male students. PG FT and PT students aged 21 and under and students aged 40 or over are generally less successful in AHS. Ethnicity may be significant to PG FT progression/award. In general, Asian and white students in AHS are more likely to succeed than students from other ethnic groups. In AHS, Chinese students are less likely to succeed. Disability data indicate that PG FT students with DSA N/K and no DSA are less likely to succeed. Entry qualifications are less significant as most PG FT students enter with HE qualifications. Students with no formal qualifications are less likely to succeed.

Quality and Standards at Programme Level

Eighteen undergraduate programmes have been scrutinised in the Faculty, signed off with broad confidence. There is clear recognition in the Programme Monitoring Reports (PMRs) of the links from progression rates, the quality of academic support and staff-student relationships to NSS scores.

The National Student Survey results (undergraduate programmes) reveal that AHS retains a strong profile in teaching, academic support and overall satisfaction. Action plans are in place to assist with clear and timely feedback and to assist with effective engagement with the student voice.

Seventeen postgraduate programmes have been scrutinised or are undergoing scrutiny in the Faculty. Where conditions are attached to overall findings of broad confidence in the programme, this will be monitored at FASC.

Data analysis and year-on-year comparability is improved overall, assisted by Faculty initiatives on developing the presentation and accessibility of the PAT data and PMR author training sessions.

External examiners' reports confirmed satisfaction with standards set overall and that those standards were in line with other similar institutions. A number of reports identified areas of good practice and acknowledged improvements and innovations in terms of unit delivery, assessment and administration.

Faculty of Business

The Faculty was engaged, during 2010/11, with the review of major undergraduate programs in the Departments of Business Studies and Accounting and Finance as part of the Curriculum Modernisation Project (CMP). The Faculty also took the decision that all curriculum changes resulting from the CMP would be phased in with the new level 4 curricula being delivered as of September 2011. The only undergraduate programmes scheduled for curriculum modernization in 2011-12 is the HE provision in the Bakery School. The FASC will monitor the operation of the new undergraduate curricula.

Quality Assurance at Programme and Faculty Levels

External examiners confirmed that appropriate standards were established for courses and modules at all levels in the Faculty, and that the appropriate external benchmark standards were in evidence. Furthermore, it was clear from the external examiner reports and also the departmental module reports submitted through FASC that Faculty Assessment Protocols were being implemented by Heads of Department and assessment processes were, generally, running well.

No major issues were identified by external examiners although for some programmes greater consistency in the provision of evidence of moderation was suggested. A further area that was mentioned in more than one report was the volume of summative assessment and the provision of assessment feedback to students. Both of these were addressed through the CMP.

Recruitment, Retention and Progression

Student recruitment for 2010/11 was relatively strong for courses in full-time mode, although recruitment to part-time courses remained difficult. Certain programmes have experienced growth in numbers (for example the BA Business suite of courses) and it was pleasing to note that the recruitment to Informatics courses remained steady. It was noted that the profile of students on the full-time degree programmes has changed over the last three years with nearly half (48%) of such students aged 21 or under in 2010/11. Three years ago this figure was just 26%. The ethnic profile of students had not, however, changed significantly and neither had the gender balance.

Analysis of undergraduate progression data gives the cross-Faculty progression statistics shown below in Table 1. These figures are abstracted directly from the University system and so should be regarded as indicative only since no account has been taken of the subtleties of student progression between and within courses. Programmes generally reported improved progression in 2010/11 particularly at level 4. This is encouraging since improving progression from level 4 generally and on HND courses specifically were action points from the previous year's report and the Faculty worked to improve the student learning experience and also tightened admissions processes. Nevertheless, further improvements are required and improving progression remains a priority for the Faculty.

Progression/ Award Rates: Undergraduate Full-time Students

Course and Level	08-09 (%)	09-10 (%)	10-11 (%)	Average (%)
All F/T Hons Degree – Level 4 (Year 1)	55	54	57	56
All F/T Hons Degree – Level 5 (Year 2)	66	73	72	70
All F/T Hons Degree – Level 6 (award) (Years 3 and 4)	78	81	81	80
Foundation Degrees- Level 4 (Year 1)	46	49	56	51
Foundation Degree-Level 5 (Award)	81	74	60	71
HND – Level 4	36	44	52	46
HND – Level 5 (award)	78	67	76	76

The data in Table 1 confirm that improvements are being made to progression rates at level 4 and the improvements in progression and award rates made in 2009/10 have been maintained in 2010/11. Clearly there is still more work to be done to improve these figures at all levels.

The International Foundation Course and the University Foundation Course both reported improved progression of students to articulated courses although at 62% and 42% respectively these figures seem low. This is however reflective of the nature of these courses in that these students often face greater challenges both personally and academically in comparison to HND and degree students.

No significant issues were reported from Course/Programme Board meetings although there was some comment from students regarding the volume of summative assessment they experience and the feedback provided on assessment.

NSS scores indicated that students in three of the four departments with undergraduate student cohorts (Business Studies, Informatics and Accounting and Finance) were very satisfied with Business Studies scoring well across all areas of the NSS. In fact Marketing was ranked 13th across the country and highest in London with an overall satisfaction of 89%. Accounting and Finance had high satisfaction rates for "Course Content and Structure" and "Workload" (which at 80% was the highest in the University) and an overall satisfaction level of 90%¹. On the negative side, student responses from the Bakery School were very poor and this prompted action from the Faculty Academic Standards Committee (FASC).

Data on employability gave a mixed picture as in most previous years. Business courses reported improved rates of employability (although still low) whereas Accounting and Finance report that the majority of their students were either working or in education (mainly taking professional qualifications). For many programmes response rates were too low to make meaningful judgments.

Turning to collaborations, an area of concern was raised by external examiners in relation to the marking of some Department of Management modules taken by students at Westminster Kingsway. This was resolved to the satisfaction of the external examiners and processes set in place to strengthen the collaboration between the teaching teams at each institution. Progression rates for students studying at all partner institutions were comparable with their counterparts studying at LSBU.

Actions for 2011-12

The Faculty will be directing much of its attention to completing the CMP process and to monitoring the implementation of the new 20 credit modules. In conjunction with this the Faculty will be reviewing all its programme level protocols and regulations. There are inevitably issues relating to programmes (frequently as a consequence of professional body requirements) that result in programme regulations being validated that vary from general university regulations and the Faculty is reviewing these so that exam board chairs and members, and external examiners have a clear description of such amendments.

The Faculty will also be reviewing FASC operations in relation to its Special Interest Groups. These have been operating successfully as sub-groups of FASC for a number of years and oversee changes

¹ All data taken from the Report on Student Surveys 2011, LSBU.

to modules, programmes etc. on behalf of FASC. Given the extent to which both full-time and part-time provision will be changing over the next four years (due to CMP and the University's desire to move towards greater flexibility of study) FASC needs to ensure that all Faculty approval and documentation of changes to modules and programmes is undertaken effectively and efficiently.

Faculty of Engineering, Science and the Built Environment

Five new programmes were validated in 2010/11. This was alongside the review of all the current programmes in the Faculty as part of the Curriculum Modernisation Project (CMP). The successfully validated programmes were as follows:

- MSc Civil/Structural Engineering
- MSc Transport Engineering & Planning
- BSc Human Nutrition
- BSc Integrated Sciences for Sustainability
- FdSc Clinical Technology

Quality Assurance at Programme and Faculty Levels

As agreed by QSC and Academic Board the content and scrutiny of the Programme Monitoring Reports has been streamlined to include the following:

1. An overview of the programme(s) including Collaborative Partners and Programme approval/professional body accreditation;
2. A review of the progress against the previous year's action plan;
3. An action plan for the coming year;
4. A response on the External Examiners' report(s);
5. A brief analysis and reflection on External Examiner Reports, Progression and Achievement, Course Board Minutes, National Student Survey and Destination of Leavers from Higher Education (DLHE) Survey;

For the academic year 2010/11 the Faculty had 12 UG Programme Monitoring Reports. 10 have been scrutinised and 2 are in process. The scrutiny process was simplified in line with the streamlining of the PMR documentation requirements. Each report was sent to an independent Faculty scrutiniser who is an existing member of FASC. An updated pro-forma was used to ensure that as far as possible there was a consistent scrutiny of the reports and feedback was given in a structured way to FASC. Following scrutiny, reports were updated and feedback given at a FASC meeting that finally approved the reports.

A sub-group of FASC reviews all nominations for new External Examiner appointments and proposals to extend the contracts of existing External Examiners. If there are any concerns raised by the sub-group with reference to a particular nomination then it is considered by the full committee at the next scheduled meeting.

A University Induction day for all newly appointed and existing External Examiners was held on the 18th May 2011. Six External Examiners for ESBE attended the event and attended the faculty briefing as part of this event.

The faculty has discharged its responsibilities in respect of quality and standards.

National Student Survey

	Sector	LSBU	ESBE 2011			
	All	All	EAS	EBE	EED	EUE
Response Rate	65	60	61	54	68	64
Overall Satisfaction	85	77	82	73	68	72
Teaching	67	79	76	72	74	73
Assessment and Feedback	77	62	59	51	65	58
Academic Support	75	68	64	61	69	68
Organisation and Management	81	68	69	59	70	60
Learning Resources	80	77	78	71	81	75
Personal Development	83	79	76	75	70	69

A summary of the NSS for ESBE is given above. These figures show a substantial worsening compared with the 2010 figures. However, these figures are similar to the 2009 figures. Individual departments were asked to produce action plans where the response falls below the national/university average and to ensure that this trend is reversed.

Recruitment

	Home & EU										
	FT					PT					Total
	Oth	PGR	PGT	UG	Total	Oth	PGR	PGT	UG	Total	
EAS			36	326	362			10	18	28	390
EBE			144	222	366			116	129	245	611
EED		1	16	245	262		1	11	91	103	365
ESBE	68			2	70						70
EUE		1	25	77	103		2	45	159	206	309
TOTAL ESBE	68	2	221	872	1163		3	182	397	582	1745
	Overseas										
	FT					PT					Total
	Oth	PGR	PGT	UG	Total	Oth	PGR	PGT	UG	Total	
EAS		1	19	43	63				1	1	64
EBE			6	20	26			6		6	32
EED		3	28	23	54			1		1	55
ESBE	1				1						1
EUE		1	8	10	19			4	2	6	25
TOTAL ESBE	1	5	61	96	163	0	0	11	3	14	177

The significant trends in recruitment seen are as follows:

1. 23% decrease in FT Home Undergraduate recruitment – this was a required reduction as the ASN numbers awarded in 2010 were only for that intake;
2. 11% decrease in PT Home Undergraduate recruitment;
3. 16% increase in FT Home Postgraduate recruitment
4. 13% decrease in PT Home Postgraduate recruitment
5. 20% decrease in Overseas FT recruitment

Overall, the Faculty total student headcount has decrease by 1% in terms of all year numbers; this is entirely due to the reduction in overseas numbers. The large intake in 2010 meant that growth would have occurred but HEFCE reduced the first year full time intakes to ensure this did not occur. We will continue to monitor this situation and analyse these trends when reviewing our course portfolio.

Undergraduate FT Progression

	08/09	09/10	10/11
Level 4	53%	58%	61%
Level 5	71%	75%	76%
Level 6	81%	82%	86%

Undergraduate Full Time progression has been rising at the Faculty level for the last three years. We achieve the University benchmark at level 5, but there is still a significant gap at level 4. We are developing processes and action plans to improve on our current figures for progression.

Awards

Degree level awards FT and PT

	08/09		09/10		10/11		Students	Percent
	Students	Percent	Students	Percent	Students	Percent		
First	122	18%	78	13%	157	21%	357	18%
Upper Second	215	32%	196	32%	279	37%	690	34%
Lower Second	183	28%	197	32%	204	27%	584	29%
Third	44	7%	31	5%	47	6%	122	6%
Unclassified	50	8%	71	12%	30	4%	151	7%

Not known/Other Award	49	7%	35	6%	42	6%	126	6%
Total	663		608		759		2,030	

The proportion of First class degrees has increased according to PAT data figures; this returns us to our more typical figures. This would appear to be mainly driven by PT students getting more Firsts.

Faculty of Health and Social Care

The Faculty of Health and Social Care assures the Quality and Standards Committee that it has fulfilled all functions required of it with respect to the annual monitoring of academic standards and quality at course level during the academic year 2010/11.

Quality Assurance at Programme and Faculty Levels

The Faculty of Health and Social Care continues to be subject to a high level of monitoring and quality surveillance by Professional Bodies and NHS London (Strategic Health Authority)/NHS Trust contract reviews. The Faculty had an exceptionally busy year with a greater number of validations than usual. This was partly due to the Curriculum Modernisation Project but also due to Professional Regulatory and Statutory bodies changing requirements. Successful validations were held for the following programmes:

- Post Qualifying Allied Health Programmes
- Adult Advanced Nurse Practitioner Programmes
- Non Medical Prescribing
- Pre Registration Nursing
- MA Practice Education
- Foundation Degree Scheme
- Pre Registration Allied Health
- Pre Registration Midwifery

The Curriculum Modernisation Project was co-ordinated by the Pro Dean (Quality) and the Chair of FASC. At the end of 2010/11 all modules had been translated to 20 credits except for Social Work which was awaiting regulatory body guidance. In modernising our curriculum the Faculty has taken the opportunity to integrate a more structured blended learning approach in all modules and this is currently being implemented and will be reviewed as a part of the action plan for 2011-12.

The Nursing and Midwifery Council Programme Review held in January 2011 confirmed that programmes of Nursing and Midwifery continue to be delivered in accordance with NMC standards. It examined the systems in place to ensure that NMC Key Risks are controlled and that quality assurance processes are effective in maintaining and enhancing programme delivery in both theory and practice. A judgement of good was received for all areas.

Key Actions for 2011-12:

- Encourage greater take up of the DLHE survey and identify if first destination data routinely collected for all pre-qualifying courses can be utilised more effectively

- Review student satisfaction and uptake of new blended learning activities present in all translated modules
- Greater consistency in the application of assessment processes.

Learning and Teaching

During the course of 2010/11 the Learning and Teaching Enhancement Unit was subsumed into the newly formed Academic Quality Development Office. The AQDO continues to provide events and support for faculties in the area of academic development to enhance learning and teaching. Of note in 2010/11 were the following sessions:

What can you learn about curriculum design in 15 minutes?

On 20 October 2010 the Academic Developers from the AQDO ran a third “snippets” event based on the very successful earlier events that explored eLearning and Assessment, respectively. Speakers were drawn from LSBU academics known to be doing interesting things around curriculum design and delivery; three people spoke for fifteen minutes during each of the strands: “Curriculum Design”, “Curriculum delivery” and “Curriculum for success”. The fourth time slot in each hour was a question-and-answer session summing up the theme with the three speakers forming a panel.

“How to” workshops

Four workshops were arranged with a view to supporting academics in the process of the Curriculum Modernisation Project. Dr David Baume ran a morning workshop, *Constructive alignment to improve the curriculum*, and an afternoon workshop, *Engaging learners beyond the classroom*, on 10 November 2010. On 23 November, Dr Karen Handley ran a half-day workshop entitled *Making the most of feedback* and Dr Gurnam Singh wound up the series with a morning workshop on 18 January 2011, *A positive overall experience for BME students*.

These were funded by the collaboration with the Open University on Curriculum Design.

Learning and Teaching in the Faculty of Arts and Human Sciences

Teaching and learning activities in AHS in 2010/11 have focused around the Faculty’s strategic objective 3 to “develop a culture of all staff taking personal responsibility for student success and student satisfaction”.

In order to ensure that the Faculty is pro-active in its support of departmental teaching and learning activities, members of the Teaching and Learning Committee (TLC) had one meeting per semester with departmental teams. The main purpose was a) to review retention and progression against KPIs, b) to discuss actions to enhance these and the student experience generally, and c) to share good practice from other departments in the faculty and elsewhere.

In addition, the TLC organised an online conference at which Elluminate (video conferencing/teaching software) was demonstrated by ‘distance learning’ (all delegates took part from their own offices). This was followed by a discussion of good practice for both work placement units and voluntary work placements. A further TL conference was planned for 6 July to explore ways to support students in enhancing their academic writing. This had to be postponed to the next academic year due to industrial action by UCU.

A number of major teaching and learning projects were conducted in 2010/11. These included the development of a complete suite of blended learning objects for all modules on Blackboard by the Department of Law; development of online delivery in Education for Sustainability; a study into the feasibility of using iPads or Kindles in the Department of Social Sciences; the use of online multiple choice questionnaires for formative assessment in Psychology; the development of a game prototype by Arts and Media in collaboration with the Faculty of Health, to teach paediatric nursing and, also in Arts and Media, the development of an online digital studio.

Learning and Teaching in the Faculty of Business

During the academic year 2010/11 there was a significant investment of time in the Curriculum Modernisation Project (CMP). This was an opportunity for staff to review aspects of learning and teaching across curricula at all levels and the faculty has been encouraging staff to focus on assessment. In particular staff have been exploring innovative assessment regimes so as to ensure that students are not exposed to excessive summative assessment, and to encourage the use of formative assessment.

With this emphasis on the CMP other activities were given less prominence although there was still significant work undertaken in relation to teaching innovation and pedagogic research, specific projects identified by the Learning and Teaching Committee, and implementation of the University's Academic Strategy.

The faculty's seminar series during the year was designed in part with a range of activities to support the CMP and in part to showcase the work of staff in the learning and teaching area. In the former category sessions were run by Academic Developers from AQDO and engaged staff in discussion relating to the development of learning outcomes, assessment practice, and alternative models for the 20 credit module. In the latter category there were presentations relating to multiple choice assessment, the use of formative assessment, academic writing, and engaging students with distance learning.

Faculty discussions identified a number of areas that would form a focus of learning and teaching activities in the form of specific projects and these include:

- a) Exploring how can we best use the lecture/seminar/workshop contact time and draw together what is best practice in making learning interactive.
- b) Reviewing the advantages and opportunities of blended learning and capture what is known about faculty/university strengths. Give consideration to using and developing mobile and social technology as part of a learning environment.
- c) Further development of the use of formative assessment and embed this within modules. Find ways to get feedback to students quickly and efficiently using formative and summative assessment and using appropriate technology.

Of these, b) has now become the focus of a university wide project which will draw in the experience of all faculties (STEP – Supporting Teaching Enhancement Projects). Furthermore, c) has since become the focus of a cross-faculty project supported by the Higher Education Academy Change Programme.

The faculty has actively engaged with STEP and also the work of the Academic Writing Group which has been working to address the issue of academic writing skills across the university.

Learning and Teaching in the Faculty of Engineering, Science and the Built Environment

The following topics represent a précis report of committee activity over the academic year 2010/2011:

Curriculum Development

For much of the period under discussion the curriculum development project and its learning and teaching implications formed a major focus of efforts within the Learning and Teaching Committee at this time, with all course modules being rewritten for the start of Academic Year 2011/12. The Faculty had been taking a slightly different line with this from the other three Faculties, in that whilst the Faculty went to a 20-CATS point standard for all postgraduate courses, the undergraduate courses in the Faculty have slightly different arrangements: the Built Environment department moved to a 20-point standard for its undergraduate modules, whilst the other three departments have moved to a predominantly 30-point standard with a significant number of 15-point modules remaining.

A number of curriculum development training days were arranged: one on large group lecturing, one on feedback systems and one on assessment methods.

STAR Board

The use of attendance monitoring and assignment submission tracking aspects of the STAR board's activities were discussed in some detail and information was fed back to the board on these and their implications for learning and teaching: in particular as means for identifying students who were at risk of failing their studies at an early stage and to put diagnostic processes in place.

It was noted that Faculty staff also use text messaging on occasions to contact students in emergency situations.

There were significant discussions on the assignment submission process, and the use of different on-line processes.

Writing Initiative

The Faculty has been significantly involved with this University-wide project, with three members of staff being part of the University Committee. A number of pilot projects were considered in the Faculty.

At final year level, staff were concerned with ways to reduce the large amount of assessment of reports and a number of approaches are being considered in different departments and disciplines whereby students submit reports in sections or carry out summary reports, together with the use of presentation assessments to make maximum effective use of staff assessment time.

Personal Tutoring

This has been a significant discussion for the committee, with an early agreement that the practice varies and that there is some considerable difficulty in capturing the processes that currently take place. The Faculty felt that the document produced by Geoff Elliott did not adequately reflect these

varied practices and therefore have contributed to a more realistic document that is now being considered (2012).

Sustainability in the Curriculum

The committee discussed this and determined that it is one of a number of important themes that should become embedded within all curricula. It was felt that it might be difficult in some areas such as Sport and Exercise Science and some guidance would be appreciated.

Staff Development Workshops

A number of these took place in connection with the curriculum development programme.

Committee Remit and Structure

This has been discussed and a number of different possible arrangements have been mooted, from a selection of smaller groups to the current group representing a cross-section of the faculty staff and a number of interested outside members.

Active Learning

This topic was felt to be important for many of the disciplines within the Faculty and a significant introduction of modules in the revised curriculum for Engineering will be covered in this manner.

The degree of constraint imposed by accrediting bodies on the curriculum structure, and particularly the assessment methods, was discussed.

Feedback Systems

There was some discussion of these with respect to Phil Race's suggestion that feedback processes need to be separated from the return of marks to students as the two have different purposes. It was debated whether a standard approach to feedback could ever be satisfactory.

Viva Assessment

The topic of assessment of students using viva voce examination was discussed, particularly in the context of the effective use of staff resources to carry out this task.

Learning and Teaching in the Faculty of Health and Social Care

This academic year has been primarily a consolidation period after the curriculum modernisation translation exercises that took place last year. The remaining courses have been transferred over to the 20 credit model.

As part of the translation to 20 credits, blended learning was built into the modules and there has been a lot of activity in this area. Staff have gained new skills and have been given access to technology to allow them to be innovative with the blended learning components. This will be evaluated later in the summer to see where more gains for learning and teaching can be made.

A number of significant partnerships with content providers have been developed to help with blended learning delivery. These include Elsevier for Learning Objects on Anatomy and Physiology; Alexander Street for streaming video for nursing; and Pearson looking at ways of delivering text from their collections in ways that fit HSC courses. A virtual community nursing product called Stillwell was installed this year. This contains video, podcasts and textual material based around the families in a fictional community who require health or social care input. In order to support this, a video-streaming host outside of LSBU was purchased, and this will be evaluated over the coming months to see if it would be useful for LSBU as a whole.

There has also been an increase in the use of simulation on HSC courses and an increase in the holding of high fidelity simulators (Adult, Child and Baby and soon a simulator for pregnancy). HSC has hosted the Simulation Users Network (SUN) on behalf of Laerdal, who are seeking a stronger partnership to make HSC the simulation centre in London.

There has also been an increase in our International work. There have been scholars here from Hong Kong and Singapore, as well as students from China studying Chinese Medicine (Acupuncture). Students on the acupuncture course spend the 3rd year (of 4) in China. The eLearning "Top-up" degree course run for students based in Singapore remains very strong.

External Examiner Reports

The full External Examiner summary report was considered by the February 2012 Quality and Standards Committee and Academic Board meetings. As for the previous year, in 2010/11, 99% of external examiners believed that standards set by LSBU were comparable to those of other UK institutions with only two external examiners (1%) reporting that standards set to pass units were lower than elsewhere. In each of these cases the PVC (Academic) requested a direct response from the Faculty as is standard practice. 98% of examiners believed that the overall performance of LSBU students was broadly comparable with that of their peers on similar courses elsewhere in UK. This is an improvement of 1% on 09/10. Of 193 respondents, 4 external examiners (2%) believed that the overall performance of LSBU students was lower than that elsewhere.

As with last year, 100% of external examiners who attended Award and Progression Boards were satisfied that decisions made were in accordance with the University's regulations. The majority of external examiners thought that decisions were fair to individual students (99%) and that the Examination Board was efficiently conducted (99%).

The report included the more commonly raised issues from the written section of the external examiners' reports. These included:

- the standard of written English and completeness of referencing
- the clarity and sufficiency of feedback on assessment
- the marking of group work
- the accuracy of information in module guides

Comments on the induction arrangements for new external examiners were mainly positive with almost all stating that they had been adequately briefed for the role. However, two new examiners stated that they would have liked to have been assigned a mentor for their first year. The induction process was supported by the LSBU External Examiner Conference held in May 2011, which included a guest speaker from the QAA. The conference was successful with a good attendance and positive feedback from the participants and a second conference was consequently held at the end of March 2012.

Issues Arising from Programme Review and Validation

The full annual report on programme validations and reviews was considered by the Quality and Standards Committee in October 2011 and by Academic Board at its November 2011 meeting. The

report included details of the programmes validated or reviewed during 2010/11 and the outcome for each of these.

In 2010/11, the University embarked on the Curriculum Modernisation Project, whereby each Faculty undertook to review the structure of its programmes, and with most moving the programmes from 15 credit units to 20 credit modules. The completion date for the Project is September 2015, by which date all students must be studying on the new curriculum. The standard University validation and review processes were varied in order to expedite the large volume of revalidation activity and to ensure that Faculties had ownership of the CMP. However, a standard University revalidation event was required if:

- revisions to the programme structure also included changes to award titles;
- formal revalidation was a requirement of an accrediting professional body.

The periodic subject review process was suspended for 2010/11 and will resume in the coming year with a focus on assessing the outcome and impact of the CMP.

Volume and Balance of Activity

The table below sets out the number of University (as opposed to Faculty) validation and review events, which took place in 2010/11. These are classified by the type of event.

Validation of new programmes	7
Validation of new programme – involving collaborative link	1
Review/revalidation of existing programmes/collaborative link	11
Review/revalidation of existing programmes – requested by/involving P&SB	8
Development of new collaborative link for existing programmes	2
Total	29

The key features of the pattern of events for 2010/11 are:

- Faculties were encouraged to focus on the Curriculum Modernisation Project rather than on developing new awards, which is why there were only 7 proposed new programmes submitted for validation in 2010/11.
- However, about half of the University-level review events included approval of new and revised award titles. The need to revise award titles came either as a consequence of the updating of programmes or from changes in the demand for or the professional requirements for an individual programme.

Volume of Activity by Faculty

Faculty	New Programmes (Possibly as Part	New Prog. with Collaborative	Review Only	Review Involving P&SB	New Collab. Link for Existing	Total
---------	----------------------------------	------------------------------	-------------	-----------------------	-------------------------------	-------

	of Review)	Link			Programme	
AHS	3	1	3	1	0	8
BUS	0	0	6	0	2	8
ESBE	4	0	1	0	0	5
HSC	0	0	1	7	0	8
Total	7	1	10	8	2	29

Distribution of Validation and Review Events across 2010/11

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1	1	1	0	1	5	1	2	14	3	0	-

Key issues relating to the pattern of events across the year are:

- The bunching of events so late in the academic year was in part a consequence of the amount of work involved in redesigning all of the curriculum in each Faculty.
- In order to manage the professional body approval requirements, HSC spread their University level events across the year. The bulk of the Faculty CMP events took place in semester 1.
- Three events were held after the normal end of May deadline comprising: a new programme which was submitted late; an overseas collaborative approval event and a three day professional body review of health programmes, which could not be scheduled earlier in the year.

Validation Outcomes

All but one of the programmes submitted for validation or revalidation were approved, although in all cases there were conditions attached to the approval. In all cases the validation conditions have been met. In the case of the programme which was not approved, the programme team was given feedback on the reasons for the panel's decision and given the opportunity to resubmit the programme for validation at a later date.

Approval Conditions and Commendations

The most common types of conditions set by panels are listed below:

Type of Condition	Number of Reports
Clearer articulation of unit learning outcomes with regard to such things as: level descriptors; relationship to programme outcomes; assessment of outcomes.	3
More information about entry requirements, particularly AP(E)L procedures and English language standards	8
Assessment issues	8
Greater parity in the way that full- and part-time students' concerns are responded to	2
More information about the operation and monitoring of	2

placements	
------------	--

The most frequently identified commendable features were:

Commendations	Number of Reports
Clarity of the documents presented	7
Quality of student support	4
Engagement with industry/professional needs	9
Personal Development Planning	4
Involvement of Service Users (HSC programmes)	2

Progression and Completion Statistics

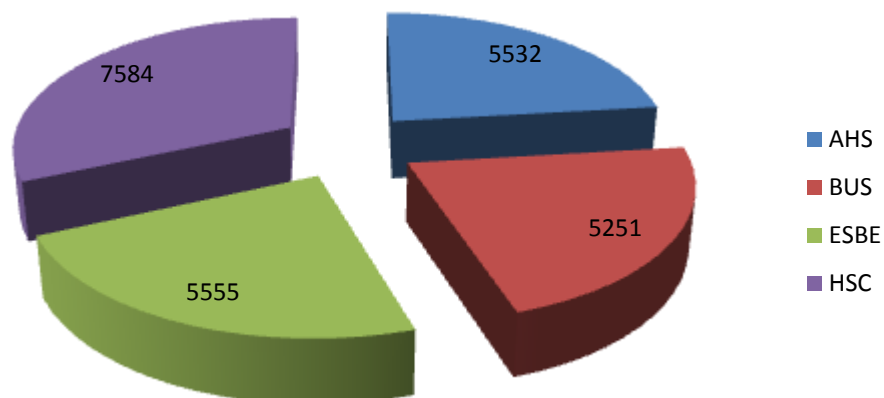
Student Profile

In 2010/11, the student profile, by mode and level of study was as follows:

Level of study	Mode of study	Headcount	%
Postgraduate Research	Full-time	85	30
	Part-time	197	70
Postgraduate Research Total		282	
Postgraduate Taught	Full-time	1820	35
	Part-time	3382	65
Postgraduate Taught Total		5202	
First Degree	Full-time	9376	84
	Sandwich	60	1
	Part-time	1748	16
First Degree Total		11184	
Foundation	Full-time	876	82
	Part-time	196	18
Foundation Total		1072	
Other Undergraduate	Full-time	2910	47
	Part-time	3302	53
Other Undergraduate Total		6212	
Total		23952	

The faculty share of student numbers by headcount was:

Headcount of Students by Faculty 2010/11



Undergraduate Student Profile

In 2010/11, AHS, BUS and ESBE enrolled more Year 1 UG FT students than in 2009/10. HSC UG FT student numbers declined. In 2010/11, Year 1 UG PT student numbers declined in AHS, BUS and ESBE (223, down from 357). HSC UG PT students grew by 5 students.

The Year 1 undergraduate student profile in each of the four faculties is significantly different, and these differences are masked when LSBU undergraduate student data are aggregated. There are also notable differences between the FT UG student profile and the PT student profile.

Age

The most significant change since 2009/10 is the growth in UG FT students age 21 and under, nearly half of all UG FT LSBU students. The increase across LSBU was 14%, and in AHS 18%, BUS 15%, ESBE 11% and HSC 7%. PT students are mostly aged 25 to 39 in all faculties.

Gender

UG FT female students are: HSC 86%, AHS 62%, BUS 40%, ESBE 25%, averaging 55% for LSBU. Gender distribution across faculties has changed little from 2009/10. Gender distribution within faculties varies greatly between departments, clearly determined by subject area. A greater proportion of PT students are female, notably in Business - HSC 86%, BUS 70%, AHS 64%, ESBE 9%.

Ethnicity

UG FT White students are the largest ethnic group in: HSC 47% (4% increase from 2009/10), AHS 39% (6% less than 2009/10) and ESBE 28%. Black African students are the largest ethnic group in BUS 27%. The ethnicity of UG FT students differs across departments, but Black African or White students are the largest group in any department. There is growth in UG FT Other ethnicity students in AHS and BUS, probably reflecting London's growing young mixed race population. A greater proportion of PT students are white, up in AHS and ESBE and down in BUS and HSC.

Fee Status

In 2010/11 Overseas students increased slightly in AHS and decreased slightly in BUS, ESBE and HSC. EU students decreased in AHS, BUS and HSC and remained steady in ESBE.

Entry Qualifications

Clearly linked to the increase in students aged 21 and under, more UG FT students in 2010/11 enrolled with A Levels, the dominant entry qualification in AHS 48% (up 4%), BUS 33% (up 4%) and ESBE 32%. The dominant entry qualification in HSC was HE Quals (31%) but students entering with A level increased to 28% (up 10%). There is also a marked increase in all four faculties in students with BTEC qualifications. PT students in all faculties are more likely to enrol with HE Quals. UG PT students in HSC are 75% Not Known Entry Quals. The decrease in Other Entry Quals could be linked to improved recording processes at enrolment or a decline in EU students, rather than a change in actual qualifications.

The 2010/11 LSBU FT UG student was younger, and mostly entered with A-Level or BTEC qualifications (AHS 69%, BUS 50%, ESBE 55%, HSC 38%). Following 2011/12 enrolment, this trend is likely to be more pronounced. Increasingly, there is no typical LSBU UG profile, but rather distinct faculty profiles.

Postgraduate Student Profile

In 2010/11, AHS (364 up from 340) enrolled more Year 1 PG FT students than in 2009/10. PG FT enrolment declined in BUS (431 down from 510), ESBE (380 down from 478) and HSC (138 down from 176). In 2010/11, Year 1 PG PT student numbers grew in ESBE (315 up from 291) but declined in AHS (457 down from 622), BUS (342 down from 422) and HSC (513 down from 640).

The Year 1 postgraduate student profile in each of the four faculties is very different, and these differences are masked when LSBU student data are aggregated. There are few differences between the FT PG student profile and the PT PG student profile.

Age

There has been little change since 2009/2010 in the age distribution of PG FT and PT students. The majority are aged 25 to 39, ESBE (71%), BUS (62%), AHS (55%) and HSC (49%). HSC has the highest proportion of PG students aged 40 or over and ESBE the lowest. Students aged 40 or over have declined by 9% in AHS.

Gender

PG FT female students are: HSC 78%, AHS 63%, BUS 44%, ESBE 20%, averaging 46% for LSBU. The gender balance in the four faculties generally mirrors the gender distribution of UG students across the four faculties. PG gender distribution across faculties has changed little from 2009/10. Gender distribution within faculties varies between departments, clearly determined by subject area. A greater proportion of PT students are female: HSC 86%, AHS 65%, BUS 59%, ESBE 22%, averaging 62% across LSBU.

Ethnicity

PG FT White students are the largest ethnic group in AHS (58%), HSC (55%), ESBE (36%) and BUS (22%) but have declined 5% across the university as a whole, but particularly in AHS and HSC. The ethnicity of PG FT students differs between departments depending on subject area, but Black African or White students are the largest group in any department with the exception of Chinese FT

PG students in Informatics in BUS. PG PT White students are also the largest ethnic group in all faculties: HSC (59%), ESBE (59%), AHS (58%) and BUS (52%), averaging 58% across LSBU.

Fee Status

In 2010/11 Overseas students increased slightly in AHS and HSC and decreased by 4% in BUS and ESBE.

Entry Qualifications

Not surprisingly, in all faculties the majority of PG students enter with HE Qualifications. The lowest proportion is in BUS, particularly in Informatics and Management.

Student Achievement

In 2010/11, the 'Progression Analysis Tool' (PAT) was available for use by all faculties to analyse progression and achievement data. PAT allows the creation of progression and achievement monitoring reports based on the data from QLS. The reports present data at course, department or faculty level and allow easy analysis against LSBU benchmarks.

Undergraduate Progression

The progression benchmarks for 2010/2011 are:

- UG Year 1 @ 70%
- UG Year 2 @ 75%
- UG Year 3 and Year 4 @ 90%
- Green highlighting indicates when benchmark met

	2010/11 Year 1 Progress	Change on 2009/10	2010/11 Year 2 Progress	Change on 2009/10	2010/11 Year 3 Award	Change on 2009/10	2010/11 Year 4 Award	Change on 2009/10
LSBU All UG	40%	-1%▼	64%	-5%▼	59%	-7%▼	67%	+4%▲
AHS All UG	61%	+5%▲	76%	+4%▲	78%	+5%▲	77%	+6%▲
BUS All UG	47%	+8%▲	72%	-1%▼	80%	-2%▼	79%	+2%▲
ESBE All UG	59%	+3%▲	71%	-5%▼	63%	0%■	66%	+2%▲
HSC All UG	26%	-6%▼	48%	-12%▼	36%	-31%▼	40%	0%■

This table presents UG FT/PT progression across LSBU and by Faculty, indicating where progression improved or declined on 2009/10, and where it meets the benchmark (green cell). Year 1 progression has improved in AHS, BUS and ESBE but remains below benchmark in all faculties. Year 2 is closer to benchmark but has declined in all faculties except AHS which is above benchmark. Year 3 and 4 are below benchmark in all faculties.

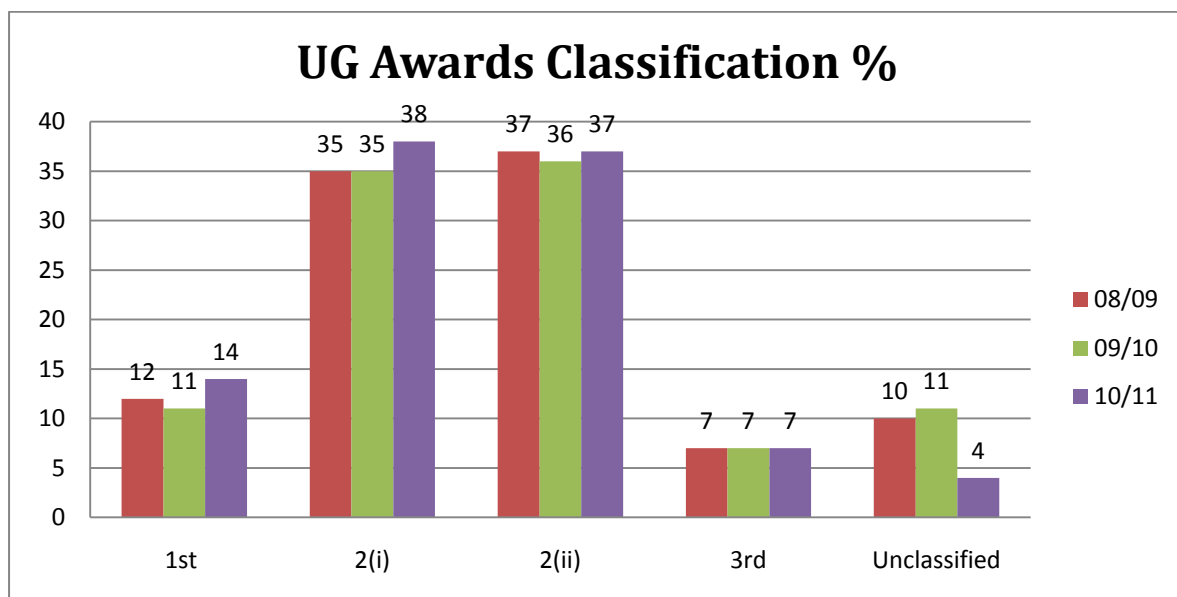
Some undergraduate student demographic groups progress better than others:

- **Age** is significant, and students age 21 and under are far more likely to progress.
- **Gender** does not appear to be a significant determinant for progression.

- **Ethnicity** patterns are differentiated across faculties, with less obvious progression correlations.
- **Disability** indicates that classifications DSA N/K and No DSA are typically less likely to progress.
- **Fee status:** Lower Overseas student progression was most marked in Year 1 AHS (4% lower) and Year 1 BUS (28% lower) and Year 3 ESBE (9% lower).
- **Entry qualifications** are very significant, and students with **A Level** in AHS/BUS or **Access** in BUS/ESBE and HSC progress best. Data analysis clearly links age on entry with entry qualifications.

Undergraduate Awards

From 2008 - 2011, undergraduate degrees awarded within the University were as follows:

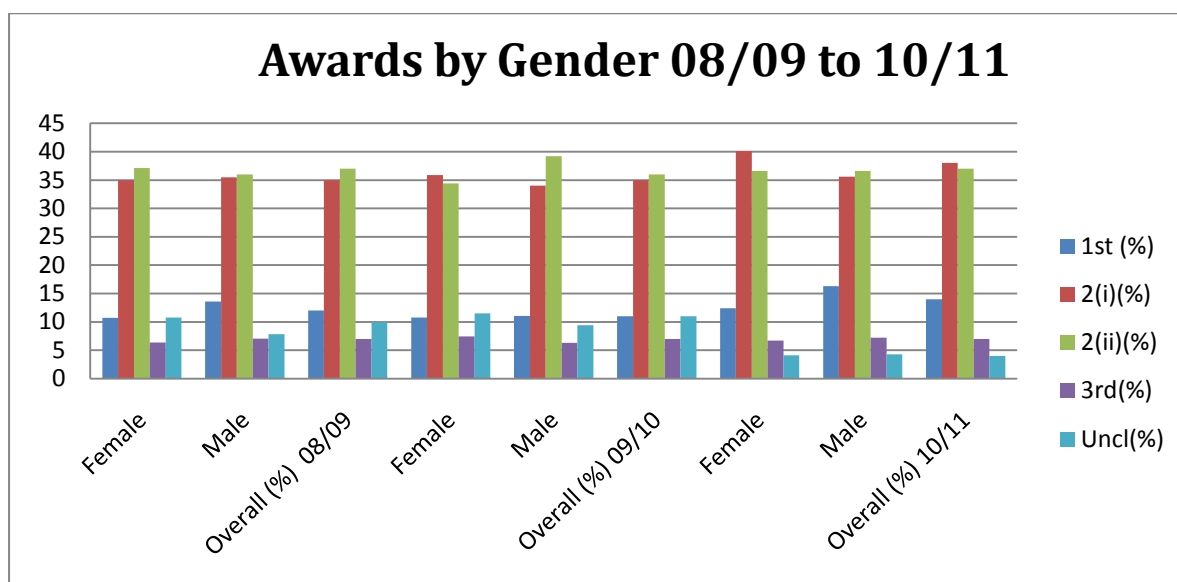


The University saw a 6% increase in awards falling within the First and Upper Second classes (52% against 46% in 2009/10 and 47% in 2008/09) and a slight increase in lower-second class awards (37% against 36% in 2009/10 and 37% in 2008/09). The percentage of Third class degrees awarded has remained unchanged over the three year period at 7%. The percentage of unclassified degrees dropped to 4% from the 11% seen in 2009/10 and 10% in 2008/09. The vast majority of students therefore continue to achieve a First or Second class degree (89%, against 84% in 2009/10 and 2008/09) which is largely in line with the experience of the sector.

Awards by Age Range					
	1st (%)	2(i)(%)	2(ii)(%)	3rd(%)	Uncl(%)
21 or under	7	46	40	4	3
22 to 24	11	34	40	7	8
25 to 39	15	34	33	6	12
40 and over	10	32	38	9	11
Overall (%) 08/09	12	35	37	7	10
21 or under	8	39	42	4	7
22 to 24	10	36	39	8	7
25 to 39	13	35	32	6	14

40 and over	10	30	37	11	11
Overall (%) 09/10	11	35	36	7	11
21 or under	11	45	37	5	1
22 to 24	11	35	40	9	5
25 to 39	18	37	34	5	5
40 and over	15	38	35	10	3
Overall (%) 10/11	14	38	37	7	4

Data on age on entry show mature students continue to perform better than younger students, with students from the 25-39 age range achieving the highest percentage of First class degrees (18% in 2010/11). We have also seen an increase in students from the 40 and over age range achieving a First or Upper Second class degree than in previous years (53% against 40% in 2009/10 and 42% in 2008/09). However 2010/11 saw an increase in students aged 21 and under achieving both First class degrees (11% against 8% in 2009/10 and 7% in 2008/09) and Upper Second class degrees (45% against 39% in 2009/10 and 46% in 2008/09). This is encouraging in light of the growth in UG FT students age 21 and under which we have witnessed in 2010/11.



Comparisons by gender across the last three years show no great differences in achievement. The percentages of females and males achieving first and upper second class awards have continued to be very similar, with only a 1-3% difference between genders in achievement. In 2010/11 the percentage of third class or unclassified degrees has evened out with both males and females now achieving the same percentage (7% third class, 4% unclassified).

Awards by Ethnicity 08/09 to 10/11					
	1st (%)	2(i)(%)	2(ii)(%)	3rd(%)	Uncl(%)
Asian	7	33	45	7	8
Black African	5	25	45	10	15
Black Caribbean	5	32	46	10	8
Chinese	10	25	43	17	5
White	17	42	29	4	9
Overall (%) 08/09	12	35	37	7	10

Asian	10	28	46	9	7
Black African	4	27	42	11	16
Black Caribbean	5	33	43	7	11
Chinese	9	34	35	16	6
White	17	41	29	3	11
Overall (%) 09/10	11	35	36	7	11
Asian	9	31	47	9	5
Black African	7	33	46	9	4
Black Caribbean	9	34	42	10	6
Chinese	12	37	38	11	3
White	22	45	27	3	3
Overall (%) 10/11	14	38	37	7	4

In this table data on 'Ethnicity Not Known', 'Other' and 'Declined' has been removed. Overall data on award by ethnicity show that White students continue to achieve the highest percentage of First and Upper Second class degrees (67% in 2010/11, 58% in 2009/10 and 59% in 2008/09). Achievement by Black Caribbean students rose again for those achieving First or Upper Second degrees (43% in 2010/11 against 38% in 2009/10 and 37% in 2008/09) as did that for Black African students (40% against 31% in 2009/10 and 30% in 2007/8). In 2010/11 Chinese students were again awarded the highest proportion of Third class degrees (11%).

Value-Added

The following chart brings together information on students with various different qualifications on entry, comparing their entry qualification with their exit qualification.

Awards by Highest Qualification on Entry 08/09 to 10/11					
	1st (%)	2(i)(%)	2(ii)(%)	3rd(%)	Uncl(%)
A Level passes	11	38	39	5	8
Access	3	21	44	11	22
BTEC/SCOTVEC	13	28	40	7	12
GCSEs & SCE O grades	10	37	35	5	14
No Formal Quals	15	34	34	7	10
Not Known	12	37	36	7	8
Other	10	37	33	8	12
Overall (%) 08/09	12	35	37	7	10
A Level passes	10	36	39	6	9
Access	5	31	34	7	24
BTEC/SCOTVEC	3	24	46	7	21
GCSEs & SCE O grades	6	40	19	3	31
No Formal Quals	14	37	33	6	10
Not Known	10	34	38	10	8
Other	15	39	35	4	6
Overall (%) 09/10	11	35	36	7	11
A Level passes	11	37	40	8	4
Access	5	38	47	6	4
BTEC/SCOTVEC	3	31	46	13	8
GCSEs & SCE O grades	12	48	23	10	8

No Formal Quals	16	37	35	7	5
Not Known	17	39	35	6	4
Other	19	38	31	8	4
Overall (%) 10/11	14	38	37	7	4

These data suggest that students with no formal qualifications on entry continue to achieve a 5% higher percentage of First and Upper Second class degrees (53% in 2010/11, with 51% in 2009/10) than those students who entered with A-Levels (48% in 2010/11, with 46% in 2009/10). In 2010/11, 12% of students entering the University with no formal qualifications achieved a Third class or unclassified degree (4% down on 2009/10). This equals the percentage of Third class or unclassified degrees obtained by students entering with A-levels (3% down on 2009/10).

The University understands the importance of improving the reliability of data capture (with fewer entries under 'not known') and continues to work towards this.

Postgraduate Progression and Awards

The progression benchmark for 2010-2011 is:

- PG all years @ 90%
- Green highlighting indicates when benchmark met
- Many PG courses have Sep and Jan enrolment, and course lengths vary for FT and PT courses.

	2010/11 Year 1	Change on 2009/10	2010/11 Year 2	Change on 2009/10	2010/11 Year 3	Change on 2009/10	2010/11 Year 4	Change on 2009/10
LSBU Award	33%	+2%▲	49%	-2%▼	60%	-2%▼	21%	+1%▲
LSBU Progress	38%	+2%▲	32%	+1%▲	8%	-3%▼	66%	-3%▼
AHS Award	47%	+14%▲	25%	-2%▼	63%	-4%▼	29%	+6%▲
AHS Progress	29%	0%■	54%	+3%▲	12%	0%■	54%	+6%▲
BUS Award	18%	-2%▼	60%	0%■	81%	+12%▲	17%	0%■
BUS Progress	51%	-1%▼	26%	-8%▼	3%	-1%▼	83%	0%■
ESBE Award	33%	-10%▼	58%	-2%▼	56%	-3%▼	12%	0%■
ESBE Progress	38%	+6%▲	20%	-3%▼	4%	-3%▼	75%	-13%▼
HSC Award	29%	-6%▼	41%	-12%▼	32%	-9%▼	9%	-8%▼
HSC	34%	-1%▼	36%	+9%▲	15%	-15%▼	82%	-1%▼

Progress								
----------	--	--	--	--	--	--	--	--

This chart presents PG FT/PT award and progression across LSBU and by Faculty, indicating where award and progression improved or declined on 2009/10. Award and progression data are included as many PG FT courses span 2 academic years.

The influence of demographic factors is less pronounced for PG students than for UG students and demographic trends appear to be more marked for PG FT students than for PG PT students:

- **Age:** PG FT and PT students age 21 and under and students age 40 or over are generally less successful in AHS, BUS, ESBE and HSC.
- **Gender** may have some influence on PG FT award/progression but is subject linked. In AHS and HSC, female students are more successful than male students but in ESBE female students are less successful. In BUS gender does not appear to be significant.
- **Ethnicity** may be significant to PG FT progression/award but trends differ in each faculty. In general, Asian and white students in AHS and BUS are more likely to succeed than students from other ethnic groups. In AHS and BUS, Chinese students are less likely to succeed. In HSC white students are more successful than other ethnic groups. In ESBE, there are no obvious links between ethnicity and success.
- **Disability** data indicate that PG FT students with DSA N/K and no DSA are less likely to succeed.
- **Fee status:** PG FT EU students are more likely to succeed than Home or Overseas students in AHS and BUS. Overseas students in ESBE are more likely to succeed than Home/EU students.
- **Entry qualifications** are less significant as most PG FT students enter with HE Quals. Students with no formal qualifications are less likely to succeed.

Student Destinations

Survey Objective

The Destinations of Leavers from Higher Education survey (DLHE) is used to provide the Higher Education Statistics Agency (HESA) with a snapshot of activities (i.e. employment or otherwise) taken up by recent graduates. This exercise is completed on an annual basis and identifies former students' first destinations as of January 2012, approximately 6 months after their graduation. The figures are used to measure the University's performance against other Higher Education Institutions (HEIs) and will impact on our league table position. This year the canvassing and data collection was outsourced to a company call centre which works on behalf of several universities.

Who is Contacted?

The total survey group (referred to as the POPTAR) consists of UK-domiciled and EU students from London South Bank University who have successfully completed full-time or part-time degrees, diploma or sandwich courses at undergraduate and postgraduate levels between September 2010 and July 2011. It also includes those graduates who studied part-time, obtained Postgraduate Diplomas/Certificates as well as Research Council funded PhD students, bringing the eligible population (POPTAR) to be canvassed to 4,205 graduates (2009/10 figure was 3,998). From the 4,205 we received responses from 2,976.

Within this group, the performance of UK Full Time First Degree graduates is generally studied most closely as a general indicator and for comparison purposes. This group numbered 2,205, and of these 1,612 responded, or 73.1% of the subset.

The results show an increase in unemployment, which was expected in the current climate. Unexpectedly, the response rate is down, and the numbers refusing to co-operate with the survey are up, which may be an effect of the canvassing being outsourced for the first time this year.

Headline Survey Results

- 10% (290) of all respondents were recorded as unemployed, compared with 9.8% (233) in 2009/10.
- The number of graduates in further study has increased slightly to 10%, from 9.6% in 2009/10.
- The proportion of UK full time first degree graduates who are employed or in further study has decreased from 82.4% in 2009/10 to 78.1% in 2010/11.
- The proportion of UK part time first degree graduates who are employed or in further study has increased from 87.1% in 2009/10 to 89.9% in 2010/11.
- 55% of employed graduates were with employers with more than 250 employees. (A further 9% did not know the size of their employer, suggesting a large employer).
- 999 graduates in full time work reported salary levels: 82.6% reported earning more than £20,000. In 2009/10, out of 962 respondents, 86.9% reported this level of earnings.
- 24% of all employed were working in Health or Social Work.

Summary Compared to Previous Years

Academic year	2005/06		2006/07		2007/08		2008/09		2009/10		2010/11	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Eligible population	3141		3787		3581		3558		3998		4205	
Total known responses	2613	83.2	3051	80.6	2895	80.8	2881	81	3303	82.6	2976	70.1
Full time paid work only	1466	56.1	1796	58.9	1664	57.5	1469	51	1760	53.3	1323	44.5
Part time work only	215	8.2	236	7.7	204	7.0	205	7.1	234	7.1	264	8.9
Voluntary/unpaid work only	19	0.7	17	0.6	18	0.6	22	0.8	38	1.2	60	2.0
Work & Study	286	10.9	349	11.4	233	8.0	313	10.9	350	10.6	242	8.1
Further study only	258	9.9	210	6.9	248	8.6	289	10.0	317	9.6	298	10.0
Assumed to be unemployed	157	6.0	287	9.4	311	10.7	373	12.9	323	9.8	298	10.0
Not available for	91	3.5	53	1.7	57	2.0	60	2.1	59	1.8	97	3.3

employment												
Other	45	1.7	30	1.0	43	1.5	28	1.0	23	0.7	37	1.2
Explicit refusal	76	2.9	73	2.4	117	4.0	122	4.2	199	6.0	357	12.0
Total	2613		3051		2895		2881		3303		2976	

Student Support and Guidance

Student Support Services will from September be united by a single Helpdesk, the Student Life Centre and student portal, MyLSBU. This will be located in the new Student centre, along with the Student Union. Also in this large Social Learning Space, the entrance to ESBE and immediately next to AHS, will be a job shop and an Employability Assessment Centre, The Career Gym.

The Student Transition and Retention Project (STAR)

The University continues to implement measures focused on improving progression and retention at all levels, through the development of a portfolio of projects under the overall theme of ‘Student Transition and Retention’ (STAR).

The STAR programme has focused, hitherto, on providing mechanisms to track student engagement (progression analysis, attendance monitoring, tracking engagement with library systems and the Virtual Learning Environment, tracking the submission and return of coursework), and work is now moving forward to implement processes to monitor these data (at all levels) and to respond to students who are deemed to be ‘at risk’ of losing touch with their courses.

Our plans, here, concentrate on cross-University responses to particular signs of disengagement – from follow-up communications to interviews and targeted support. This is a time-consuming activity, but central, we feel, to more fully supporting our students. Another area, working within our overall ambitions for our new Student Centre, focuses on the creation of a suite of on-line support tools for students, pointing them to sources of advice and information and ensuring that they have access to ‘blended’ support which balances face-to-face contact with on-line. This is particularly important for our part-time students, who may not have access to the University at times when key staff members are at their most available. However, we are not intending to rely wholly on ‘virtual’ support mechanisms, and are in developing discussion with dedicated counselling organisations (and other educational providers) as to the opportunities to bring their work onto our campus. Ideally, we would do this in partnership with other (higher education and further education) providers, developing shared services and expertise in this area across as wide an area of South London as possible. For care leavers, we have created an academic mentoring service which supports their retention.

Another key aspect of our work on retention and success, is to look at the way we deliver our courses – particularly within the first year of study (level 4) – to ensure that we focus on a phase of ‘extended induction’ which works well beyond the first weeks of the first semester. Pilot projects in some course areas have demonstrated that course structure in the first year – particularly in the transition from semester one to semester two – can have a real impact upon student engagement. The University is currently engaged in a major Curriculum Modernisation Project, examining the structure of all our courses. We will move away from a common mode of delivery towards a

devised structure which ensures the best fit between module and course, and which focuses upon the level, or course, as well as the individual, modular, 'building blocks' of study. The completion date for this work is 2015; it is important that as well as looking at the structure of delivery, we are also able to develop further opportunities for student engagement outside formal class-contact hours – another aspect of student support which requires additional human resource in its delivery.

Lastly, focusing again on the choices students make and the impact of decisions made early within a course on overall progression and success, we have put into place structures to widen the opportunity for part-time study within the University, both through the further development of designated part-time courses (delivered outside 'traditional' contact times and in a variety of modes – such as 'block delivery') and through making available part-time modes of study within as many of our courses as possible.

September 2012 will see the implementation of a Student Advice Framework, managed between Student Services, Faculty Administration Offices and Academic Course Teams, with clear roles and responsibilities and tailored interventions and responses to common issues and concerns. This work is supported by the implementation of a new issue tracking system – focused around a newly-purchased software system – a significant investment in our continued support for our students. A pilot phase of this activity has focused on identifying students, within a specific range of courses, who are deemed to be 'at risk' of dropping out (through disengagement with their studies). These students have been invited to participate in additional activities and to receive extra support from our student advice team, and the results of the pilot phase indicate that this support has been both beneficial and effective. We intend to deliver such support more widely across the University in 2012/13 and beyond.

Employability

The DLHE survey is the principal output for Employability Services although for those on part-time courses, or those sponsored by employers, something which could be termed 'promotability' is as important, but unmeasured.

LSBU is committed to supporting all its students to develop their employability and succeed in getting employment on leaving education, while developing the skills and attributes which will help them develop their careers in the longer term.

Graduate Employability is recognised in a selection process or on graduate training and is a combination of three things:

1. The ability to articulate the ways in which the student and learning experience at University deliver the skills, knowledge and behaviours that employers are seeking.
2. The ability to articulate the learning experience of having connected the degree with 'the world of work' (by, for example, taking part in a mentoring scheme or an academic project involving employers)
3. The ability to articulate the personal change experienced through work while on placement, volunteering, on an internship or in a job.

Employability is delivered centrally in partnership with faculties. The diversity of the offer is strength. In some departments and courses (for example Marketing) a strong community of alumni,

nurtured over several years, supports placements, internships and eventually employment for students. In others, internships are created for students through strong single employer contact (in Construction with Wandsworth Council for example). In AHS a long tradition of fostering links with small creative companies pays dividends for students. In HSC the picture is very different, of course, and the emphasis is on developing skills which will help students develop their careers.

Some employer contacts benefit students across the University. Others are targeted at particular groups. Employability Services support students to identify and articulate difference and diversity which is attractive to employers. Much work goes in to programmes to counteract the gender imbalance of certain professions. A small number of specific programmes are aimed at particular groups. Future Horizons is a partnership project with Goldman Sachs, which focuses on Black African and Black Caribbean students, supporting them through mentoring, internship and applications for jobs.

The Employability Service supports this activity and delivers base services where needed. Careers fairs, workshops on courses, individual interviews are all part of the offer.

- 132 workshops have been delivered on courses by the Employability Service so far this year: 27 in HCS, 21 in ESBE, 36 in Business and 48 in AHS.
- 2154 individual guidance or advice interventions have been made in the year to date.
- 600 jobs have been advertised by our in house Job Shop and a commercial job agency now has a presence on campus.
- We have focused this year on getting employers with vacancies onto campus to recruit (as distinct from the many hundreds of employers on campus at careers fairs or delivering employability training). Last academic year this number was only 27, but in the year in hand we expect to reach close to 100, or two a week.
- The Service has been instrumental in supporting volunteering organisations recruiting on campus, for example for the Olympics.

In 2011/12 an Employability Project examined the strategy and delivery of this important aspect of education. A range of initiatives were put in place which are likely to have a long term effect on the out turn for students. The thrust of the project was to increase focus on raising the skill levels of students, to increase the numbers of employers recruiting on campus and to offer more support to students seeking to enhance their CVs. The development of The Employability Award has been a great influence on thinking in the University in this area, and its convenor, Frances Trought, published a book, Brilliant Employability Skills: How to stand out from the crowd in the graduate jobs market which is riding high in the Amazon charts.

Employability going forward will continue to be delivered in a complex matrix of services and teaching across the faculties and through central delivery in the new Students Centre. The models emerging suggest increased use of agencies and employer network organisations to lever opportunities and assessments into the student experience. It is expected that the use of Employability Services will further increase once they are located with support services.

Student Advice and Wellbeing Services

The Student Advice Team delivered 3,457 individual advice interventions to students. About 60% of these concerned finance, and this augments the advice and assistance given by the Fees and Bursaries Department. These two services will be merged in the new Student Centre.

Student Advice Workers conducted several information talks at the induction stage and bespoke presentations to a variety of audiences during the year. The charity 'Money Doctors' delivered several events on campus.

The Student Advice Service is responsible for the administration of two Charitable Funds and Awards that are available for targeted groups of students. The Lawrence Burrows Trust awards ten scholarships a year to students from Asian or West Indian origin. The Access to Learning Fund is Government funding awarded to students in financial difficulty which is targeted at specific groups of students.

In an innovative pilot project, Student Advisors have been supporting first and second years identified as being at risk of dropping out of LSBU. The innovation is that students are on caseload until assessment suggests they are out of danger. The work of this pilot will inform the emerging Personal Tutor Framework, which is being developed by Student Services and Faculties.

Disability & Dyslexia Support (DDS) offers support for disabled students including mental health conditions, medical conditions, or students with specific learning difficulties (including dyslexia). The service offers advice for applicants, and support for students throughout their time at LSBU. For students with evidence of disability, they will assess their needs to identify adjustments required for teaching and learning, and for examinations. Recommendations might include extra time in exams, an extension on book loans in the library, loan of assistive equipment such as digital recorders or Back Friend, and access to the specialist facilities for disabled students in the Assistive Technology Room in the LRC.

The service also offers non-medical support to students with a range of medical and learning needs; note taking, campus and British Sign Language Support, and specialist weekly 1:1 support sessions for students with specific learning difficulties, and mentoring for students with mental health conditions.

In addition, the service offers a full dyslexia diagnostic assessment service for enrolled students. This includes initial screening, referral to in-house assessors, advice about applying for the Disabled Students Allowance, and an in-house Needs Assessment facility.

Mental Health Services continue to be very busy and a second worker is being recruited to cope. This important work continues to address safety and environmental aspects of The Student Experience and contributes to retention strategies.

Students registered for support with Wellbeing Services as at 30.4.12:

Two or more impairments and/or disabling medical condition	142
A specific learning difficulty such as dyslexia, dyspraxia or AD (H)D	1,373
A social/communication impairment such as Aspergers syndrome/other autistic spectrum	20

disorder	
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease or epilepsy	104
A mental health condition, such as depression, schizophrenia or anxiety disorder (the numbers accessing this service have reached 400 and an additional worker is being recruited)	154
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	106
Deaf or a serious hearing impairment	27
Blind or a serious visual impairment uncorrected by glasses	24
A disability, impairment or medical condition that is not listed above	53
Total	2,003

This profile is broadly in line with last year.

Skills for Learning

Through a mixture of tutorial discussion and group, Skills for Learning helps students to

- Develop numeracy and academic literacy skills
- Become more effective learners
- Reduce barriers to learning and success
- Enhance their academic performance

We offer both online and face-to-face at Southwark and Havering. Classes are in the daytime and in the evening, and every day throughout Semester One and Two.

Fast Track is a summer course designed to increase students' skills for learning. It is open to those holding an offer (sometimes attendance is a requirement of the offer) to those with a level 3 qualification who may wish to apply through clearing, and to those already on a course, typically first year undergraduates looking to develop in time for year two. Typically more than 200 students attend.

In addition, a pre-session course is offered for overseas students, run in the Business Faculty, and other faculties offer bespoke skills tutoring.

The Skills for Learning offer, both centrally and in the faculties, is being reviewed this summer and a renegotiated offer is expected to be in place by 2013.

Faith and Cultural Diversity

A great number of students are from the local area and come to LSBU with existing ties with local faith communities. Others are detached from their home communities and feel in need of support. Students who are religious, some with ambitions to leadership, are often keen to express their faith within the campus in discussions in class, in organising speaker events, organising promotion or awareness activities, or in simply practising their faith individually and in groups. The campus is impressively harmonious, and students report a distinct lack of tension connected with faith.

The student experience at LSBU will enable students to develop and learn, and in some ways be 'formed' while they are at the University. At LSBU we see part of that forming experience being the

development of the capacity to relate positively and respectfully to people of faith, other faiths and no faith, to respect their beliefs and lifestyles, so as to be able to engage successfully with the diverse society in which they live. The appointment of a Multi-Faith Chaplain by The Diocese of Southwark is intended to support this agenda and a new Student Multi-faith Advisory Board will bring more stability, governance and balanced informed judgment to our efforts.

The new board, which will comprise local faith leaders, will give the University, its students and student societies, a valuable sounding board on matters of faith. We also expect the board to form a link between students and local faith communities.

National Student Survey

Background

The National Student Survey is a well established key source of information regarding students' perceptions of their experience of higher education. The target population is all undergraduate and sub-degree students funded by HEFCE or the NHS who would be completing their programmes in the summer following the January in which the survey is opened.

The survey consists of a series of statements and respondents are asked to show the extent of their agreement or disagreement with each statement; a 5-point scale is used, ranging from "definitely agree" to "definitely disagree". There are 22 such statements in total grouped into the following areas:

- Teaching
- Assessment and feedback
- Academic support
- Organisation and management
- Learning resources
- Personal development
- Overall satisfaction

The main significance of the results of the NSS is that they are published and hence inform the public perception of the University. In addition, however, they provide data which, together with other sources of student feedback such as the New Entrants survey and Postgraduate student experience survey, are very useful in identifying areas for improvement.

Comparison of LSBU Results for 2009, 2010 and 2011

The table below contains the results for all LSBU respondents between 2009 and 2011. The results are presented as % satisfied students, with the values being calculated from the numbers of respondents who "definitely agree" or "mostly agree" with the statement in each of the questions.

	2009	2010	2011
Teaching	81	81	79
Assessment and Feedback	63	65	62
Academic Support	69	69	68

Organisation and Management	66	69	68
Learning Resources	77	79	77
Personal Development	80	80	79
Overall Satisfaction	80	80	77

The results of the 2011 survey show that LSBU has seen a reduction in satisfaction on the previous year's results across all the main headings. The 77% overall satisfaction score shows a drop of 3% on our highest ever score of 80%, achieved in both 2009 and 2010. We scored less highly than last year in all but 1 out of the 22 key questions. However scores for 4 of the 9 key areas remain in the high 70%.

The greatest areas for concern, in common with the sector as a whole, continue to be Assessment and Feedback, Academic Support and Organisation and Management. Satisfaction levels for these areas remain below 70%.

Satisfaction ratings continue to be low for younger students and part time students. This is a serious issue because we are beginning to see a shift in the demographics towards both of these characteristics across the University. This is an area which, over the next academic year, we will begin to investigate further via focus groups and address via amongst other methods the CMP.

In addition to these issues, students are not satisfied that they have access to specialised equipment, facilities or rooms. At a time when students will be seeking evidence of where their tuition fees are being spent, LSBU must be careful to appear to be an institution which reinvests tuition fees in the areas that will most benefit its students. All of these issues are being considered and acted upon across the University via Institution-level projects, such as the launch of the Student Portal, the development of the Student Centre and the embedding of the Assessment Tracking system. These data have also been carefully considered at Faculty and Department levels and issues are being addressed via individual Faculty Action Plans.

Comparison between LSBU and Competitors

HE Sector as a Whole

Average scores for the areas covered by the survey were as follows:

	2009		2010		2011	
	Sector	LSBU	Sector	LSBU	Sector	LSBU
Teaching	83	81	83	81	85	79
Assessment and feedback	65	63	66	65	67	62
Academic support	74	69	75	69	77	68
Organisation and management	72	66	73	69	75	68
Learning resources	81	77	80	79	81	77
Personal development	79	80	79	80	80	79
Overall satisfaction	82	80	82	80	83	77

As the table above shows, LSBU scores are now below those of the sector in all areas of the survey, and the differences in mean scores are greater in 2011 than in 2010. LSBU has seen a reduction in satisfaction in a year when the sector scores have increased. It is in Assessment and Feedback where the difference between the LSBU and sector level is most pronounced.

Competitors

Comparison of the results for LSBU with those for 11 other post-1992 universities, most of which are competitors from the London area, but also including two other large inner-city institutions, shows that LSBU performed averagely in relation to the competitor set. The drop in overall satisfaction level to 77% places the University joint –fifth with Leeds Metropolitan University. Of our local competitors LSBU only had a higher overall satisfaction score than University of West London, University of Westminster and London Metropolitan University.

Conclusions

The results of the 2011 National Student Survey are generally disappointing for LSBU after the improvements experienced in 2010. LSBU’s position relative to a comparator group of universities has also weakened. There are areas where further improvement is needed however the University is aware of this and actions have been put in place to address them.

Appeals

Students under Appeal

Student Appeals in 2011

751 student appeals were received in the calendar year 2011. This compares with 579 student appeals received in 2010 and 492 received in 2009, and represents 3.2% of the University’s total number of 23,500 enrolled students in the academic year 2010/11. It also represents an enormous 29% increase on 2010’s appeals by volume.

Appeals by Faculty

The breakdown of appeals submitted by Faculty in 2011 was as follows:

Faculty	No. of Appeals in 2011	% of All Appeals in 2011	% of all Students Enrolled by Faculty in 2011, for Comparison
AHS	205	27%	24%
BUS	134	18%	23%
ESBE	183	24%	22%
HSC	229	31%	30%
Total	751	100%	

Numbers of Appeals Submitted by Faculty 2004-11

The number of appeals submitted in each faculty in each calendar year, 2004 to 2011 is illustrated below.

	2004	2005	2006	2007	2008	2009	2010	2011

AHS	51	78	64	92	117	112	166	205
BUS	63	69	71	104	62	114	118	134
CH	27	17	24	24	--	--	--	--
HSC	159	174	172	161	201	183	180	229
ESBE	35	48	36	92	95	84	115	183

Increase in Appeals by Faculty 2010 to 2011

Faculty	Increase in Appeals by Faculty 2010/11
AHS	23% increase
BUS	14% increase
ESBE	59% increase
HSC	27% increase

Percentage (%) of All Appeals Submitted by Faculty 2004-11

	2004 %	2005 %	2006 %	2007 %	2008 %	2009 %	2010 %	2011 %
AHS	15	20	17	19	25	23	29	27
BUS	19	18	19	22	13	23	20	18
CH	8	4	7	5	--	--	--	--
HSC	47	45	47	34	42	37	31	31
ESBE	11	12	10	19	20	17	20	27
Total	100%	100%	100%	100%	100%	100%	100%	100%

Outcome of Appeals

Outcome of Appeals in 2011 - All Faculties

Of this total of 751 appeals, 3 were resolved outside the appeal process. Of these 748 cases, 396 appeals were upheld, and 352 were not upheld:

% of Appeals Successful/ Unsuccessful in 2011:	Number	%
Upheld	396	53%
Rejected	352	47%
Total	748	100%

2011's percentage of 53% of all appeals with a successful outcome is the first dip in an upward trend apparent since 2006, when 38% of all appeals were successful. In 2010, 59% of all appeals were successful. The annual success rates for appeals are illustrated in the chart below for 2004-11.

Year	% Appeals Rejected	% Appeals Upheld
2011	47%	53%

2010	41%	59%
2009	43%	57%
2008	45%	55%
2007	51%	49%
2006	62%	38%
2005	73%	27%
2004	61%	39%

Outcome of Appeals in 2011 by Individual Faculty

These trends are nevertheless not uniform among the individual faculties. The chart below illustrates the success rates of appeals by Faculties in 2011.

	Appeals Submitted	Number of Appeals Rejected	Number of Appeals Upheld	% of Appeals Rejected	% of Appeals Upheld
AHS	205	100	105	49	51
BUS	131	67	64	51	49
ESBE	183	100	83	55	45
HSC	229	86	143	38	62

Seasonal Peaks and Troughs 2011 – All Appeals

The chart below shows the volumes of appeals submitted across the university each month in 2011. It is very apparent that the overwhelming majority of appeals each year are submitted over the summer months, July to October, which is easily explained by annual sittings of the summer (June/July) and September resit award and progression examination boards. Most appeals received outside this July to October timeframe are appeals from HSC, which have award and progression examination boards sitting at different times of year.

January	18	July	105
February	21	August	120
March	51	September	167
April	15	October	138
May	19	November	46
June	33	December	18

Seasonal Peaks and Troughs 2011 – Distribution by Faculty

The chart below illustrates the numbers of appeals submitted by each Faculty per month throughout 2011.

2011	AHS	BUS	ESBE	HSC	Monthly Total – All Faculties

January	5	3	6	4	18
February	1	1	1	18	21
March	6	3	6	36	51
April	5	4	0	6	15
May	3	3	3	10	19
June	9	4	18	2	33
July	35	22	30	18	105
August	37	22	21	40	120
September	49	34	58	26	167
October	39	27	24	48	138
November	12	7	9	18	46
December	4	4	7	3	18
Annual Total	205	134	183	229	751
per Faculty					

The Organisation of the Independent Adjudicator for Higher Education (OIA)

33 complaints from exhausted appeals were received from the OIA in 2011. This compares with 23 OIA complaints related to exhausted appeals received in 2010, and 33 received in 2009.

OIA Complaints by Faculty in 2011

	No. of OIA Complaints Received in 2011	% of All OIA Complaints Received in 2011
AHS	6	18%
BUS	5	15%
ESBE	9	27%
HSC	13	48%
Total	33	39%

Outcomes of OIA Complaints in 2011

To date, 26 of these 33 complaints have been resolved, while 7 are still in progress. The outcomes of these 26 cases are shown below.

Outcomes of OIA Complaints - Final Decisions	No. of Cases	%
Not justified/no case	16	61%
Resolved by other means	2	8%
Partly justified	6	23%

Fully justified	2	8%
-----------------	---	----

Two Complaints “Justified” and Three “Partly Justified” in Relation to Appeals Citing Late Claims for Extenuating Circumstances

Formal OIA decisions in 5 cases determined that:

Appeals citing late claims for extenuating circumstances were incorrectly determined by the University’s Appeals Panel. Instead they should have been referred back to the respective Chair of the EC Panel for the appellant’s faculty, for review, according to the University’s academic regulations in 2009/10 and in 2010/11.

The OIA did not make any findings as to the merits of the appeals themselves, but it did reflect that “to ensure fairness and consistency, the University’s practice must accurately reflect its procedures”.

In all of these cases, the University took prompt action to pass the appellant’s late Extenuating Circumstances claims back to the respective EC Panel Chair, for review. It should also be noted that, in order to align practice and procedures fully, a comprehensive redrafting of the academic appeals regulations has just been undertaken in the Registry. These amended appeals regulations are expected to be validated in time for the submission of appeals in July 2012.

Three other Complaints “Partly Justified”

A formal OIA decision in one case determined that:

- A student should not have encountered unwarranted difficulties in accessing BlackBoard while under appeal, as the University’s appeals regulations allow students to continue on their programme of study while under appeal.

In recompense, the University permitted the student to re-enrol on his programme of study without further penalty, for the opportunity to complete his qualification.

In another case, the OIA determined that:

- A student had not been invited to attend an interview before the appeals panel which decided her case, unreasonably, because the academic regulations valid at the time did allow for this, albeit that this right had been in operational ‘suspension’ for some time, owing to practical difficulties.

The OIA instructed the University to invite the student to an interview before a freshly constituted appeals panel, to rehear her appeal. The University has now done this.

In one other case, the OIA required that:

- The University must review its Academic Regulations to ensure that students who are being investigated for alleged academic misconduct are advised of their rights of appeal in writing. The University should also review whether such students should also be issued with a Completion of Procedures Letter at the end of the investigation process.

It is therefore apparent that, other than the third point above, which requires further consideration, the University has been fully compliant with the decisions and statutory regime of the OIA throughout the calendar year 2011.

Academic Misconduct

Annual Numbers of Academic Misconduct Investigations (AMIs)

Numbers of AMIs in 2011

293 students were reported to and/or investigated by the central academic misconduct office located in the Registry in the calendar year 2011. Of these, 36 cases were reported centrally for further investigation and resolution through the University Academic Misconduct Panel. 227 completed cases were reported centrally, having been investigated and concluded locally by relevant Academic Misconduct Coordinators. A further 30 initial cases were reported centrally and investigated locally but their final conclusion was not, or has not yet been, made known centrally.

Comparison of AMIs by Year, 2001-2011

The 293 reported cases of academic misconduct in 2011 compared to 2010's total of 231 reported cases. A comparison of numbers of cases reported since 2001 is illustrated below in the chart. Nevertheless, it is believed that a very significant number of cases which have been investigated and/or concluded at local level each year fail to be reported centrally. This is highly undesirable, as centrally held records are considered to be the definitive institutional record of AMIs, and are not subject to the vagaries of staff turn around and/or organisational restructure which can so easily impair the proper tracking of offences and 'offenders' locally over time. The failure to report local cases centrally also poses a significant risk to the University. Academic misconduct, particularly in the form of cheating in exams and plagiarism in assessments, has been for many years the focus of considerable press and public interest. A number of Freedom of Information enquiries are submitted to the University each year by the national press, which the University has the legal obligation to attempt to answer as accurately as possible. It can only do so if cases are reported centrally within proper timescales, as set out in ***Student Code of Conduct 4 (SCP4): Academic Misconduct***.

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total	190	105	175	204	260	257	263	229	281	231	293

AMI Cases by Faculty in 2011

As in previous years, the Faculty of Business investigated the highest number of cases in 2011. This is likely to result from the wide use of TurnitinUK plagiarism detection software throughout the Faculty's programmes over many years, and is also likely to reflect the high proportion of written assessments set in the Faculty. In contrast, the lowest number of investigations was undertaken in the Faculty of Health and Social Care, in which practical rather than written assessments are more common. The relatively low number of cases reported in the Faculty of Arts and Human Sciences represents an ongoing cause for concern, however, given the nature of its assessments and the existence of some programmes which are assessed almost entirely by coursework alone.

Faculty	Number of	% of all
---------	-----------	----------

	Cases	Cases
Arts & Human Sciences	45	15%
Faculty of Business	111	38%
Engineering Science & Built Environment	101	35%
Health & Social Care	36	12%
Total	293	100%

Academic Misconduct Investigations 2011 by Type of Misconduct

The most common type of misconduct is the commission of plagiarism, followed by infringement of examination rules. There were no reported cases of contract cheating in 2011.

Type of Misconduct	Number of Cases
Plagiarism (individual)	214
Plagiarism (collusion)	32
Cheating in an exam (individual)	40
Cheating in an exam (collusion)	2
Unidentified offence	4
Other	1
Total	293

Seasonal Distribution of AMIs in 2011 - All Faculties

Reporting of misconduct is normally seasonal, and most reports of cases and investigations follow the major assessment periods in the academic calendar – at the end of semester one and particularly at the end of semester two, as shown in the chart below.

Jan	15	July	14
Feb	28	Aug	5
March	54	Sept	9
April	23	Oct	11
May	24	Nov	8
June	96	Dec	6

Seasonal Peaks & Troughs for AMIs in 2011 - Distribution by Faculty

The chart below illustrates the numbers of appeals submitted by each Faculty per month throughout 2011.

2011	AHS	BUS	ESBE	HSC	Monthly Total – All Faculties
January	4	2	4	5	15
February	5	5	14	4	28
March	1	23	25	5	54
April	3	19	1	0	23
May	6	7	6	5	24

June	14	41	36	5	96
July	2	3	5	4	14
August	1	1	0	3	5
September	2	0	6	1	9
October	2	6	0	3	11
November	1	2	4	1	8
December	4	2	0	0	6
Annual total	45	111	101	36	293

Academic Misconduct Investigations 2011 by Outcome and Penalty

The range of outcomes and penalties to AMIs in 2011 is given below. The most common penalty imposed was Penalty (iii), including all its variations, which requires the component of assessment involved to be redone for a capped mark. Penalty (iii) was imposed in 53% of cases which had a known outcome (132 out of 249 cases). The second most common penalty was Penalty (ii), including all of its variations, which involves a reduction in marks, usually -- but not always – capping at the pass mark. This penalty was imposed in 27% of all cases with a known outcome (66 out of 249 cases). Penalty (v) – failure in all components of assessment to be redone for a capped module mark with repeat fees and attendance – was imposed in 10% of cases with a known outcome (25 out of 249 cases). Only one student's studies were permanently terminated for the commission of academic misconduct alone. This followed 3 previous findings of academic misconduct, including two of 'contract cheating'. Two other students received Penalties (vii) and (viii): each had 4 and 3 previous findings of academic misconduct respectively.

Outcome/Penalty	Number of Cases
No case to answer/allegation withdrawn	6
No penalty/unknown penalty/unresolved	44
Poor Academic Practice (+ no/unknown penalty)	15
Poor Academic Practice + penalty (i)	0
Poor Academic Practice + Penalty (ii)	2
Poor Academic Practice + Penalty (iii)	3
Misdemeanour Warning (no penalty &/ or unknown penalty)	1
Misdemeanour Warning + Penalty (i)	0
Misdemeanour Warning + Penalty (ii)	2
Misdemeanour Warning + Penalty (iii)	0
Misdemeanour Warning + Penalty (iv)	0
Misdemeanour Warning + Penalty (v)	1
Minor Academic Misconduct + Penalty (i)	0
Minor Academic Misconduct + Penalty (ii)	0
Minor Academic Misconduct + Penalty (iii)	1

Penalty (i)	3
Penalty (ii)	62
Penalty (iii)	128
Penalty (iv)	0
Penalty (v)	24
Penalty (vi)	1
Penalty (vii)	1
Penalty (viii)	1
Penalty (ix)	1
Total:	293

Student Complaints

Student Complaints - Internal

Overview

Complaints which are received in the University's Secretary's Office (USO) are coordinated, monitored and where applicable investigated by the Student Relations Officer (SRO), who is a member of the University's Secretary's team.

Complaints are submitted through various channels: directly as a formal student complaint, email/letter, personal visit or telephone call or as a result of the student contacting a member of university staff i.e. Vice Chancellor, Pro Vice Chancellor, Head of Department, administrator or adviser, who then refers the student/issue to the SRO. The complaints received by the SRO are usually as a result of a negative outcome(s) previously encountered at Faculty/Department level.

The SRO can where agreed and is applicable to a particular situation act as mediator between the student complainant and the concerned Faculty/Department, this happens more with 1st year complainants where new students are unfamiliar with processes and procedures and where and who to approach for assistance in resolving issues. Often the SRO only needs to send an email or make a telephone call or meeting and closure can be achieved quickly and informally.

Issues raised in complaints are varied and specific to individual cases rather than pertaining to any particular Issue or student group. Fees and Finance continue to be the leading issue about which complaints are submitted. However, the labels 'Fees' and 'Finance' somewhat simplifies complex situations involving a student's own particular set of circumstances, which may or may not have arisen as a result of University financial regulations and/or processes.

The investigation of student complaints is time consuming often impacting hugely on certain members of staff's time as a University resource, but this is unfortunately necessary if the complaints procedure is to withstand external scrutiny from the Office of the Independent Adjudicator (OIA) or the British legal system, should either seek to challenge.

Data – Internal Complaints

This report covers the academic year 2010/2011 – 1st October 2010 – 30th September 2011.

The University issued 4 Completion of Procedures Letters (CPL) during the above specified period. It received 5 submissions from the OIA to investigate. During the same period the OIA completed the investigation of 6 cases arising from complaints - the outcomes were: 1 – Justified, 1- Partly justified, 3 Not justified and 1 No case.

The following tables present a breakdown of the number of complaints, the issues, who they were sent to, and eventual decisions. Also shown is further information regarding the complainant i.e. year, status, mode and level of study.

Complaint Issues

Academic	35	Access	0
Accommodation	2	Administration	14
Appeals	3	Disabilities	3
Exam Board	1	Exclusion	0
Fees	23	Finance	18
Member of staff	3	Other	8
Outside Remit	9	Visa	2
Total	121		

Complaint Recipient and Decision

Communication To	Number Received	Outcome	Number
Chancellor	0	-	0
Complaints Office	45	Reject	19
		Internal Referral	5
		No decision required	6
		Partly Upheld	7
		Upheld	8
Vice Chancellor	33	Reject	3
		Internal Referral	15
		No decision required	13
		Partly Upheld	0
		Upheld	2
Secretary's Office	3	Reject	0
		Internal Referral	1
		No decision required	1
		Partly Upheld	0
		Upheld	1
Member of Staff	6	Reject	1
		Internal Referral	3
		No decision required	1
		Partly Upheld	0
		Upheld	1
SRO	34	Reject	9
		Internal Referral	9

		No decision required	7
		Partly Upheld	2
		Upheld	7
Total	121		121

Year of Study		Level of Study		Status of Student		Mode of Study		Faculty	
1st	40	Undergrad	89	Home	97	Full- Time	83	AHS	50
2 nd	34	Postgrad	26	Overseas	17	Part-Time	34	BUS	29
3 rd	11	Research	3	EU	5	Not Known	4	ESBE	28
Final	15	Not Known	3	Not Known	2			HSC	13
Not known	13							Not Known	1
Graduate	8								
Total	121	Total	121	Total	121	Total	121	Total	121

Process Review

The University Student Complaints Procedure is continuously monitored, reviewed and evaluated to ensure it is fit for purpose: providing an efficient and effective method of resolution for student complaints that is able to identifying best practice, ensure equity, transparency and is a user friendly process for all its stakeholders.

Student Complaints – Received from Office of the Independent Adjudicator

Overview

OIA cases arise either as result of a failed academic student appeal or a failed internal complaint that has exhausted the LSBU internal complaints procedure. (Occasionally the content of a failed appeal application is reframed and submitted as an internal student complaint via the University Student Complaints Procedure).

Students submit complaints directly to the OIA. On receipt, the OIA make an initial judgement as to whether the complaint has been submitted within their time-frame and meets their complaint criteria.

If the submission does not, the case is closed and the University and Student are notified of this decision. The student may then choose to start legal proceedings against LSBU.

If the submission is accepted by the OIA, they forward the case to the University for Investigation, necessitating in the University answering questions and justifying actions taken – other than academic judgement. However, the OIA process is not a quick-fix process and they often have a backlog of up to 6 months before a case can be investigated. The time-frame can cause additional problems for students whose academic study incurs professional body completion time restraints i.e. nursing and law.

The number of complaints that are taken by LSBU students to the OIA for review does not mean we are not getting things right. The OIA is a free service for the student and it is therefore

understandable that complainants often wish to pursue a complaint as far as possible - they have nothing to lose.

Data - OIA

Statistical data for the academic year 2010/11 – 1st October 2010 – 30th September 2011 are given below:

Number received	2010 – 2011
Total	35

The LSBU source, outcome and costs are shown in the following table:

Year/Source/Number			Outcomes					
2010/2011	Source	No	Justified	Partly Justified	Not Justified	No Case	On-going	Comp ** Costs £
	Appeal	30	3	9	17	0	1	750
	Complaints	5	1	1	2	1	0	900
Totals		35	4	10	19	1	1	1650

**Compensation recommended by OIA and paid by LSBU under terms of settlement or mediation.

Process Review

It is the small minority of students that take us to task and win, leaving us open to external criticism and compensation payments. The University has no power to prevent students complaining to the OIA – not that it would want to. However the University needs to ensure that it learns from the mistakes made, wherever they may have occurred, to benefit quality control, student satisfaction and student experience. Additionally, LSBU needs to strive for consistency and best practice in all LSBUs internal processes and procedures.

Complaints, however they are submitted, often arise as a result of failed expectations; how we manage students' expectations could be a key driver to reducing complaints.

Action Plans

Review of Action Plan for 2011/12: Corporate Projects

	Project	Update
1	Complete development of Student Services model to provide managed support within the new Student Centre.	New model developed and implemented. Will be fully operational within Student Centre from September 2012 (and thence subject to further review and improvement).

	Project	Update
2	Implement and continue development of Student Portal (online component to new Student Services Model)	Student Portal (MyLSBU) fully in place and continues to be developed and improved. Project will continue with review and development in 2012/13.
3	Establish Pedagogic Development Group, to promote the implementation of blended and e-learning and support within all courses.	Has been established as the 'Supporting Teaching Enhancement Projects' group and is implementing a programme of projects across the faculties.
4	Continue the Student Transition and Retention Project (STAR) into phase three – enhancing support for 'at risk' students and learning from current developments within year one teaching.	STAR continues to operate across the University (see main text) and is now focused upon student support and intervention (with 2011/12 projects on-schedule for full implementation by the end of 2012).
5	Continue Curriculum Modernisation Project to include: <ul style="list-style-type: none"> • Management and monitoring of implementation. • Further development and preparation for implementation within those areas commencing in 2012. • Monitoring and review of courses – re-establishment of periodic review processes within a new schedule of operation. 	CMP project reviewed across the University and faculties have now begun process of implementation (phased across years). Programmes approved through the CMP are beginning to be reviewed through the periodic review cycle.
6	Continue work on raising standards of teaching spaces, defining an agreed 'menu' of options which can be used for further development and refurbishment across all campuses.	Work continues in this area – supporting developments within Estates and Facilities (and supported by major investment programme) – focused on social learning space and general teaching room refurbishment.
7	Learning from the work carried out in 2010/11, further develop data views and reports against an agreed calendar of requirements.	Has moved on to support work in two areas: <ol style="list-style-type: none"> 1. Registry process improvements and documentation. 2. Data enhancement project.
8	Continue work on Personal Tutoring ensuring there is a consistent level of availability within all course areas and working alongside the development of Student Services.	Student Advice Framework due for presentation to Academic Board in July 2012, with implementation in September 2012.

	Project	Update
9	Improving the Student Voice: take forward findings from current Leadership Development Group project.	New Module Evaluation process trialled in 2011/12, due for feedback to Quality and Standards Committee and more widespread implementation in 2012/13.
10	Develop a 'thematic audit' strand of activity, focusing, initially, on: <ul style="list-style-type: none"> • Module guides and information. • Module evaluation. • Course boards and student representation. 	Has not yet begun, due to volume of other activity, but due for implementation in 2012/13 - action carried forward.
11	Develop a timetable for module registration, which includes: <ul style="list-style-type: none"> • Publication of module information, in an agreed format, to an agreed calendar, to facilitate student choice. • Development of the on-line re-enrolment system to include module selection earlier in the year (a 'pre re-enrolment' mirror of the pre-enrolment system) - developed alongside/within the new Student Portal. • Making timetabling decisions earlier in the cycle, to inform student choice. • Reviewing compulsory and optional module choice across courses, alongside co and pre requisites etc. 	Activity subsumed into a wider project on Timetabling, which has made developments for implementation in September 2012 and will continue into 2012/13.
12	Include within the annual regulatory review for 2012/13 a consideration of: <ul style="list-style-type: none"> • Modes of attendance and develop processes to enable part-time attendance on full-time courses. • Processes to enable referral to take effect throughout the year, and not simply within the summer period. • Regulations around referral and the classification of awards (including boundaries for discretionary upgrade). 	All have been reviewed by Academic Regulations Committee and recommendations for adaptation of the regulations (where appropriate) made to Academic Board for implementation in 2012/13.
13	Develop the periodic review process to include student members of review panels.	Trialled as part of Curriculum Modernisation Project Review –will be further developed in 2012/13.

	Project	Update
14	Ensure that we implement a process for approval and 'sign off' of course-related information at all levels of operation (and from prospectus information through to programme specifications and module information).	Included within provision of information for Key Information Sets.
15	Ensure that QSC includes a review of HESA performance indicators within its annual cycle of business – focusing on the current 'standards' section of the Annual Report from Academic Board to the Board of Governors.	Not completed – will progress in 2012/13.
16	Develop an annual reporting cycle from QSC to Academic Board which picks up on all aspects of quality and standards, as well as the operation of institutional process, and which underpins the confidence statements expressed through annual monitoring and within the Annual Report.	Not completed – will progress in 2012/13.

Review of Actions On-going or Arising from Faculty Input

	Project	Update
1	Continue and Embed Employability Project	On-going.
2	Increase engagement in National Student Survey towards 70% by 2012	NSS engagement improved in 2012 to 64%, 70% still seen as a 'stretch target'.
3	Review examination board processes and documentation	Included within Registry process review project.
4	Review operation of Teaching Observation Scheme	Teaching Observation still operating at a departmental level – will be subsumed within a wider review of the Academic Strategy (to include academic staff development) in 2012/13.

Action Plan 2012/13: Corporate Projects

	Project	Project Sponsor
1	Fully embed Student Services delivery model within Student Centre (including Student Advice Framework).	PVC (Academic)
2	Implement new Academic Strategy, to include Academic Staff Development	PVC (Academic)
3	Work with Students' Union to complete Students' Union Improvement Project	PVC (Academic)
4	Further develop data collection and analysis across all levels of activity.	PVC (Academic)
5	Enhance engagement with National Student Survey and Destinations of Leavers in Higher Education Survey	PVC (Academic)
6	Continue employability project	PVC (External) and PVC (Academic)
7	Further development annual and periodic review and reporting processes.	PVC (Academic)
8	Complete activity focused on Student Monitoring and Intervention within the STAR programme.	PVC (Academic)
9	Review Skills for Learning Provision	PVC (Academic)
10	Complete review of Timetabling and implement new processes	PVC (Academic)