

## Meeting of the Academic Board

2.00 pm on Wednesday, 21 February 2018  
in 1B27 - Technopark, SE1 6LN

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		PB
2.	Declarations of interest <i>Members are required to declare any interest in any item of business at this meeting</i>		PB
3.	Minutes of previous meeting	3 - 8	PB
4.	Matters arising	9 - 10	PB
<b>Items for discussion</b>			
5.	PG Academic Portfolio Review	11 - 38	MM
6.	Deputy Vice-Chancellor's report	To Follow	PB
7.	Foundation Year	39 - 42	PB
8.	TEF 3 Pilot	43 - 44	SW
9.	REF 2021	To Follow	PI
10.	LEAP: Student Journey Transformation Programme	45 - 62	SW
11.	Digitally Enhanced Learning - 2018 priorities	63 - 72	SW
12.	Student Union Issues (as required)	Verbal Report	SA
<b>Items for noting</b>			
13.	Academic KPIs	73 - 76	JBa
14.	Reports from sub-committees	77 - 78	PB, PI, SW
15.	Policies and Procedures	79 - 152	
16.	Any other business Chair to be notified of any AOB items prior to start of meeting		

*No. Item*

*Pages*

*Presenter*

**Date of next meeting  
2.00 pm on Wednesday, 6 June 2018**

**Members:** Pat Bailey (Chair), Sodiq Akinbade, Ian Alberty, Asa Hilton Barber, Craig Barker, Janet Bohrer, Patrick Callaghan, Charles Egbu, Patricia Godwin, Paul Ivey, Gurpreet Jagpal, Janet Jones, Mike Molan, Jenny Owen, Shushma Patel, Lesley Roberts, Tony Roberts, Shân Wareing and Saranne Weller

**Apologies:** Kirsteen Coupar and Warren Turner

**In attendance:** Claire Freer and Sally Skillett-Moore



**Minutes of the meeting of the Academic Board  
held at 2.00 pm on Wednesday, 1 November 2017  
1B27 - Technopark, SE1 6LN**

**Present**

Shan Wareing (Chair)  
Sodiq Akinbade  
Ian Albery  
Craig Barker  
Janet Bohrer  
Charles Egbu  
Patricia Godwin  
Mike Molan  
Jenny Owen  
Lesley Roberts  
Tony Roberts  
Warren Turner  
Shân Wareing

**Apologies**

Pat Bailey  
Patrick Callaghan  
Kirsteen Coupar  
Paul Ivey  
Gurpreet Jagpal  
Janet Jones  
Shushma Patel

**In attendance**

Sally Skillett-Moore  
Claire Freer  
Joe Kelly  
Saranne Weller

**1. Welcome and apologies**

In the absence of Pat Bailey, Shan Wareing chaired the meeting.

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

**2. Declarations of interest**

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

**3. Minutes of previous meeting**

The Board approved the minutes of the meeting held on 7 June 2017.

**4. Matters arising**

The Board discussed the matters arising. An update on the action under minute 10 of 7 June 2017 would be provided under AOB.

**5. Terms of reference and membership**

The Board noted its terms of reference.

The Board approved the proposed changes in membership to include the Director of Centre for Research Informed Teaching, currently Saranne Weller, and noted that Ian Albery had been appointed as the Research Staff representative. Both were welcomed to the Board.

**6. Annual work plan**

The Board noted the annual work plan.

**7. DVC's report**

The Chair presented the DVC's report.

- Due to under-recruitment the income for the 2017/18 academic year was forecast to be below target but manageable. The Executive was assessing how best to manage this.
- LSBU had been selected for a subject-level TEF pilot program. While it would result in a higher workload for those involved it would provide LSBU with more time to prepare and strategically was a good opportunity.
- The Board agreed the proposed Chair's action to appoint the three Academic Board professorial representatives on the Associate Professor/Professor Panel (stage 2).

**8. Quality assurance return to HEFCE**

The Board discussed the Quality Assurance Return to HEFCE which would be submitted to the Board of Governors to provide assurances that LSBU was meeting its requirements. The annual meeting with HEFCE had gone well and the extensive body of supporting evidence put forward by LSBU had been well received.

The Board confirmed that the appropriate internal quality assurance processes had been completed and that standards were appropriate. Accordingly, the Board confirmed that the Board of Governors could approve the quality assurance statement to HEFCE.

A DfE consultation on the new regulator, the Office for Students, and proposed new regulatory framework was now open for comment. The new framework would incorporate some of the existing Annual Provider Review processes but assessment would be based on student outcomes. A task and finish group, consisting of academic, legal and governance representatives,

had been formed to work through the consultation and draft LSBU's response. The group would also consider the implications for LSBU of implementation of the new framework commencing April 2018.

#### **9. Annual Academic Board report**

The Board discussed the Annual Academic Board Report and approved its submission to the Board of Governors.

#### **10. Academic portfolio and environment**

The Board discussed the new approach taken to course approval and validation in 2016/17. It was acknowledged that the process included improved elements on the previous process but had still been challenging in its first year. Further work was required to ensure that the process was fully effective to ensure that programme development maintained or increased growth and recruitment. The capacity to adapt to changes in the market was limited by the complexity of the course offer, and the ability to improve existing provision was compromised by the scale of new developments. It was noted that as part of the validation of new provisions it was important to consider what was already offered, and what would be replaced, to minimise duplication.

The Board identified areas where improvements could be made; these included:

- Extending the planning cycle from 1 year to a 3-year cycle;
- Bringing forward the timing of the review and initial approval process to before the Easter break;
- Providing more detail in feedback to Schools on the rationale regarding which courses were included or excluded;
- Separating out validations and revalidations;

The Chair provided an update on the work done to date to better define and support the Course Director role. It was noted that the role varied by school and by course and the level of support offered to the role also varied. Feedback from the NSS survey had also indicated that some Course Directors felt that they did not have a clear understanding of their role and responsibilities.

The Board discussed possible steps that could be taken to better support the role including possible leadership training, the inclusion of Course Director forums at the annual Staff Conference, and the development of additional materials/handbooks/manuals. It was noted that it would be important to ensure Deans, Heads of Division, and Course Directors were all included in future discussions.

The Board discussed assessment innovation and the need to review and develop alternative forms of assessment. It was noted that traditional exams cost LSBU in excess of £350,000 per year – based on the costs of invigilators, printing costs, room requirements etc. An assessment audit was planned for

the 2017/18 academic year to start the review process. There was also a need to critically assess Professional, Statutory and Regulatory Bodies to clearly understand the assessment requirements. It was noted that LSBU could take an active role and add value to discussions with PSRBs to ensure that assessment requirements were appropriate and inclusive.

#### **11. Taught Postgraduate courses funding**

The Board discussed the issues around student funding in relation to full time masters courses that extended beyond 12 months in duration. The Student Loans Company categorised any course between 12 months and 24 months as two year course and therefore loan funding was allocated across two years. LSBU was unusual in offering 13 month masters; and at other institutions it appeared that 12 month masters were more common for 180 credit courses. It was noted that for taught masters that exceeded 180 credits, courses may need to be longer than 12 months. It was also very difficult to run 12 month masters courses starting in January so these would be reviewed separately.

It was agreed that from the start of the 2018/19 academic year postgraduate taught courses of 180 credits starting in September would be 12 months in duration.

#### **12. Student academic outcomes**

The Chair provided an update on the work underway to address LSBU's attainment gap. It was noted that although the results were not out of line with the sector this was a very important area for LSBU to actively address.

#### **13. National Student Survey: analysis and planning**

The results of the 2017 NSS survey had been shared with the Schools and all relevant PSGs and work was now underway to prepare for the 2018 survey. Deans would promote the survey with all final year students and stress the value of the feedback which would be acted on to improve the student experience. Asking second year students to complete a version of the survey provided a useful tool to inform students about the survey and how it worked.

The Board discussed the importance of the student voice. It was noted that the next scheduled away day for the Directors of Education and Student Experience would focus on this topic and a report would be brought back to the Academic Board.

#### **14. Academic Framework**

The Board discussed the recommendations put forward regarding the role of the Link Tutor. The Board agreed the Link Tutor role description needed to be updated to reflect the range of TNE relationships and assure that standards of LSBU awards were maintained. Questions were raised regarding the scope of the recommendations and if they would apply to all TNE relationships or just those of a similar scale to the British University in Egypt relationship.

The Board agreed that because Academic Board did not have the authority to approve resourcing, for the purposes of the Academic Board paper, the commitment to 'workload allowances' would be replaced with the phrase 'appropriately resourced'. The Board raised concerns regarding the partnership and the potential risk to LSBU if the Link Tutor provisions being put forward were insufficient to resource the relationship with BUE given the size of the partner institution.

**15. Sub-committee reports**

The Board noted the Sub-committee reports.

**16. Institutional Examiner report - update**

The Board noted the Institutional Examiner report update. It was noted that collaborative provisions would be addressed next year.

**17. Academic KPIs**

The Board noted the Academic KPIs.

**18. Part-time student issues report**

The Board noted the issues report which included feedback on progress made.

**19. Any other business**

Minute 10 from 7 June 2017: Review the provision of technical support in supporting research developments.

The Deputy Director of Technical Services provided an update. Technical Services required more information to identify PhD students and their requirements. Schools had also been requested to provide feedback on their requirements at a high level but there had been limited response. It was noted that individual requirements were included on the RES1 form but were not always reviewed to confirm if requests were appropriate and achievable. The RES1 forms would be uploaded to Haplo and provided to Technical Services in future. The Board requested that the high level requirements be reviewed and agreed and an update be provided at the next Academic Board meeting.

**Date of next meeting  
2.00 pm, on Wednesday, 21 February 2018**

**Confirmed as a true record**

..... (Chair)

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**ACADEMIC BOARD - WEDNESDAY, 1 NOVEMBER 2017  
ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Date Due</b>	<b>Officer</b>	<b>Action Status</b>
7.	DVC's report	Schools to be sent individual DLHE results		Shân Wareing	Complete
19.	Any other business	Review and agree the high level technical services support required by PhD students and report back to the AB		Tony Roberts	Verbal Update

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	CONFIDENTIAL
Paper title:	Academic portfolio review
Board/Committee	Academic Board
Date of meeting:	21 February 2018
Author:	Mike Molan, Dean of Business
Executive/Operations sponsor:	Pat Bailey
Purpose:	To update Academic Board on the progress of the portfolio review, project.
Recommendation:	The Board is asked to note the contents of the paper and implications for course management and development

## Executive Summary

- This review only covers PG provision (not HSC) – the key data sets reflecting 2016/17
- The focus is student registration at PG module level, and student performance at module level.
- Given the multiplicity of modes and sharing of modules the data does not look at PG course profitability but instead gives a broad indication of the average income generated by the combined PG modules in each School, and in respect of each PG student registration on each PG module.
- Each School is in the process of clarifying its PGT portfolio strategy to address a range of issues such as: relatively low levels of PG activity (ACI & App Sci); over-extended PG module offer (definitely BUS, possibly LSS); lower number of PG student registrations on PG modules (App Sci); a third or more of the PG module offering in the School with between 1 and 10 student registrations (all except BEA, and the trend worsening in ENG); PG module pass rates (LSS- by comparison with others).
- There is a wide range in the financial performance of Schools in terms of PG tuition fee income levels, average PG tuition fee income per PG module across each School, and consequently average tuition fee income per PG student registration on a PG module. Income per PG module is at the low end in Applied Science and the average fee per PG student per PG module looks too low in LSS.
- The lack of growth (or real term decline) in UG tuition fee levels, the boost to PG recruitment from the availability of loans, and the need to identify sources of income growth all indicate that a renewed focus on PG portfolio across all Schools is an imperative, with particular emphasis on the rationalisation of provision within clear PG frameworks.

## 1. Introduction

1.1 The 2017/18 portfolio review process is being conducted in two stages. The undergraduate portfolio was last reviewed in May 2017 with a report to Academic Board in June 2017. For the post-graduate review a series of meetings was held with Schools during October 2017 to look at data summarised in the tables in the body of this report (kindly prepared by Richard Duke and Emma Downes.)

1.2 The exercise builds on the work done in the 2014 portfolio review which resulted 136 courses being closed and a further 33 courses being identified as “under active consideration for closure”. In addition, over 1200 defunct modules were identified as part of that exercise, with 560 modules being permanently archived.

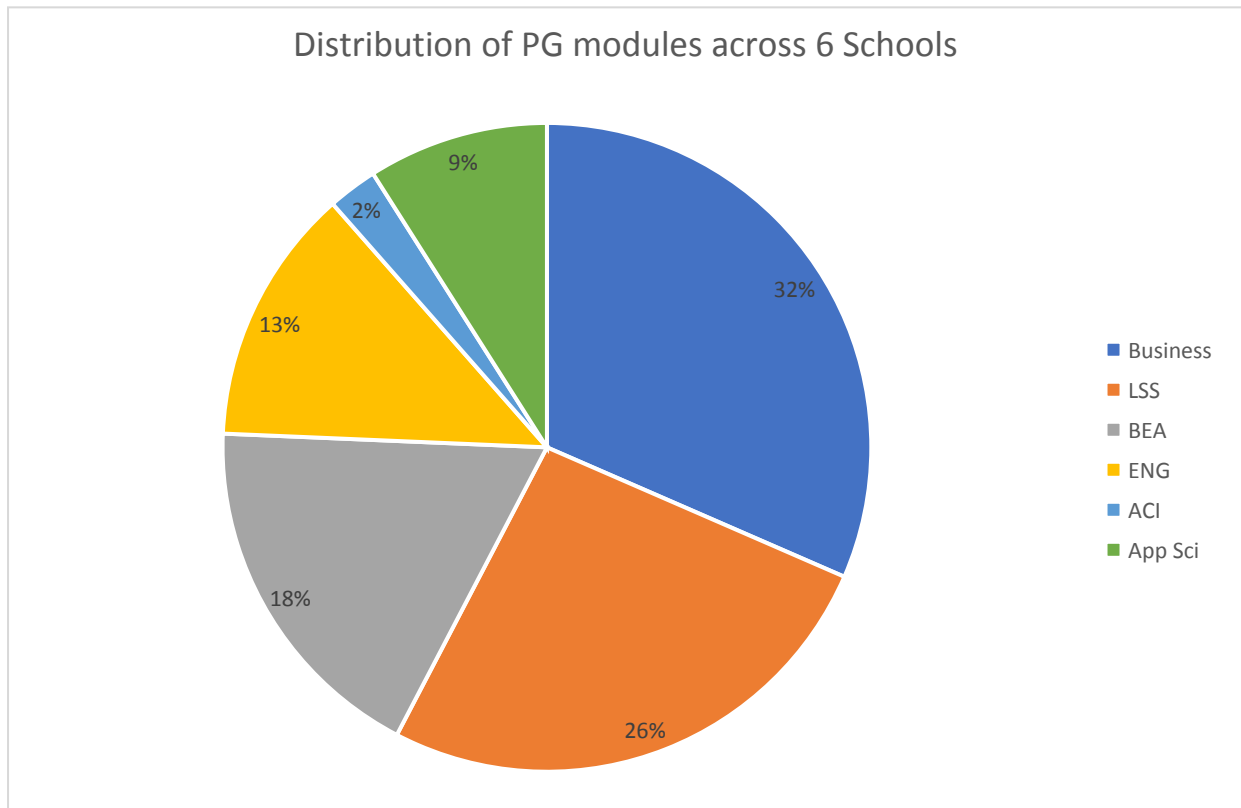
1.3 The scope of this review is to some extent determined by the PG data available – hence there is a tendency to manage what we can measure. Satisfaction scores for PG provision (PTES) are not robust, and the PG employability data is somewhat opaque. Hence the focus in this report on student numbers, income and pass rates.

1.4 Data for HSC is excluded as the vast majority of their PGT income is recorded as enterprise income and it is not possible to disaggregate this and reconstitute a notional PG income by Division or course.

1.5 PGR student numbers are not included here. There may be some value in collating the clean data on PGR students (from HAPLO) and reconciling this with the related fee income (including fee waivers) and the cost of supervisions (as recorded in annual workload allocations and HPL contracts), along with direct management costs. This would help inform strategic planning of the PGR activities, the fee level that should be charged to cover costs, and possibly the extent of any cross-subsidy considered to be strategically important.

## 2. PG Student numbers

### 2.1 Modules volume across all 6 School

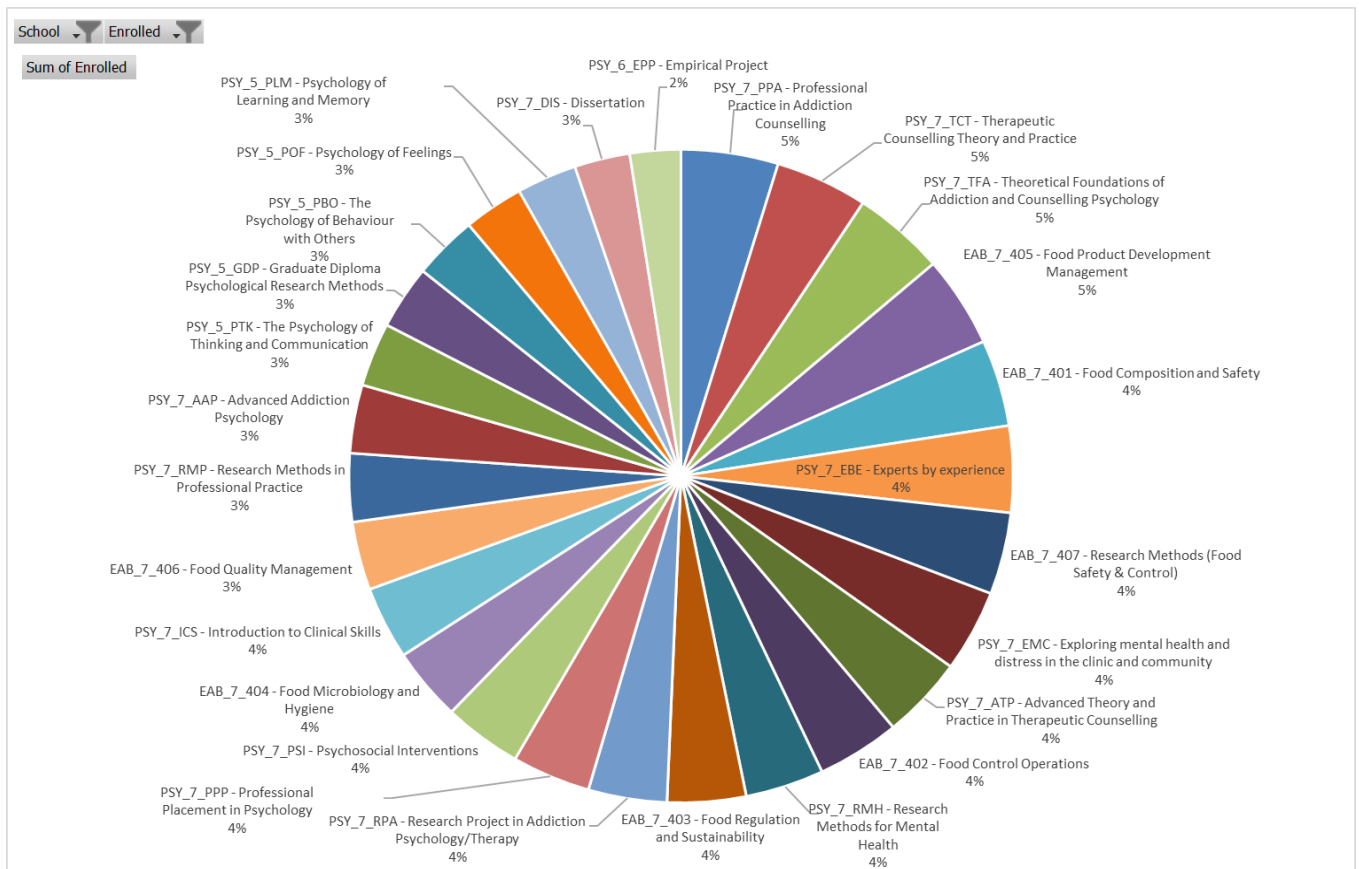


2.1.1 As of October 2017 there were 444 live modules recorded across 6 Schools with Business having the largest offering.

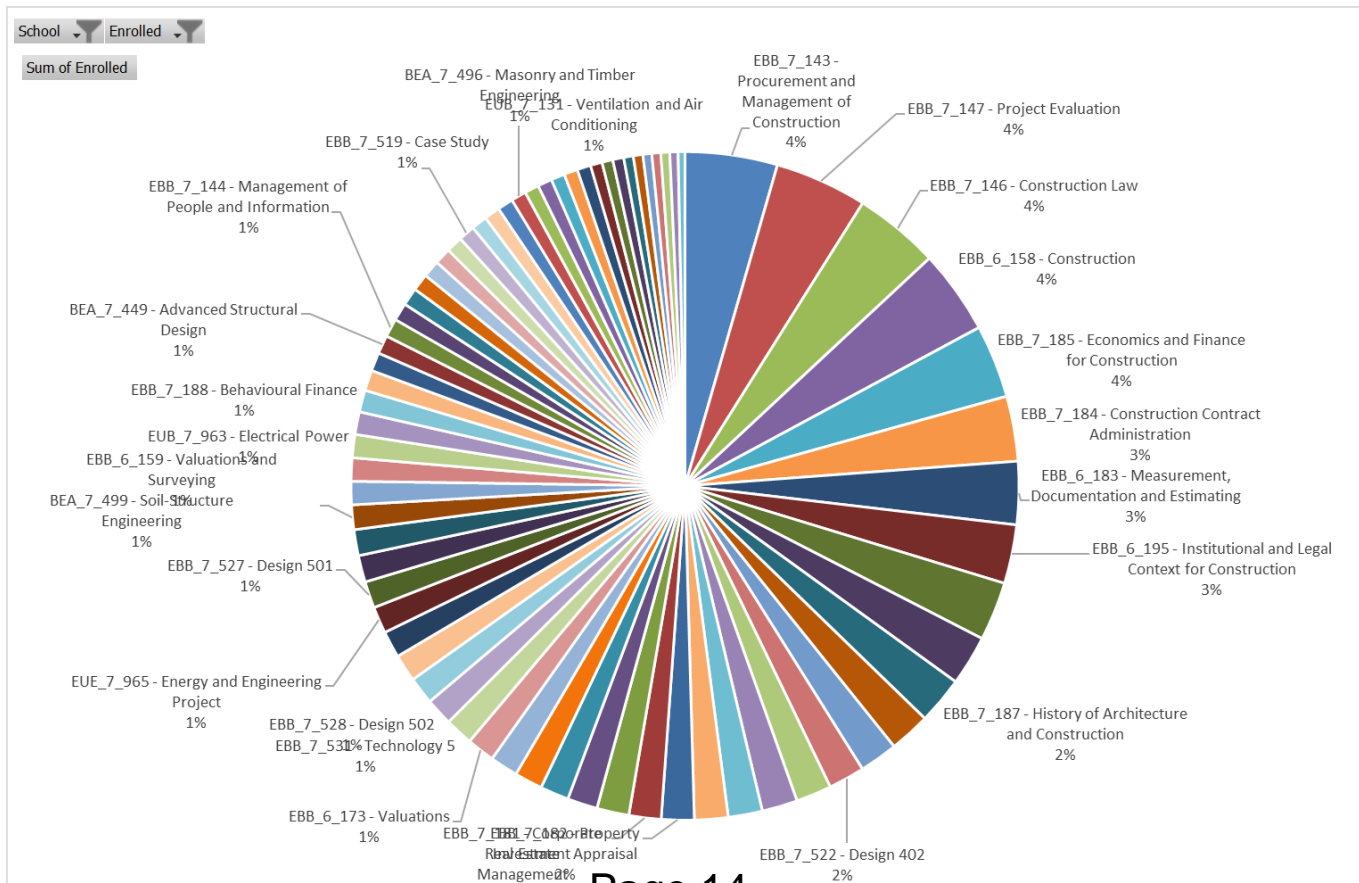
### 2.2 Range of modules by School

The following charts (based on 2016/17 data) show the volume of modules with at least 10 enrolments across each School (hence ACI not listed) and the % of each Schools PG enrolments associated with each module in each School. These charts do not contain any data related to courses as a whole.

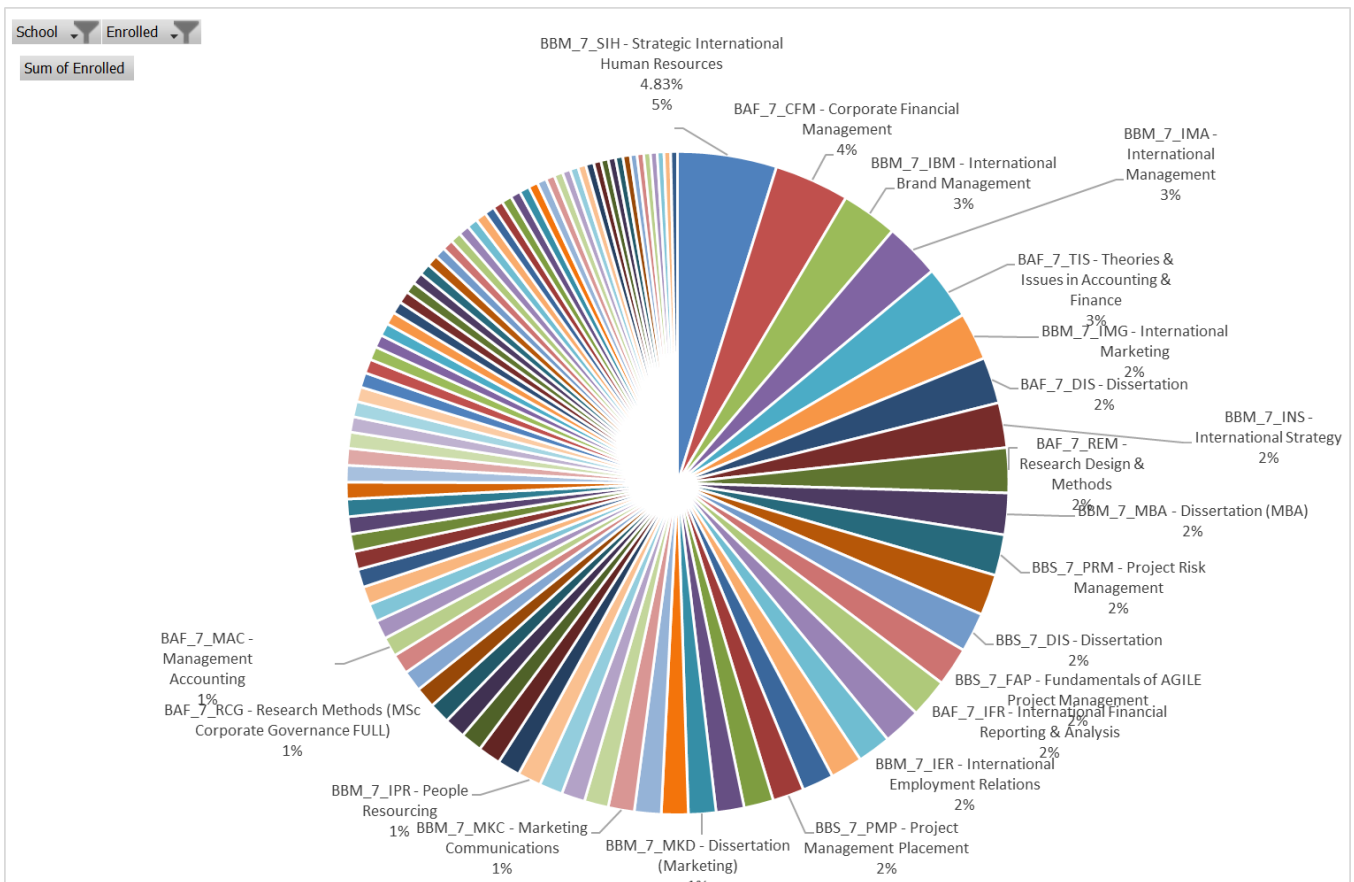
## 2.2.1 Applied Science



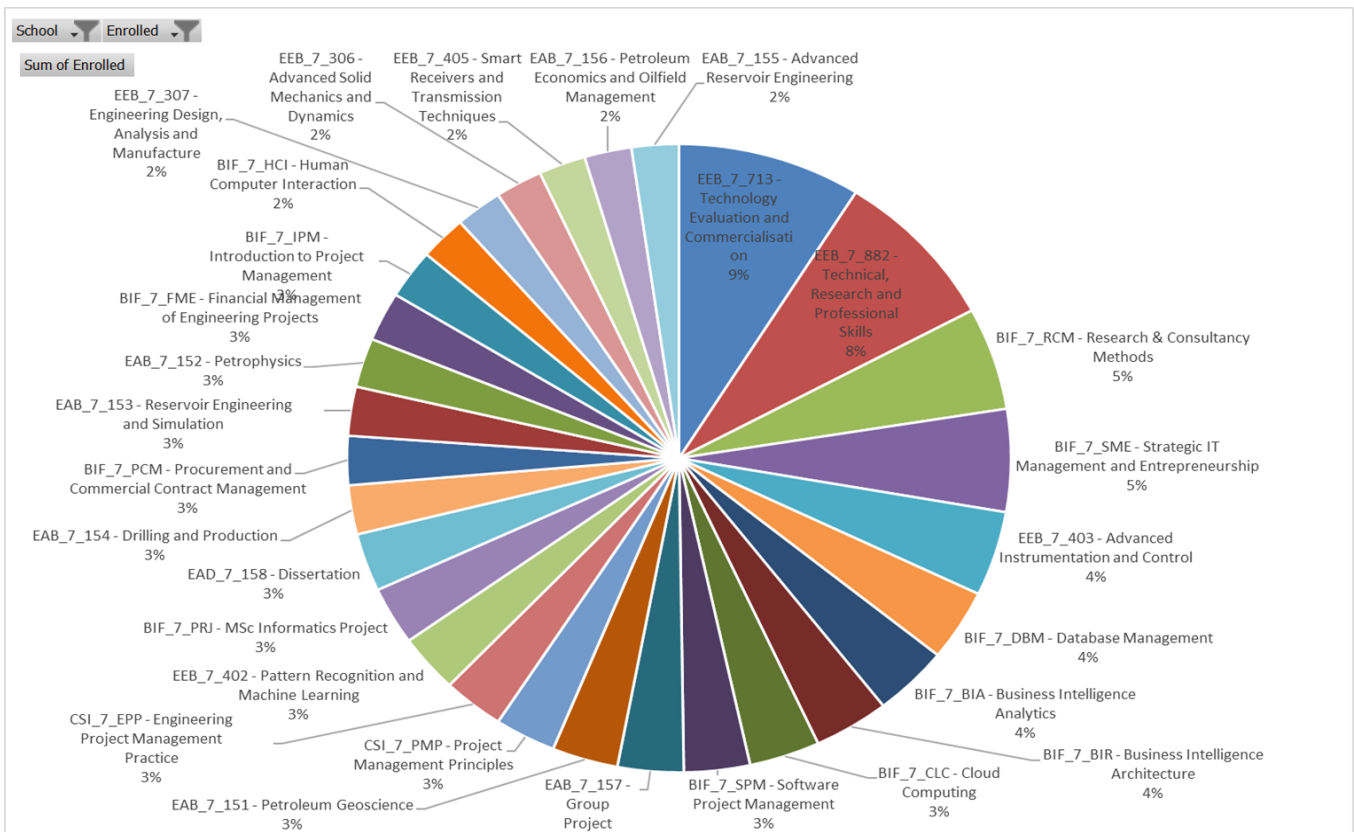
## 2.2.2 Built Environment and Architecture



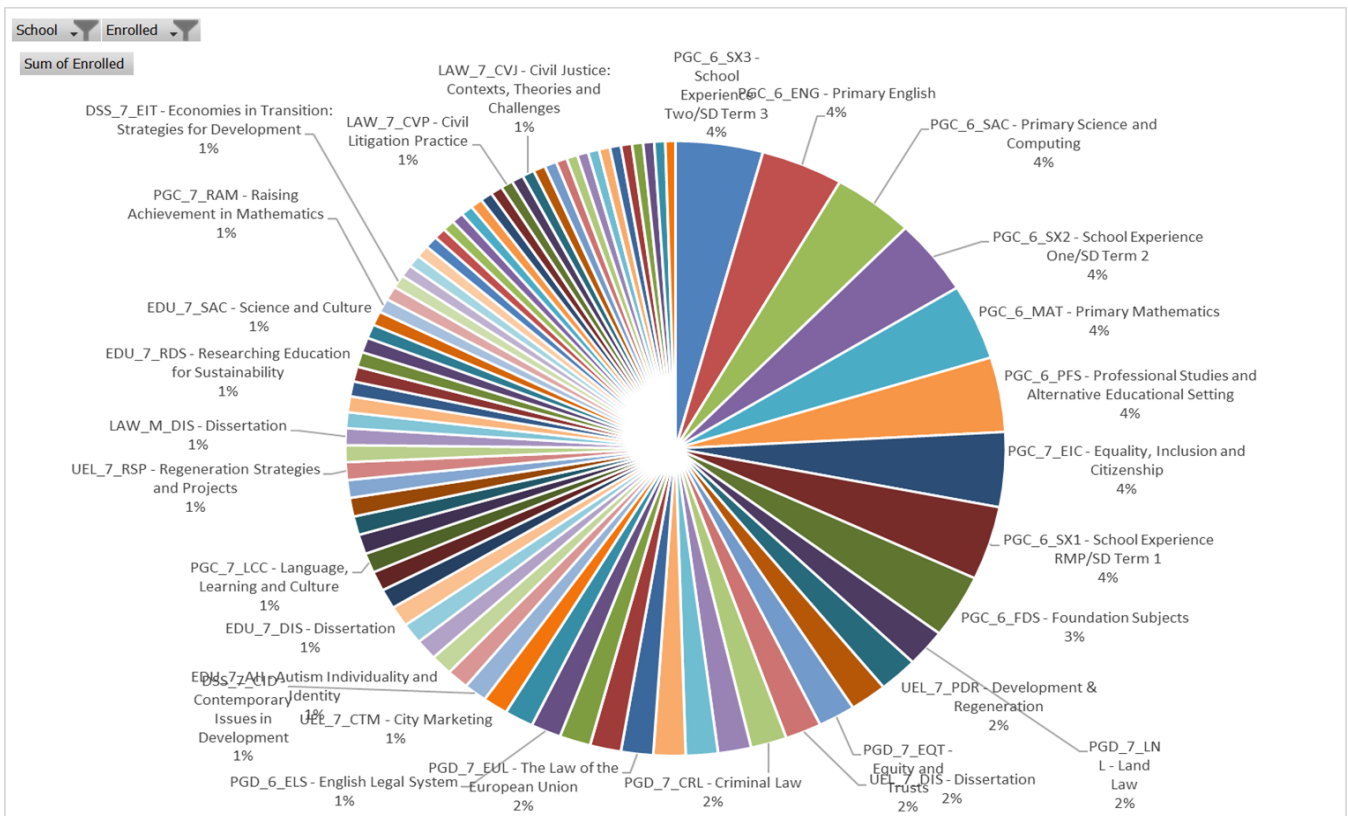
## 2.2.3 Business



## 2.3.4 Engineering

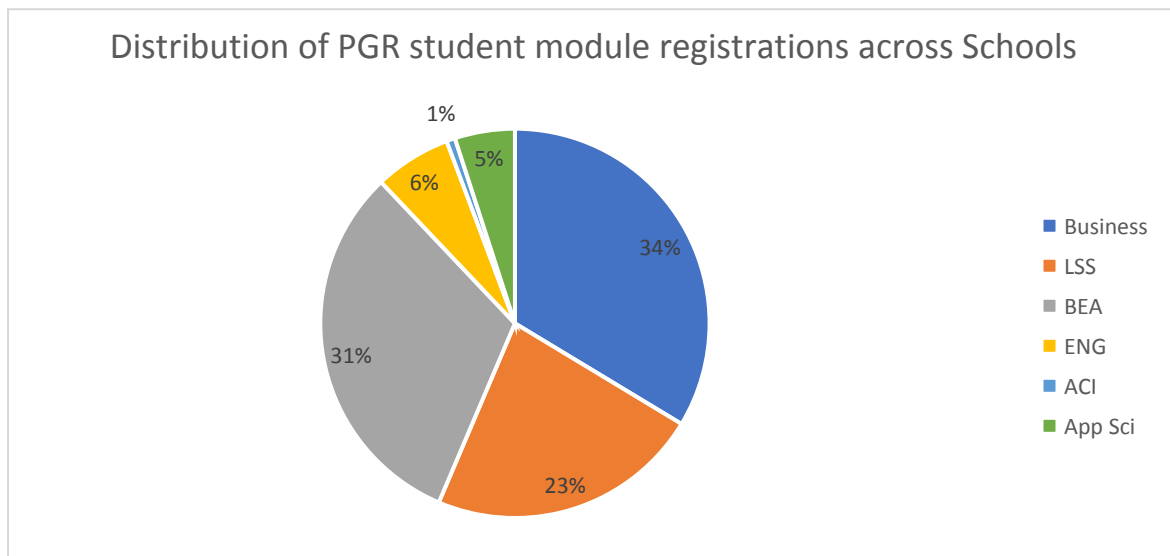


### 2.3.5 Law and Social Sciences



2.3.6 Whilst there are advantages, in terms of student choice, to maintaining a significant range of PG modules, the consequent opportunity and financial costs in terms of module leadership, QA support, monitoring, reporting, examining, material production, student registration etc. add up. On this basis, the Schools of Applied Science and Engineering may have a better balanced portfolio than, say, Law and Social Sciences, or most certainly more than is the case with the School of Business.

### 2.2 Students enrolled and intensity of module take up



2.2.1 There were a total of 9,775 instances of taught PG students (PGT) registered on PG modules across the six Schools with the largest grouping being in the



Business School. Taking the total number of PG module registrations in a School and dividing that figure by the number of live modules in the School gives a broad proxy for efficiency in terms of the intensity of use.

School	Live PG Modules	PG student registrations across all PG modules	Intensity factor
Business	140	3289	23.5
LSS	116	2224	19.2
BEA	80	3082	38.5
ENG	57	622	10.9
ACI	11	70	6.4
App Sci	40	488	12.2
Ave	74.0	1629.2	18.4

2.2.2 In terms of intensity of module registration BEA would appear to be leading the way in driving efficiency, with Business and LSS also above the average across the six Schools.

### 2.3 Live 2016/17 modules with no students

School	Division	Module Code	Count of Module in 2015	Sum of Enrolled in 2015	Sum of Enrolled in 2016
School Of Applied Sciences	Division of Psychology	PSY_6_AAB - Art, Awareness and The Brain	1	1	0
		PSY_7_DMF - Decision making in the forensic context	1	11	0
School Of Business	Division of Management, Marketing & People	BBM_7_GBE - Global Entrepreneurship	1	1	0
		BBM_7_LPA - Law and Ethics in Public Administration	1	4	0
		BBM_7_MCS - Dissertation (Civil Society)	1	4	0
		MAN_7_LMD - Leadership and Management Development	1	8	0

Only six modules across six Schools showing as live in 2016/17 with no students attached – so no huge legacy clear up operation required on that basis.

### 2.4 Live 2016/17 modules with between 1 and 10 students enrolled

The following data focusses on the PG modules in each School with fewer than 10 PG students enrolled

#### 2.4.1 Applied Sciences

School	Division	Module Code	Count of Module in 2015	Sum of Enrolled in 2015	Sum of Enrolled in 2016
School Of Applied Sciences	Division Of Food Sciences	EAD_7_408 - Masters Project	1	8	8
		Division of Psychology	PSY_6_ABA - Applied Behaviour Analysis and Autism Spectrum Disorder (ABA & Autism)	1	1
	PSY_6_APM - Applied Psychometrics		1	0	1
	PSY_6_CPP - Counselling Psychology and Psychotherapy		1	6	5
	PSY_6_EPF - Empirical Project (Fast-Track)		1	6	4
	PSY_6_PAB - Psychology of Addictive Behaviour		1	0	2
	PSY_6_PMH - Psychology of Mental Health and Distress		1	4	4
	PSY_6_PPP - Professional Placement in Psychology		1	3	1
	PSY_7_DSS - Dissertation		1	11	5
	PSY_7_RM1 - Investigative Research Methods 1		1	13	4
	PSY_7_RM2 - Investigative Research Methods 2		1	13	4
	PSY_7_VWS - Vulnerable Witnesses and Suspects		1	13	4
	PSY_7_WTP - Witness Psychology		1	11	1
	<b>Grand Total</b>			<b>13</b>	<b>89</b>

## 2.4.2 ACI

			Count of Module Code	Sum of Enrolled in 2015	Sum of Enrolled in 2016
School Of Arts & Creative Industries	Division of Arts & Performance	CWP_7_CID - Creative Industries Placement	1	11	8
		CWP_7_CPA - Creative Industries Placement: Preparation and Attainment	1	11	8
		CWP_7_PPP - Practice as Research and Development: Project Production	1	11	8
		CWP_7_PRS - Practice as Research and Development: Project Initiation	1	11	8
		CWP_7_RSP - Research Paper	1	11	1
	Division Of Film & Media	CWP_7_TCC - Creative Industries: The Cultural Context	1	11	8
		AME_M_DIS - Dissertation	1	8	5
		AME_M_PPD - Project Production	1	8	7
		CWP_7_CIG - Culture and Identity in a Globalised World	1	13	8
		CWP_7_DIS - Dissertation	1	4	1
		CWP_7_RMI - Researching the Media Industries	1	14	8
<b>Grand Total</b>			<b>11</b>	<b>113</b>	<b>70</b>

## 2.4.3 BEA

			Count of Module Code	Sum of Enrolled in 2015	Sum of Enrolled in 2016
School Of Built Environment & Architecture	Division of Civil & Building Services Engineering	BEA_7_447 - Transport, Society and Planning	1	2	8
		BEA_7_495 - Water Engineering	1	7	9
		EUB_7_133 - Renewable Energy Technologies 1	1	16	9
	Division of Construction, Property & Surveying	BEA_7_493 - Environmental Performance	1	6	4
		EBB_7_169 - Project Briefing and Evaluation	1	6	4
		EBB_7_170 - Project Leadership	1	6	4
		EBB_7_175 - Economics for Property Professionals	1	11	7
		EBB_7_176 - Property Development Process	1	12	7
		EBB_7_177 - Project Finance	1	12	7
		<b>Grand Total</b>			<b>9</b>

## 2.4.4 Business

			Count of Module Code	Sum of Enrolled in 2015	Sum of Enrolled in 2016	
School Of Business	Division of Accounting, Finance & Economics	BAF_7_IDS - Applied Dissertation Investment (Accounting & Finance)	1	0	2	
		BAF_7_IND - Dissertation (Investment)	1	0	2	
		BAF_7_MAF - Managing Accounting & Finance	1	65	8	
		IIM_7_005 - International Finance	1	2	3	
	Division of Business & Enterprise	BBS_7_MEC - Managerial Economics	1	63	5	
		Division of Management, Marketing & People	BBM_7_CIP - Contemporary Issues for Public Managers	1	3	4
	BBM_7_CMB - Contemporary Marketing (Blended)		1	3	4	
	BBM_7_CMS - Creative & Media Strategy		1	15	4	
	BBM_7_CON - Contemporary Management Issues		1	5	1	
	BBM_7_DIN - Dissertation and Internship Module		1	44	1	
	BBM_7_DMB - Digital & Social Media (Blended)		1	3	5	
	BBM_7_ESB - Entrepreneurship and Small Business Management		1	3	1	
	BBM_7_FIM - Fundamentals in International Management		1	10	9	
	BBM_7_HED - Health Economics in Developing Countries		1	8	7	
	BBM_7_HPD - Health Planning in Developing Countries		1	8	6	
	BBM_7_IMK - International Marketing		1	6	8	
	BBM_7_INM - Integrative Management and Change in Public Service		1	4	5	
	BBM_7_LPM - Leadership, Public Management and Governance		1	9	6	
	BBM_7_MAL - Management and Leadership		1	9	6	
	BBM_7_MCR - Managing Through Critical Research		1	9	7	
	BBM_7_MDM - Market Driven Marketing		1	10	9	
	BBM_7_MGA - Management in Action		1	9	8	
	BBM_7_MHR - Managing Human Resources		1	55	9	
	BBM_7_MLP - Managing and Leading People		1	9	8	
	BBM_7_PPM - Public Policy and the Managerial Environment		1	9	6	
	BBM_7_PSE - Public Sector Entrepreneurship		1	4	4	
	BBM_7_SMA - Strategic Management in the Public and Not For Profit Sectors		1	0	4	
	IBM_7_C12 - International Marketing		1	2	1	
	IIB_7_001 - International Trade		1	7	3	
	IIB_7_003 - Analytical Techniques		1	7	3	
	IIB_M_012 - Dissertation		1	10	7	
	MAN_7_LMC - Leading & Managing Change		1	7	4	
	MAN_7_MCM - Managing Coaching and Mentoring		1	2	7	
	MCS_7_154 - European Management and Business Strategy		1	3	4	
	MCS_7_160 - International Strategy		1	5	4	
	MCS_7_165 - Management in International Firms		1	6	3	
	MCS_M_154 - European Management & Business Strategy		1	5	9	
	MCS_M_160 - International Strategy		1	5	9	
	MCS_M_165 - Management In International Firms		1	5	9	
	MCS_M_802 - Enterprise And Business Planning		1	7	9	
	MHR_M_800 - Projects And Operations Management		1	7	2	
	MHR_M_801 - Strategic HRM		1	7	2	
	MHR_M_803 - Management And Leadership	1	7	9		
	<b>Grand Total</b>			<b>43</b>	<b>457</b>	<b>227</b>

## 2.4.5 Engineering

			Count of Module Code	Sum of Enrolled in 2015	Sum of Enrolled 2016	
School Of Engineering	Division of Computer Science & Informatics	BIF_7_EBA - E-Business Applications	1	9	8	
		BIF_7_EPD - MSc Engineering Project / Dissertation	1	0	7	
		BIF_7_MAS - Mobile Apps & Security	1	4	7	
		BIF_7_PAR - Publishing Architectures	1	9	8	
		BIF_7_POI - Project, Organisation and Innovation	1	0	9	
		BIF_7_PRO - Postgraduate Informatics Project	1	14	7	
		BIF_7_QPM - Quality Project Management in Engineering	1	0	9	
		BIF_7_RPD - Research Methods and Professional Development	1	0	9	
		BIF_7_RTE - Risk Management and Technology Evaluation	1	0	9	
		BIF_7_SDP - Social Media and Digital Publishing	1	5	8	
		Division Of Electrical & Electronic Engineering	EEB_7_101 - Mechatronics and Embedded System Design	1	0	4
			EEB_7_103 - Microprocessor Control and Robotics	1	0	4
			EEB_7_401 - Digital Signal Processing and Real-Time Systems	1	8	9
			EEB_7_404 - Advanced Power Electronics and Renewable Energy	1	7	7
	EEB_7_487 - Optical and Microwave Communications		1	6	9	
	EEB_7_488 - Wireless Communications and Satellite Systems		1	6	9	
	EEB_7_505 - Biomedical Imaging		1	1	3	
	EEB_7_876 - Computer Network Design		1	6	9	
	EED_7_489 - Research Project Stage 1 (Planning and Practice)		1	2	1	
	EED_7_490 - Research Project Stage 2 (Execution and Management)		1	2	2	
	EEE_7_491 - Research Project Stage 3 (Final Dissertation)		1	1	2	
	EEE_7_881 - MSc Project		1	24	6	
	Division of Mechanical Engineering & Design		EEB_7_104 - Electromechanical Systems and Manufacturing Technology	1	9	9
			EEB_7_301 - Economic Aspects of Engineering Projects	1	9	7
		EEB_7_303 - Supply Chain Engineering and Operations Management	1	9	8	
		EEB_7_304 - Energy, the Environment and Product Life-Cycle	1	9	7	
		EEB_7_305 - Advanced Thermo Fluids and Energy Analysis	1	0	8	
		EEB_7_715 - Intellectual Property Development	1	2	1	
		Grand Total		28	142	186

## 2.4.6 LSS

			Count of Module Code	Sum of Enrolled in 2015	Sum of Enrolled 2016	
School Of Law & Social Sciences	Division of Education	EDU_7_SEN - Special Educational Needs and Disability	1	6	9	
		EDU_7_TAL - Teaching and Learning: The needs of learners with special needs, autism and disability	1	3	3	
		PGC_6_EIC - Equality, Inclusion and Citizenship	1	1	2	
		PGC_7_SED - Working inclusively with Special Educational Needs and Disability (SEND)	1	27	9	
		WED_7_DIS - Dissertation	1	2	2	
		WED_7_SE2 - School-Based: Equality And Achievement	1	0	1	
		WED_7_SF2 - School-Based: Framework Module	1	0	3	
		Division of Law	LAW_7_CJS - Criminal Justice	1	4	9
			LAW_7_CPP - International Criminal Procedure and Practice	1	6	8
			LAW_7_ITL - International Trade Law	1	0	9
	PGD_6_CRL - Criminal Law		1	7	3	
	PGD_6_EQT - Equity and Trusts		1	2	2	
	PGD_6_EUL - The Law of the European Union		1	7	1	
	PGD_6_LNL - Land Law		1	7	1	
	PGD_6_PUL - Public Law		1	2	3	
	PGD_6_TOR - Obligations 2 - Law of Torts		1	5	3	
	PGD_7_DIS - Dissertation		1	15	6	
	Division of Social Sciences	DSS_7_APE - Asylum Policy of the EU: A Regional Comparison	1	9	2	
		DSS_7_CHV - Crime, Harm and Victimisation	1	6	7	
		DSS_7_CRP - Criminological Research in Practice	1	6	7	
		DSS_7_CTH - Criminological Theory	1	6	7	
		DSS_7_DAT - Data Analytic Techniques for Social Scientists	1	6	7	
		DSS_7_DSR - Dissertation	1	34	6	
		DSS_7_DSS - Dissertation	1	6	7	
		DSS_7_FMH - Forced Migration and Human Rights	1	9	8	
		DSS_7_MSR - Methods for Social Research and Evaluation: Philosophy, Design and Data Collection	1	6	7	
		DSS_7_RCJ - Responding to Crime: Justice, Social Control and Punishment	1	6	7	
	Division of Urban, Environment & Leisure Studies	EFS_M_UN9 - Dissertation	1	2	1	
		UEL_7_ERM - Environment and Resource Management	1	4	9	
		UEL_7_ESD - Dissertation	1	18	6	
		UEL_7_EVP - Everyday Life: Place as Performance	1	2	1	
		UEL_7_GPC - Global Planning: Challenges, Responses	1	4	6	
		UEL_7_HLW - Housing Law	1	9	4	
		UEL_7_NHP - New Housing Professional	1	9	4	
UEL_7_PFH - Planning for Housing		1	13	4		
UEL_7_PPA - Planning Practice Project		1	11	6		
UEL_7_RSB - Running the Social Business		1	9	4		
Grand Total		38	276	186		

## 2.4.7 Summary

School	Count of modules with 1-10 PG registrations	Average PG registrations per module in this range	% of School's live PG modules in this range
Business	43	5.27	30.71%
LSS	38	4.89	32.76%
BEA	9	6.55	11.25%
ENG	28	6.64	49.12%
ACI	11	6.36	100.00%
App Sci	13	3.38	32.50%

The scope for rationalisation would appear to be greatest in Business and LSS, given the volume of low registration PG modules, although the 3.38 registration average in Applied Science would also suggest the need to review the educational experience offered where numbers are so low. Looked at another way, and setting aside ACI where the module count and student counts are very low, a concern might be that in Engineering nearly half the live PG modules in 2016/17 had between 1 and 10 registrations, and in Business, LSS and Applied Science that figure is around third.

#### 2.4.8 Trend data

With the exception of Engineering, all 6 Schools show a significant reduction in the number of PG student registrations on PG modules with between 1 and 10 students between 2015/16 and 2016/17.

	<b>Sum of students enrolled on PG modules with between 1 and 10 students 2015/16</b>	<b>Sum of students enrolled on PG modules with between 1 and 10 students 2016/17</b>	<b>Change in PG registrations on modules</b>	<b>% Change</b>
<b>App Sci</b>	89	44	-45	-50.56%
<b>ACI</b>	113	70	-43	-38.05%
<b>BEA</b>	78	59	-19	-24.36%
<b>BUS</b>	457	277	-180	-39.39%
<b>ENG</b>	142	212	70	49.30%
<b>LSS</b>	276	186	-90	-32.61%
<b>Total</b>	1155	848	-307	-26.58%

### 3. Student success 2016/17

3.1 The following data details the 2016/17 PG modules in each School with:

(a) more than 5 PG registrations for 2016/17;

(b) an overall pass rate (number enrolled/number passing) of less than 80% for 2016/17

			Count of Module Code	Sum of Passed	Sum of Enrolled	Average of Pass Rate	
School Of Applied Sciences	Division Of Food Sciences	EAB_7_401 - Food Composition and Safety	1	15	19	79%	
		EAD_7_408 - Masters Project	1	6	8	75%	
	Division Of Psychology	PSY_5_GDP - Graduate Diploma Psychological Research Methods	1	11	14	79%	
PSY_5_PBO - The Psychology of Behaviour with Others		1	11	14	79%		
PSY_6_EPP - Empirical Project		1	8	11	73%		
School Of Built Environment & Architecture	Division Of Architecture	EBB_7_521 - Design 401	1	40	52	77%	
		EBB_7_522 - Design 402	1	41	53	77%	
		EBB_7_523 - Design 403	1	44	56	79%	
	Division of Civil & Building Services Engineering	BEA_7_498 - Advanced Computing and Structural Simulation	1	21	27	78%	
		EUB_7_122 - Measurement and Control of Sound	1	9	21	43%	
		EUB_7_133 - Renewable Energy Technologies 1	1	7	9	78%	
		EUB_7_963 - Electrical Power	1	27	34	79%	
	Division of Construction, Property & Surveying	EBB_7_150 - Property and Building Law	1	28	38	74%	
		EBB_7_152 - Use and Performance of Buildings	1	33	42	79%	
		EBB_7_153 - Property and Asset Management	1	29	39	74%	
School Of Business	Division of Accounting, Finance & Economics	EBE_7_148 - Dissertation (level 7)	1	65	86	76%	
		BAF_7_BAN - International Banking	1	36	48	75%	
		IIM_M_005 - International Finance	1	8	11	73%	
	Division of Business & Enterprise	BBS_7_BPM - Business Project Management	1	23	47	49%	
		BBS_7_PMP - Project Management Placement	1	19	47	40%	
		BBS_7_PRM - Project Risk Management	1	36	61	59%	
		BBS_7_QSM - Quality Standards & Management	1	45	61	74%	
	Division of Management, Marketing & People	IIB_M_001 - International Trade	1	3	10	30%	
		BBM_7_HRP - Dissertation (IHR)	1	7	10	70%	
		BBM_7_IBM - International Brand Management	1	66	84	79%	
BBM_7_IMC - Integrated Marketing Communications		1	27	35	77%		
BBM_7_MBA - Dissertation (MBA)		1	49	62	79%		
BBM_7_MRP - Management Report		1	5	11	45%		
MAN_7_DHR - HR Dissertation		1	14	19	74%		
School Of Engineering	Division of Chemical & Petroleum Engineering	MCS_M_160 - International Strategy	1	7	9	78%	
		EAB_7_151 - Petroleum Geoscience	1	9	14	64%	
		EAB_7_154 - Drilling and Production	1	8	11	73%	
	Division of Computer Science & Informatics	EAD_7_158 - Dissertation	1	7	13	54%	
		BIF_7_BIA - Business Intelligence Analytics	1	12	16	75%	
		BIF_7_PAR - Publishing Architectures	1	5	8	63%	
	Division Of Electrical & Electronic Engineering	EEB_7_403 - Advanced Instrumentation and Control	1	11	19	58%	
		EEB_7_404 - Advanced Power Electronics and Renewable Energy	1	5	7	71%	
		EEE_7_881 - MSc Project	1	3	6	50%	
School Of Law & Social Sciences	Division of Education	EDU_7_SEN - Special Educational Needs and Disability	1	5	9	56%	
		LAW_7_CPP - International Criminal Procedure and Practice	1	6	8	75%	
	Division of Law	LAW_7_DHR - Dissertation for LLM Human Rights and Development	1	4	12	33%	
		LAW_7_DIS - Dissertation	1	0	12	0%	
		LAW_7_DSS - Dissertation	1	0	12	0%	
		LAW_7_ICA - International Commercial Arbitration	1	9	12	75%	
		LAW_7_IRD - International Human Rights & Development	1	16	22	73%	
		LAW_M_DIS - Dissertation	1	4	18	22%	
		PGD_7_DIS - Dissertation	1	3	6	50%	
		Division of Social Sciences	DSS_7_DSR - Dissertation	1	3	6	50%
			DSS_7_DSS - Dissertation	1	0	7	0%
			DSS_7_IRL - International Refugee Law	1	8	11	73%
	DSS_7_RMD - Research Methods		1	16	21	76%	
	Division of Urban, Environment & Leisure Studies	UEL_7_BMS - Business and Management Strategy	1	15	19	79%	
		UEL_7_CCM - Cross-Cultural Management	1	14	18	78%	
		UEL_7_CTH - Critical issues in Tourism and Hospitality Industry	1	14	20	70%	
		UEL_7_DIS - Dissertation	1	21	36	58%	
		UEL_7_DSS - Dissertation	1	6	13	46%	
		UEL_7_ESD - Dissertation	1	0	6	0%	
		UEL_7_MST - Marketing Strategy	1	15	20	75%	
UEL_7_PRL - Professional Leadership		1	14	21	67%		

3.2 ACI PG modules do not appear in these tables because the none meet the criteria for inclusion. As a School, LSS has the highest proportion of its live 2016/17 PG modules included, at just over 18%, against an average across the Schools of 13%. LSS also has the lowest average pass rate across included PG modules at 56%, compared to an average across all six Schools of 67%.

	Number of PG modules falling within the sub-80% pass category	Sub-80% pass rate PG modules a % of the School's PG module offering	Number of PG registrations	Number of passes	Overall pass rate amongst sub-80% PG modules
<b>Business</b>	14	10.00%	515	345	66.99%
<b>LSS</b>	21	18.10%	309	173	55.99%
<b>BEA</b>	11	13.75%	457	344	75.27%
<b>ENG</b>	8	14.04%	94	60	63.83%
<b>ACI</b>	0	0.00%	0	0	N/A
<b>App Sci</b>	5	12.5%	66	51	77.27%
<b>Total</b>	59	13.29%	1441	973	67.52%

3.3 Detailed data on the distribution of pass rates across PG modules (those with at least 5 registrations in 2016/17) in each School is set out at Appendix 3. The summary table below for LSBU (exc HSC) shows the split in each School between modules where a 100% pass rate was achieved and those where it was not. ACI is an outlier here but the numbers involved are very small. Typically, Schools are achieving a 100% pass rate in approximately 30% of the PG modules offered in 2016/17.

	Modules with pass rates below 100%	Modules with pass rates at 100%	Modules with pass rates below 100%	Modules with pass rates at 100%	Total modules in count
<b>Business</b>	79	41	65.83%	34.17%	120
<b>LSS</b>	69	28	71.13%	28.87%	97
<b>BEA</b>	68	11	86.08%	13.92%	79
<b>ENG</b>	35	17	67.31%	32.69%	52
<b>ACI</b>	1	8	11.11%	88.89%	9
<b>App Sci</b>	24	6	80.00%	20.00%	30
<b>Totals</b>	276	111	71.32%	28.68%	387

#### 4. Financial performance

	Total PG module tuition fee income 2016/17	PG module count 2016/17	Income per PG module 2016/17	Average PG student registrations per PG module 2016/17	Average tuition fee generated per PG student registration per PG module
<b>Applied Science</b>	£586,053	40	£14,651	12.2	£1,201
<b>ACI</b>	£101,793	11	£9,254	6.4	£1,446
<b>BEA</b>	£3,394,769	80	£42,435	38.5	£1,102
<b>Business</b>	£4,092,115	140	£29,229	23.5	£1,244
<b>Engineering</b>	£1,045,632	57	£18,344	10.9	£1,683
<b>LSS</b>	£1,883,893	116	£16,240	19.2	£846
<b>Averages</b>			£25,010	22	£1,137

4.1 The table above provides a snapshot of the financial health of the PG module provision, School by School, for 2016/17. As can be seen there is a significant range in the average income per module, with ACI generating less than £10,000 and BEA over £40,000 per PG module. Once student registrations are taken into account, the financial performance of PG modules in LSS begins to look like an outlier where the average tuition fee generated dips below £900, compared to nearly double that in Engineering. Clearly some local factors will be in play. In Engineering, there are some premium fee PG courses (Petroleum Engineering), in BEA the lower income level per PG student registration reflects the high number of PT PG students. Deviations from the School average are highlighted in red.

4.2 Trend data tracking actual tuition fee income for 2015/16, 2016/17 and forecasts for 2017/18 shows the increasing significance of PG tuition fee income and the need to develop the PG portfolio further to compensate for declining UG tuition fee income. The table below shows that, across six Schools, UG fee income is flat overall, but dropping in real terms if fee increases and inflation are factored in), and dropping in three of the six Schools. Current UG recruitment data does not offer huge comfort here.

<i>H/EU and Overseas UG fee income</i>	15/16 Actuals	16/17 Actuals	17/18 Forecast			
School	UG	UG	UG	Trend 2015-18	% change	Total
School of Applied Science	£8,669,217	£8,406,491	£7,804,455	(£864,762)	-9.98%	£24,880,163
School of Arts & Creative Industries	£8,090,095	£9,106,427	£9,596,955	£1,506,860	18.63%	£26,793,476
School of Built and Environment	£9,693,484	£10,937,948	£10,944,051	£1,250,567	12.90%	£31,575,483
School of Business	£11,626,838	£11,481,788	£11,158,343	(£468,495)	-4.03%	£34,266,969
School of Engineering	£12,395,367	£11,520,781	£10,389,873	(£2,005,493)	-16.18%	£34,306,020
School of Law and Social Sciences	£10,695,885	£11,381,564	£11,133,444	£437,559	4.09%	£33,210,894
<b>Total School</b>	<b>£61,170,886</b>	<b>£62,834,998</b>	<b>£61,027,121</b>	<b>(£143,765)</b>	<b>-0.24%</b>	<b>£185,033,005</b>

4.3 The trend data for PG income, on the other hand, shows significant growth year on year in nearly every School (buoyed no doubt by the boost from the availability of PG loans in 2016/17).

<i>H/EU and Overseas PG fee income</i>	15/16 Actuals	16/17 Actuals	17/18 Forecast			
School	PG	PG	PG	Trend 2015-18	% change	Total
School of Applied Science	£620,180	£740,551	£965,092	£344,912	55.61%	£2,325,823
School of Arts & Creative Industries	£161,040	£182,923	£286,633	£125,593	77.99%	£630,596
School of Built and Environment	£3,076,531	£3,587,589	£3,407,061	£330,530	10.74%	£10,071,180
School of Business	£3,013,576	£4,210,700	£3,401,292	£387,716	12.87%	£10,625,569
School of Engineering	£1,091,073	£1,535,149	£1,303,053	£211,980	19.43%	£3,929,275
School of Law and Social Sciences	£1,937,446	£2,003,148	£1,634,485	(£302,961)	-15.64%	£5,575,080
<b>Total School</b>	<b>£9,899,845</b>	<b>£12,260,060</b>	<b>£10,997,616</b>	<b>£1,097,771</b>	<b>11.09%</b>	<b>£33,157,521</b>



## **5. School specific notes**

5.1 Some issues seem to be, to some extent, common across the Schools as regards PG provision:

(a) proliferation of research methods modules;

(b) proliferation of dissertation modules;

There may be quick win through the validation process to ensure the development of new PG modules of this type is robustly scrutinise.

(c) There did not seem to be a clear strategy regarding PG level apprenticeship courses

(d) Concerns over the alignment of LSBU processes and the potential to grow PG through January start programmes.

### **5.1 ACI**

5.1.1 All PG closed at the end of 16/17 save for MRes – so that provision could be redesigned and relaunched.

5.1.2 New suite of market focused provision coming on stream for 17/18 and beyond including MA Journalism and Development Studies, MSc Editing and Post-Production; MA Performance Practice – all other new products are for September 2019. All 12 month courses with an emphasis on directly applicable skills (as opposed to “sitting at the feet of the guru”).

### **5.2 Applied Science**

5.2.1 Regarding modules with small/zero student numbers, this is attributable to two factors. The first is that a number of L6 option modules were made available to the Graduate Diploma in Psychology students as part of their course. So while the enrolment numbers appear low (this is the case for all of the listed PSY\_6\_xxx modules), there would have been significantly more UG students on these modules as well. The second factor is that the School ran out the MSc Investigative Forensic Psychology course in 2016/17, so the final cohort of part time students were being taught on this course for the last time (hence the small numbers on the PSY\_7\_xxx modules, which would previously have also included FT student numbers).

5.2.2 The School charges a premium fee for the part time MSc Addiction Psychology course – approximately £9500 across the three years. The Graduate Diploma in Psychology numbers currently has very low fee levels – thus depressing the averages for the School (£5750 for an 18 month course). This course was closed as of 16/17, and from 17/18 upgraded to an MSc Psychology, which is one full year, and charged at the standard MSc fee rate of £7500 (15 students despite it only appearing in the prospectus midway through the 16/17 academic year).

5.2.3 The School PGT portfolio strategy is to maintain:

- MSc Addiction Psychology and Counselling (PT only)

- MSc Mental Health and Clinical Psychology (FT/PT)
- MSc Psychology (FT/PT)
- MSc Food Safety and Control (FT/PT)

5.2.4 Current plans for new courses in App Sci A are as follows:

- A new MSc in the sports area, supported by an excellent track record for research in this area, and UG courses with very good NSS results, so PGT development is an obvious next step.
- The MSc Food Safety and Control course is being revalidated this year, and as part of this process the course team will be seeking to introduce a new pathway in to this course which we expect to boost student numbers.

5.2.4 Longer term plans include:

- The development of a full-time MSc in the addiction area, preferably with a policy and public health focus, rather than replicating the existing course in a FT mode. This would have strong international appeal, though market data in this area would be valuable to help guide our thinking.
- An MSc in the forensic science area. Due to staffing issues this is not an immediate priority, but once that issue is resolved this is an obvious area for new course development.

5.2.5 This would leave the Bioscience subject area as the only one without masters level provision. The School is in the process of planning a new BSc Biomedical Science course, a major undertaking, but once in place it would provide the capacity and expertise to develop PGT provision in this area too.

5.2.6 For 2017/18 the School is undertaking a review of its PG Research Methods provision, with a view to introducing a PG research methods framework, which that would reduce the number of discrete modules required in this area across the portfolio.

### **5.3. Engineering**

5.3.1 Noted that data might be pulling in MEng activity – those causing small distortions.

5.3.2 “Soft” review of PGT being planned to address areas of duplication – significant numbers of modules not running again in 17/18 or being run out which will change the metrics significantly.

5.4.1 Issues inhibiting PGT expansion in the School (Robotics; Engineering Product Design; Data Mining) include:

- (a) Need for more “thought leaders” with external profile;
- (b) Synergies with REF outputs;
- (c) Labs and facilities;

(d) Technical support – teaching competing with centralised technical team for support.

## 5.4 Built Environment and Architecture

5.4.1 Broadly in very good shape with high income levels and very few PG modules with small numbers. Income per PG student instance is low but may reflect higher part time numbers (hence lower FTE). There may also be issues related to PG modules with 20+ credits awarded.

5.4.2 Some queries arose in relation to PGT programmes with 240 credits (60 @L6 and 180 @ L7) and alignment with the few structure.

5.4.3 Strong sense that School needs to be marketing directly to business using CDs as the “shock troops” to sell the PG product. School may need support to develop this approach.

## 5.6 Law and Social Sciences

Disparate nature of the four subject areas making up LSS creates challenges for integrated PG course development. 2017 recruitment hindered by 13 month courses not aligned to 12 month SLC regime – should be rectified for September 2018 entry.

In terms of strategic responses there is a desire to explore:

(a) much better marketing to existing students across LSBU in respect of conversion masters (e.g. law) – with a suggestion that an LSBU-wide “Conversion Day” could be set up to bring together students interested in conversion to a professional practice where offered;

(b) scope for more interdisciplinary masters courses in LSS (e.g. International Relations, London Global City) making the focus broader not a narrower version of L6 UG – developing a theme around Social Justice and Global Responsibility.

(c) better alignment of PGT provision with research excellence (programmes associated with thought leaders);

(d) only having 2 Research Methods modules (law & social science)

The School has indicated that a PG review is underway for 17/18 that will look at Law, UELS, and Social Science portfolios.

## 5.7 Business

5.7.1 SWOT – Current PG situation in Business – strengths and weaknesses

<b>Strengths:</b>	<b>Weaknesses:</b>
<ul style="list-style-type: none"><li>• Good progression from undergraduate students</li><li>• Broad portfolio</li><li>• Diversified income across P/G</li></ul>	<ul style="list-style-type: none"><li>• Inconsistent structures</li><li>• Low student numbers on modules</li><li>• Disparity of assessment</li><li>• Low numbers on some courses</li></ul>

<ul style="list-style-type: none"> <li>• Internship opportunity on all courses</li> <li>• Professional body accreditation</li> <li>• Live case study on many courses</li> <li>• Extracurricular</li> <li>• Good January start numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Part time students down</li> <li>• Reduced overseas numbers</li> <li>• Dissonance between the content &amp; the Schools focus on mind set; attributes &amp; skills development</li> <li>• Poor conversion to PHd</li> <li>• Fee structure &amp; loan do not match</li> <li>• Public sector/Health courses</li> <li>• A few small overseas providers – risk</li> <li>• Lack of School accreditation</li> </ul>
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### 5.7.2 SWOT – Current PG situation in Business – opportunities and threats

<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Revalidation</li> <li>• 12 month structure</li> <li>• 100 credits core across all programmes</li> <li>• General business degrees</li> <li>• Innovation &amp; Enterprise</li> <li>• Family business</li> <li>• Big data</li> <li>• Finance</li> <li>• Link to CPD modules – APL</li> <li>• Greater PHd potential</li> <li>• Synergies – cost savings</li> <li>• Level 7 apprenticeships</li> <li>• Post grad loan</li> <li>• Overseas</li> </ul>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>• 3 year time validation time frame</li> <li>• Systems not supporting January starts</li> <li>• Overseas partners not aligning to AACSB standards</li> <li>• Lack of a post graduate lounge &amp; facilities</li> <li>• Staffing/ expertise</li> <li>• International Strategy</li> <li>• Change of culture – teaching across the summer/ reduced autonomy</li> <li>• Inability to set up a separate company</li> </ul>
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5.7.3 The Business School SMT has endorsed a new framework for PGT provision in the School that will Be driven by market demand, accredited by professional bodies with attributes and mind set development on a par with that of discipline subject knowledge and skills. Core modules running across all programmes will provide economies of scale and we will streamline our offering to align to student demand. Option modules will simultaneously be offered externally as CPD, possibly via a separate entity, thus enabling diversification of income and a potential pipeline of students whom we can give credit for prior learning and fast track on to our PG programmes.

5.7.2 The aim was to validate the new BUS PG framework in 2017 and offer to market for a September 2018 start but this will now be introduced iteratively over 2018-19.

## Appendix 1

### New and continuing student data

#### Course: FPE of New Entrants and Continuing PGT Students

*Table 1: Applied Sciences:*

Sum of Student FPE			2014/15		2014/15 Total	2015/16		2015/16 Total	2016/17		2016/17 Total
School of Applied Sciences	Food Sciences Human Sciences Psychology		New Entrant	Continuing		New Entrant	Continuing		New Entrant	Continuing	
		Food Safety and Control - MSc	13	13	26	9	12	21	20	13	33
		Forensic Science - MSc		2	2		1	1			
		Addiction Psychology And Counselling - MSc	27	44	71	21	42	63	23	39	62
		Coaching Psychology - MSc (Metanoia Institute)				3	2	5		4	4
		Investigative Forensic Psychology - MSc	15	16	31	12	16	28	2	15	17
		Mental Health and Clinical Psychology - MSc					13	13	29	6	35
		Psychological Coaching - MA (Metanoia Institute)	6	13	19	10	8	18		14	14
<b>Grand Total</b>			<b>61</b>	<b>88</b>	<b>149</b>	<b>68</b>	<b>81</b>	<b>149</b>	<b>74</b>	<b>91</b>	<b>165</b>

*Table 2: Arts and Creative Industries:*

Sum of Student FPE			2014/15		2014/15 Total	2015/16		2015/16 Total	2016/17		2016/17 Total
School of Arts and Creative Industries	Arts & Performance Film & Media		New Entrant	Continuing		New Entrant	Continuing		New Entrant	Continuing	
		Creative Media Industries - Cultural Management - MA	6	4	10	11	6	17	21	1	22
		Creative Media Arts Scheme - MA	9	18	27	7	19	26		17	17
		Creative Media Industries - Journalism - MA	7	11	18	2	9	11	1	2	3
<b>Grand Total</b>			<b>22</b>	<b>33</b>	<b>55</b>	<b>20</b>	<b>34</b>	<b>54</b>	<b>22</b>	<b>20</b>	<b>42</b>

*Table 3: Built Environment and Architecture:*

Sum of Student FPE			2014/15		2014/15 Total	2015/16		2015/16 Total	2016/17		2016/17 Total
School of Built Environment and Architecture	Architecture Civil & Building Services Engineering Construction, Property & Surveying		New Entrant	Continuing		New Entrant	Continuing		New Entrant	Continuing	
		Architecture - PGDip	30	60	90	58	41	99	52	65	117
		Architecture - RIBA Professional Practice Part 3	30	4	34	33	3	36	31	2	33
		Building Services Engineering - MSc	21	26	47	18	31	49	24	28	52
		Civil Engineering - MSc	8	15	23	9	14	23	9	14	23
		Environmental and Architectural Acoustics - MSc	11	11	22	20	17	37	25	21	46
		Structural Engineering - MSc	8	21	29	17	12	29	27	20	47
		Sustainable Energy Systems - MSc	12	33	45	15	30	45	16	21	37
		Transport Engineering and Planning - MSc	6	12	18	2	9	11	17	2	19
		Associate Student Programme (PG)				2		2	6		6
		Building Surveying - MSc	45	24	69	44	45	89	54	39	93
		Building Surveying - PGDip	10	1	11	4		4	1		1
		Construction Project Management - MSc	17	25	42	22	29	51	35	28	63
		International Real Estate - MSc							2		2
		Planning Buildings for Health - MSc	4	8	12	8	8	16	1	9	10
		Property Development and Planning - PgDip / MSc	12	5	17	6	15	21	11	9	20
		Quantity Surveying - MSc / PgDip	92	43	135	102	95	197	102	131	233
		Quantity Surveying - PgDip							3		3
		Real Estate - PGDip	1		1				1		1
		Real Estate - PgDip / MSc / Top-up to MSc	48	30	78	51	52	103	47	48	95
<b>Grand Total</b>			<b>355</b>	<b>318</b>	<b>673</b>	<b>411</b>	<b>401</b>	<b>812</b>	<b>464</b>	<b>437</b>	<b>901</b>

Table 4: Business:

Sum of Student FPE

School of Business			2014/15		2014/15 Total	2015/16		2015/16 Total	2016/17		2016/17 Total		
			New Entrant	Continuing		New Entrant	Continuing		New Entrant	Continuing			
Accounting, Finance & Economics	ACCA Professional		46	9	55			4					
	Accounting With Finance - MSc		12	4	16								
	Applied Accounting - MSc					18	4	18	27	15	42		
	Corporate Governance (Fast Track) - MSc			1	1	2		2	1	1	2		
	Corporate Governance with Graduate ICSCA - MSc		32	55	87	26	43	69	62	43	105		
	International Accounting and Finance - MSc		39	20	59	39	41	80	53	39	92		
	International Banking & Finance - MSc		11	1	12		8	8					
	International Finance - MSc		2	1	3	17	4	21	30	14	44		
	International Investment & Finance - MSc		16	8	24		16	16		4	4		
	Business & Enterprise	Business Administration - MSc								4		4	
		Business Administration (BLOCK) - MBA								6		6	
		Business Project Management - MSc		24	29	53	35	37	72	44	38	82	
		International Business - PgDip / MSc		43	52	95	33	49	82	11	38	49	
		International Business Management - MSc								50		50	
		International Business Management With Finance - MSc								7		7	
		International Business Management With HRM - MSc								14	1	15	
		International Business Management With Marketing - MSc								22		22	
		International Business Management With Project Management - MSc								22		22	
		Project Management - PgCertLL		8		8	59		59	47		47	
		Management, Marketing & People	Business Administration - Executive Master		5	17	22	4	14	18	1	7	8
			Business Administration (Chinese Business Practice) - MSc			10	10					1	1
			Digital Marketing (IDM Top Up) - MSc		7	9	16	3	10	13	6	10	16
			Executive Master in Public Administration - MPA		4	27	31	10	15	25	5	17	22
			Human Resource Management - PgDip / MSc		28	74	102	40	59	99	32	70	102
	International Health Services and Hospital Management - PgCert / PgDip / MSc			12	15	27	9	12	21	8	11	19	
	International Human Resources - MSc/PgDip/PgCert			26	15	41	25	16	41	26	9	35	
	International Human Resources (UNIVERSITY CARLOS III DE MADRID) - MSc			5	13	18	4	1	5	9		9	
	International Management - MA			6	7	13	1	4	5		1	1	
	International Marketing - MSc			24	11	35	7	27	34	7	16	23	
	International Marketing (ESCE) - MSc				5	5	5	2	7	1	3	4	
	International Marketing [Internship] - MSc			41	4	45	18	33	51	19	26	45	
	Leadership and Management: Homelessness and Housing (BLOCK) - PgCert			18		18	12	1	13	15		15	
	Management Cm.1.1.1 - Open - PgCert			13		13	13	7	20	16		16	
Management in Civil Society - MSc/PgDip/PgCert			1	2	3		1	1					
Management in Civil Society (Accounting & Financial Management) - MSc/PgDip/PgCert			9	9		1	1						
Management in Civil Society (Marketing & Fundraising) - MSc/PgDip/PgCert			7	7		3	3						
Management Studies - PGDip		14	5	19	8	4	12	8	2	10			
Marketing - MSc		47	11	58	22	34	56	27	32	59			
Marketing (IGS) - MSc					1		1	1		2			
Marketing Communications - MSc		28	12	40	13	28	41	13	17	30			
Marketing Management (CIM and IDM Top Up) - MSc		1		1	1		2	2	1	3			
Master in Public Administration - MPA			2	2		2	2	1		2			
Master Of Business Administration (MBA)		53	43	96	36	54	90		38	38			
Public Administration - MSc			6	6		3	3		1	1			
Public Leadership - PgDip		14		14		13	13						
School of Business Associate Student Programme (PG)		1		1		1	1						
<b>Grand Total</b>			<b>581</b>	<b>484</b>	<b>1065</b>	<b>461</b>	<b>548</b>	<b>1009</b>	<b>597</b>	<b>457</b>	<b>1054</b>		

Table 5: Engineering:

Sum of Student FPE			2014/15		2014/15 Total	2015/16		2015/16 Total	2016/17		2016/17 Total
School of Engineering			New Entrant	Continuing		New Entrant	Continuing		New Entrant	Continuing	
School of Engineering	Chemical & Petroleum Engineering	Petroleum Engineering - MSc	36	51	87	19	36	55	23	16	39
		Computer Science & Informatics	3		3	5	1	6	8	5	13
									13		13
									13		13
				9		9		3	3		
					10						
				9	4	13	1	9	10	8	8
				5		5	8	5	13	9	9
					2	2					
	Electrical & Electronic Engineering	Advanced Telecommunication and Wireless Engineering - MSc	9	2	11	7	9	16	13	3	16
		Computer Systems and Networking - MSc/PgDip		2	2						
		Electrical and Electronic Engineering - MSc	4		4	7	4	11	12	3	15
	Mechanical Engineering & Design	Master of Research in Electrical and Electronic Engineering - MRes		3	3	2		2	1	2	3
		Telecommunications and Computer Networks Engineering - MSc/PgDip		7	7						
		Biomedical Engineering and Instrumentation - MSc	4		4	1	3	4	2	1	3
		Enterprise (By Learning Contract) - MSc	1		1		1	1			
		Master of Engineering Management	5		5	9	5	14	13	7	20
				2	2	2		2	11		11
				2	1	3		2	2	4	4
					4	4					
<b>Grand Total</b>			<b>80</b>	<b>95</b>	<b>175</b>	<b>59</b>	<b>80</b>	<b>139</b>	<b>130</b>	<b>46</b>	<b>176</b>

Table 7: Law and Social Sciences:

Sum of Student FPE			2014/15		2014/15 Total	2015/16		2015/16 Total	2016/17		2016/17 Total	
School of Law and Social Sciences			New Entrant	Continuing		New Entrant	Continuing		New Entrant	Continuing		
School of Law and Social Sciences	Education	Education - MA		28	28	4	15	19	3	6	9	
		Education (Special Educational Needs and Disability) - MA	6		6	10	3	13	16	10	26	
		Learning and Teaching in Higher Education - MA/PgDip/PgCert	1	15	16		3	3				
				36	6	42	108	5	113	84	8	
	Law	Civil Litigation and Dispute Resolution - LLM				6		6	6	18		18
		Crime and Litigation - LLM		15	11	26	4	15	19	14	2	16
		International Commercial Law - LLM								13		13
		International Criminal Law and Procedure - LLM	8	13	21	6	10	16	16	3	19	
		International Human Rights and Development - LLM	28	25	53	12	31	43	18	7	25	
	Social Sciences	Law Conversion Course - Legal Studies - Common Professional Exam (CPE) PgDip / LLM	74	46	120	51	60	111	37	38	75	
		Criminology and Social Research Methods - MSc	6	15	21	6	11	17	11	3	14	
		Development and Urbanisation - MSc	3		3	2	3	5	2		2	
		Development Studies - MSc	18	30	48	17	22	39	27	8	35	
		Education for Sustainability - PgCert / PgDip / MSc / CPD	11	10	21	3	10	13	6	9	15	
	UELS	Refugee Studies - MSc	10	8	18	9	9	18	14	4	18	
		Social Research Methods - MSc		1	1		1	1				
		Built Environment Studies - MA / MSc	5	2	7	1	4	5	1	3	4	
		Housing Studies - PgCert / PgDip / MA	6	11	17	9	10	19	5	15	20	
		International Planning - MA	1		1		1	4		3	3	
		International Tourism and Hospitality Management - MSc	37	28	65	13	42	55	14	13	27	
Planning, Policy and Practice - MA		21	30	51	23	27	50	28	36	64		
Town Planning - PgDip / MA		5	12	17	5	7	12	1	7	8		
Urban Planning Design - MA		3	1	4	3	3	6	1	2	3		
Urban Regeneration - MA		5	2	7	3	4	7	5	4	9		
<b>Grand Total</b>			<b>299</b>	<b>294</b>	<b>593</b>	<b>298</b>	<b>296</b>	<b>594</b>	<b>334</b>	<b>181</b>	<b>515</b>	





## Appendix 2 - FPE and FTE student numbers

School: FPE (Headcount) and FTE of New Entrant PGT Students

Chart 1: Applied Sciences:

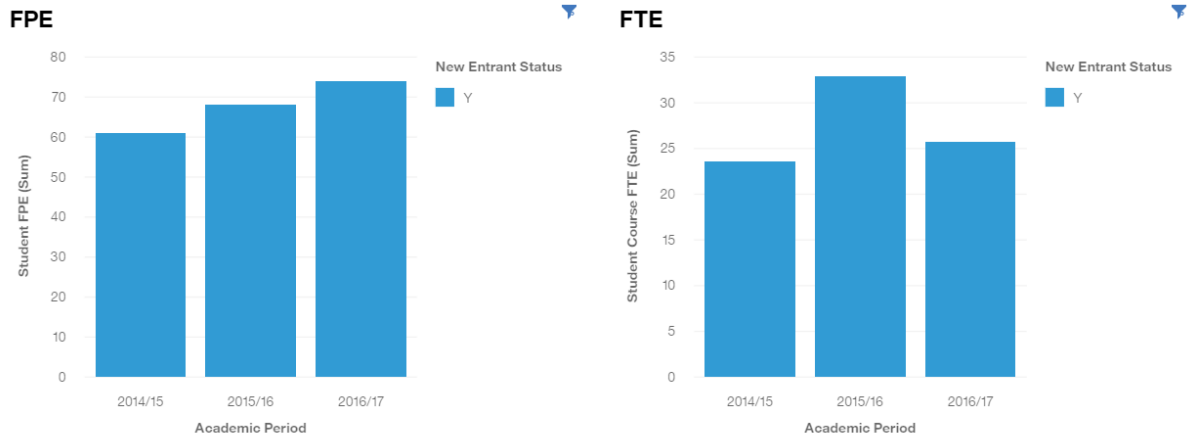


Chart 2: Arts and Creative Industries:

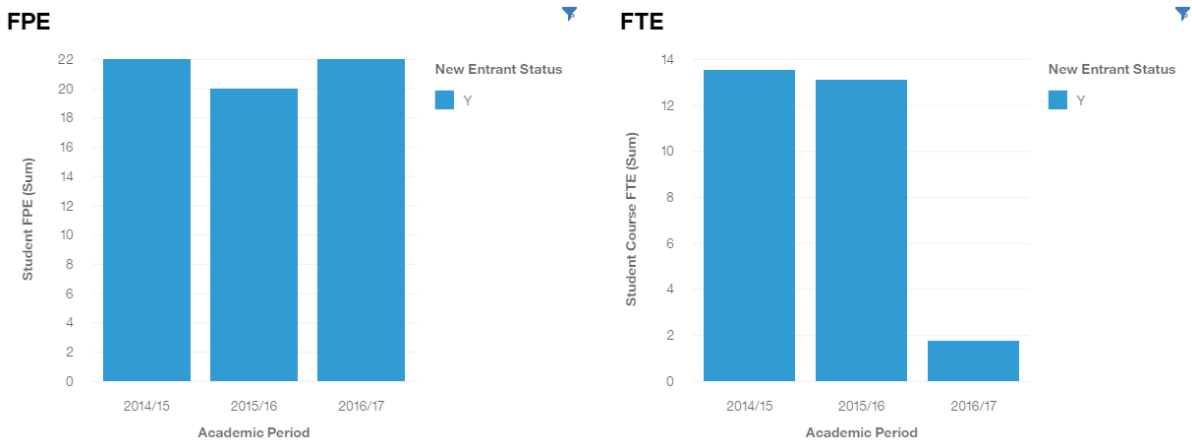


Chart 3: Built Environment and Architecture:

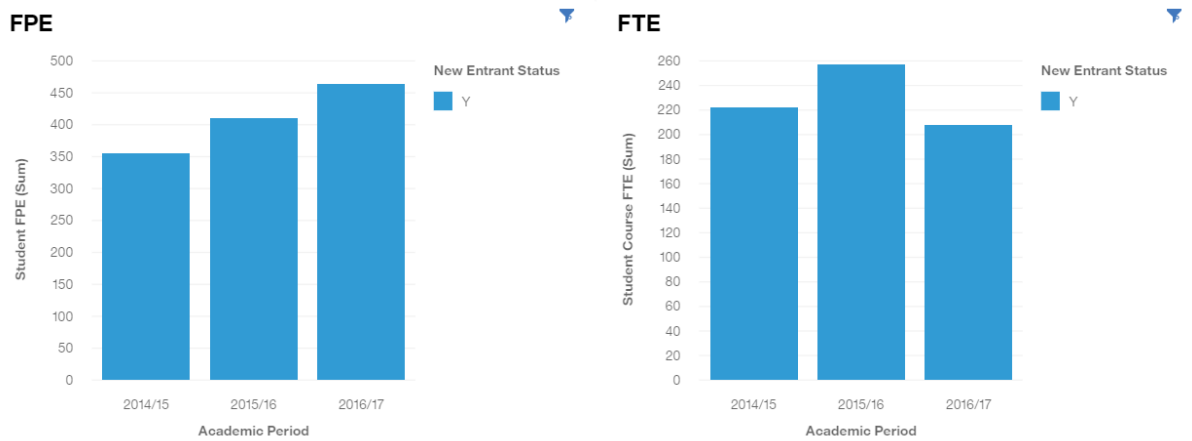


Chart 4: Business:

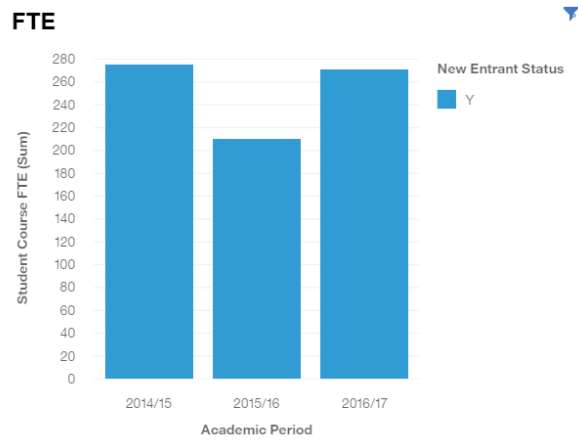
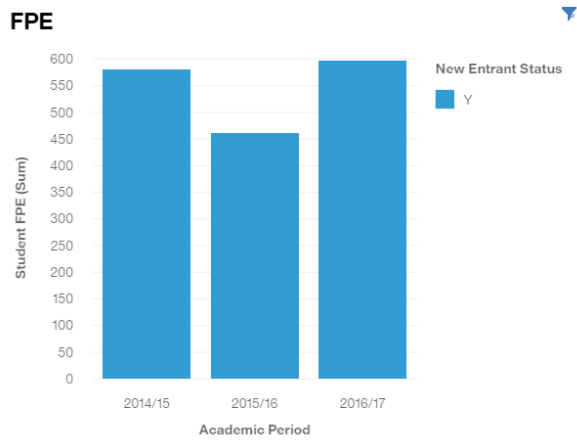


Chart 5: Engineering:

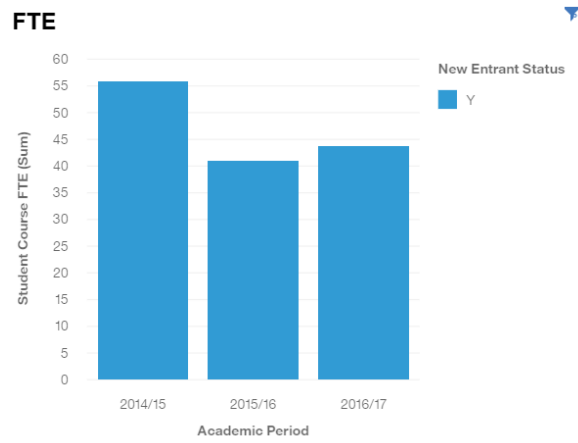
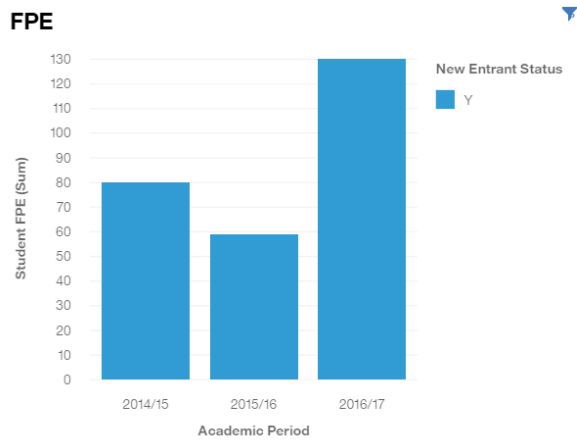
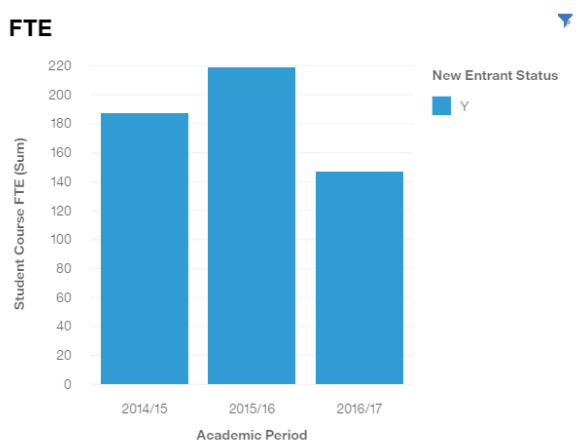
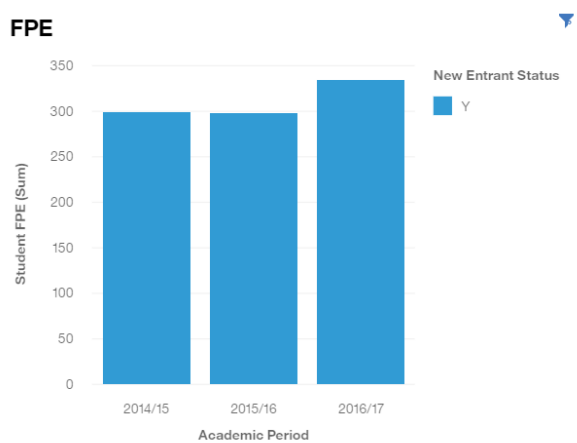


Chart 7: Law and Social Sciences:



## Appendix 3 - Pass rates for PG modules with more than 5 enrolment in 2016/17 by School

Table 1: LSBU 2016/17 Module pass rates (inc HSC)

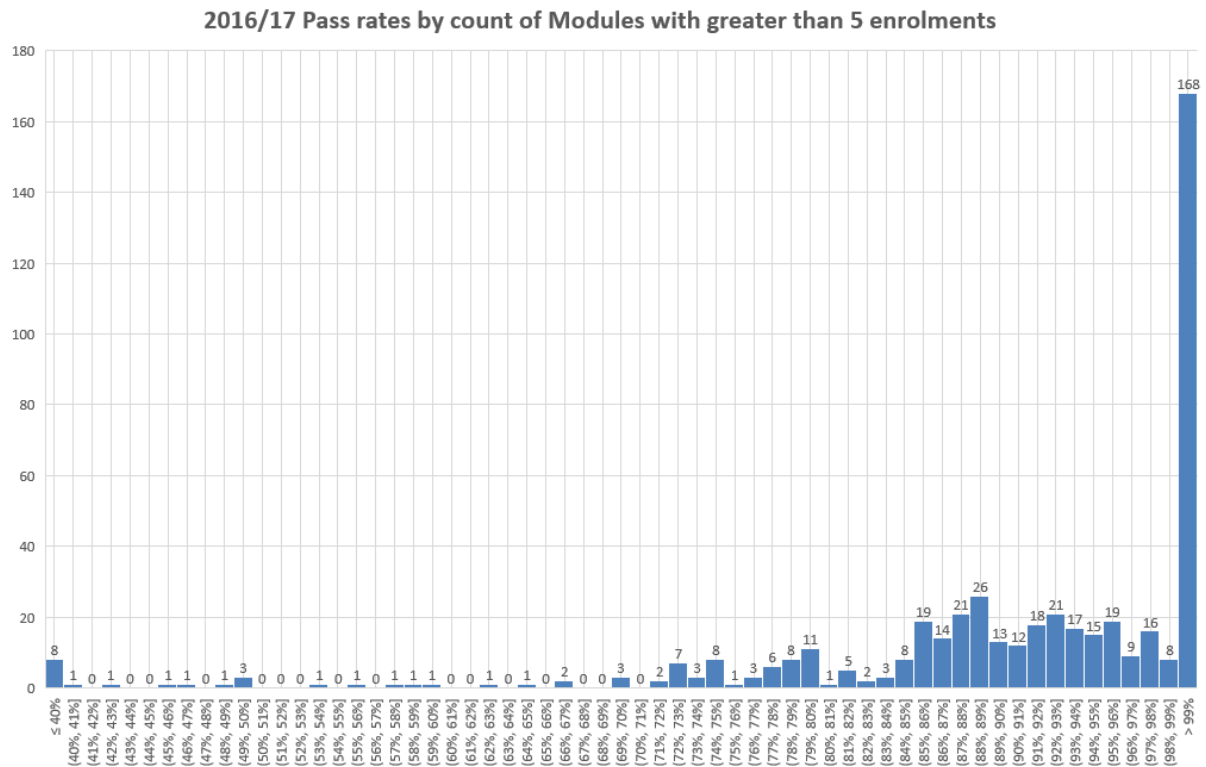


Table 2-8: School - 2016/17 Module pass rates

Table 2: Applied Sciences

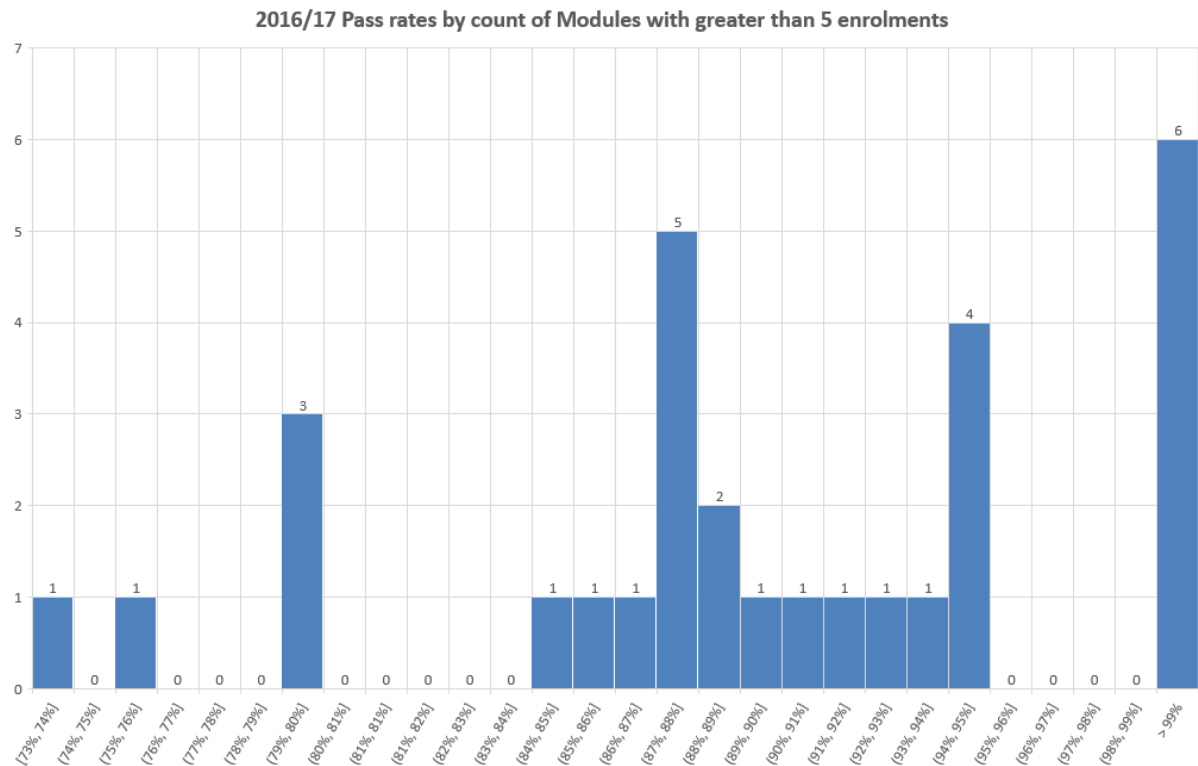


Table 3: Arts and Creative Industries

2016/17 Pass rates by count of Modules with greater than 5 enrolments

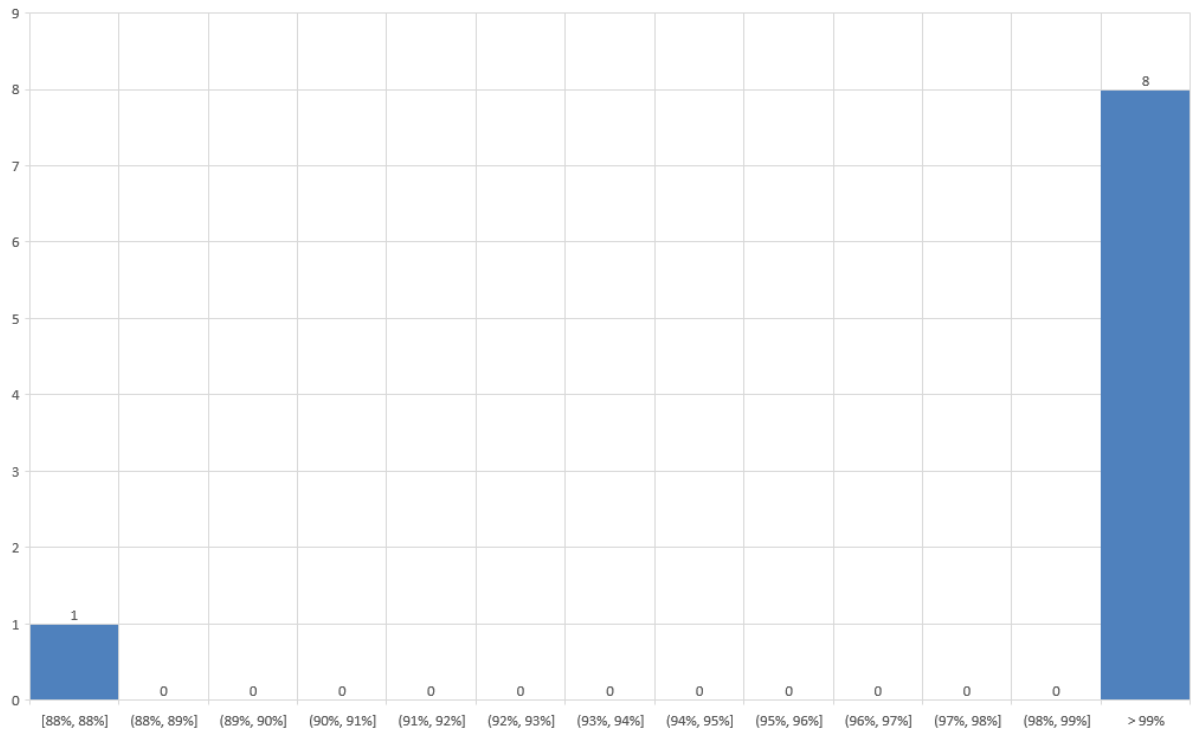


Table 4: Built Environment and Architecture

2016/17 Pass rates by count of Modules with greater than 5 enrolments

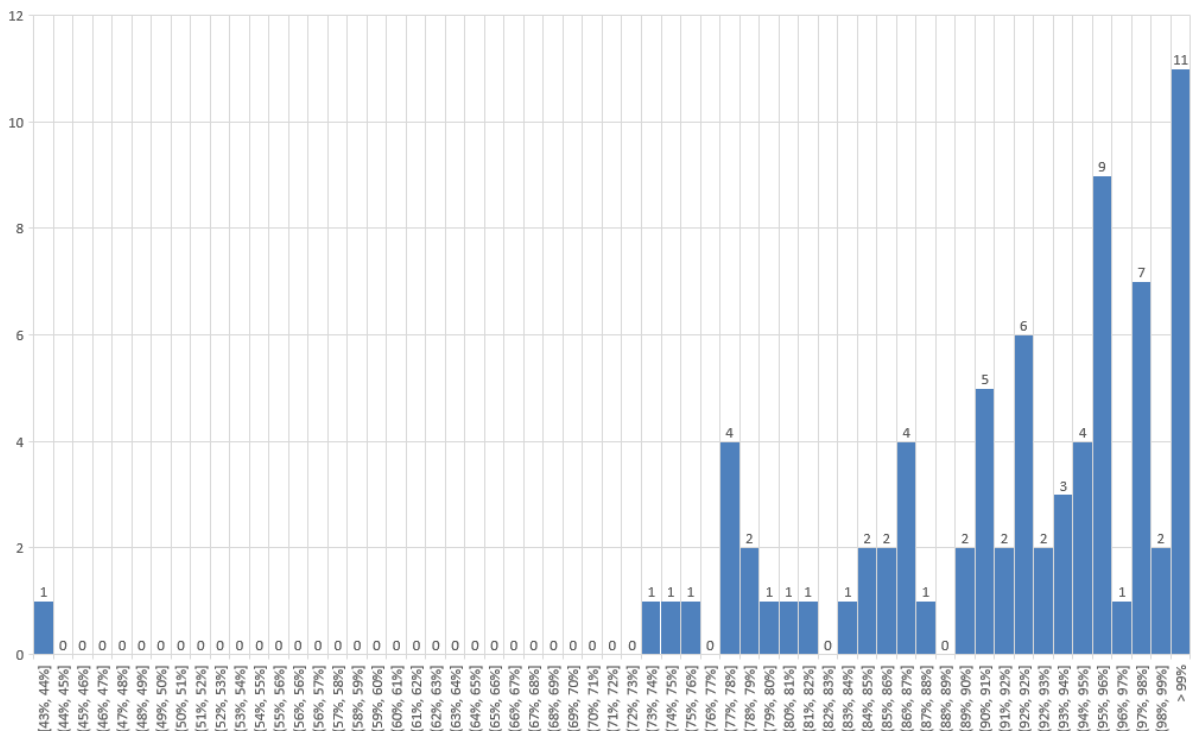


Table 5: Business

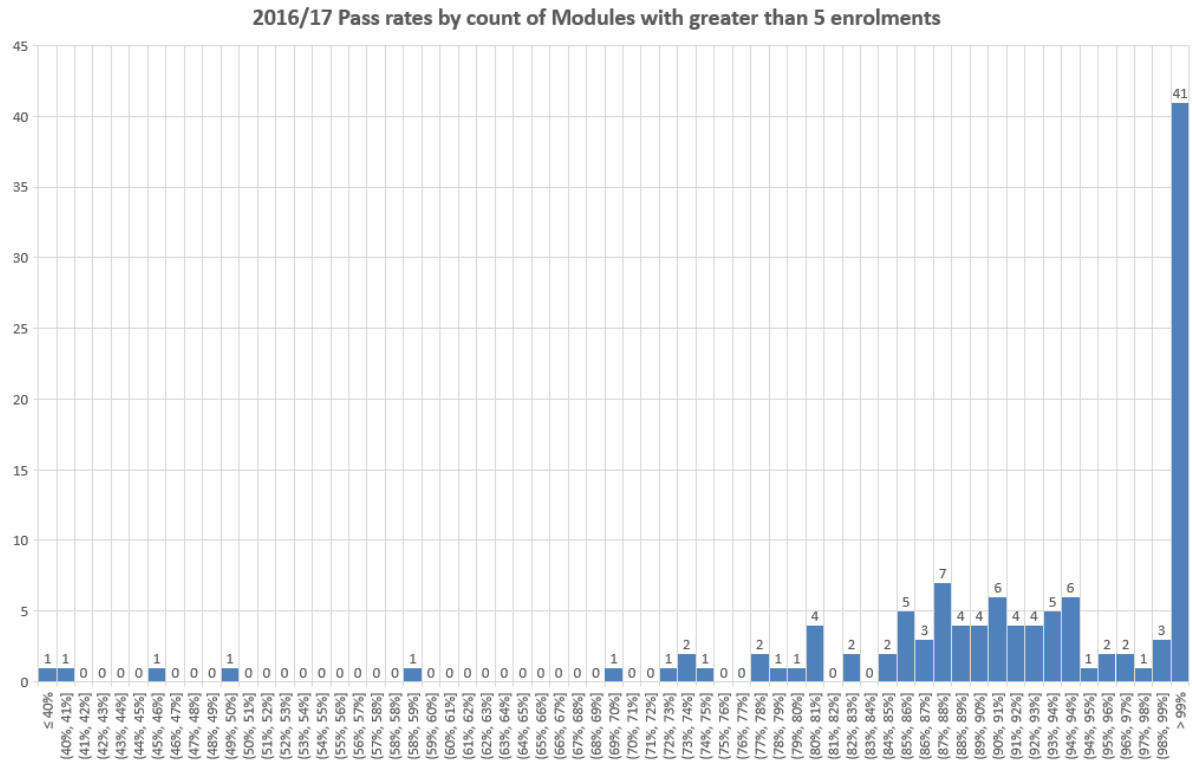


Table 6: Engineering

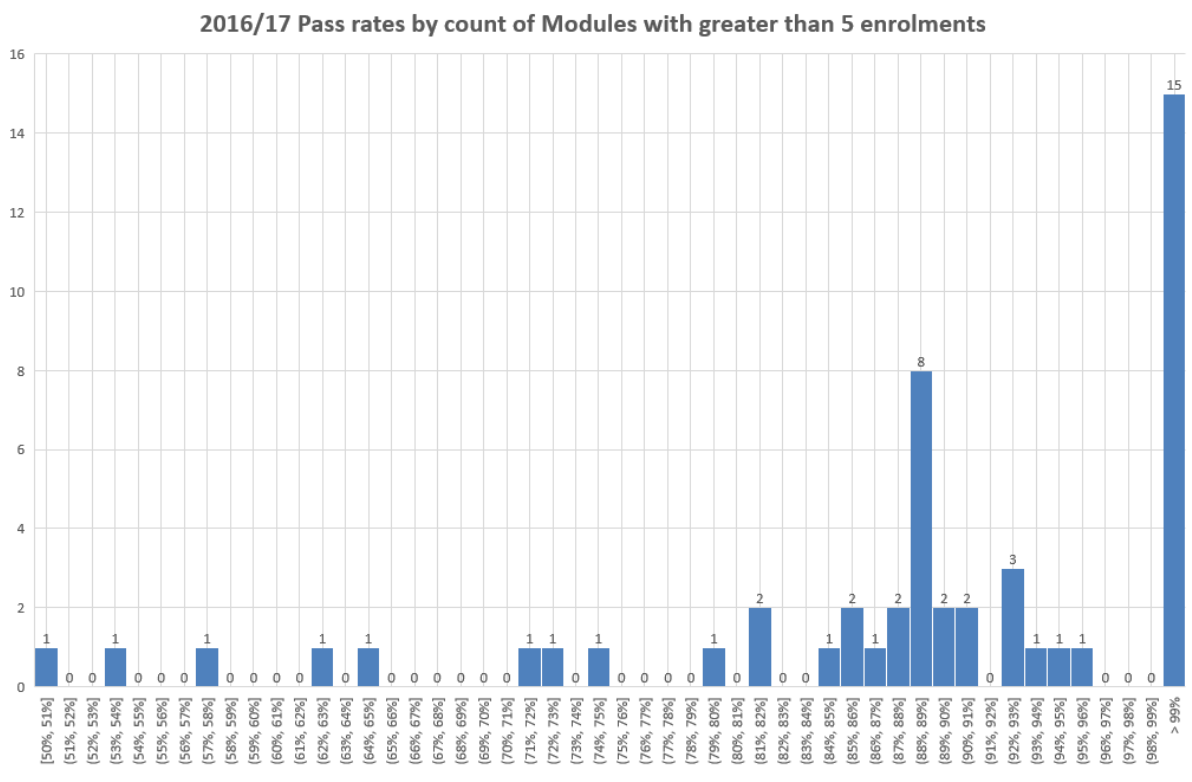
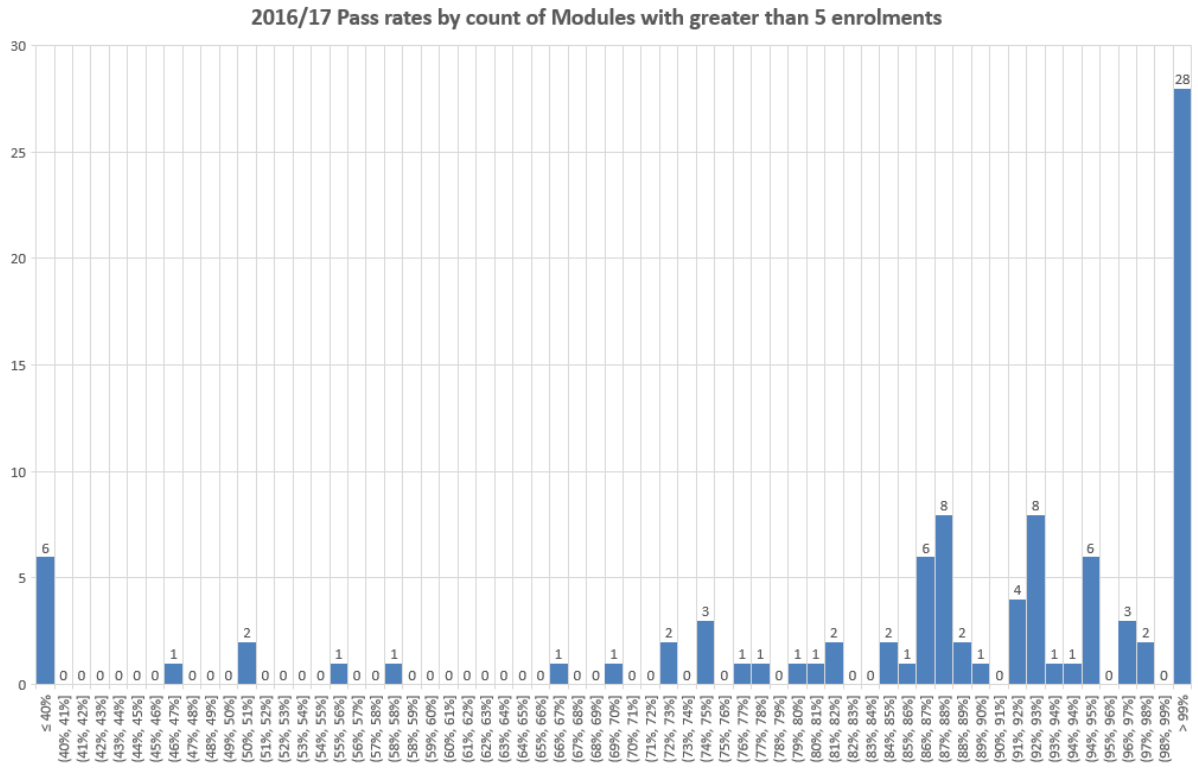


Table 8: Law and Social Sciences:



	CONFIDENTIAL
Paper title:	Foundation Year options (preliminary update)
Board/Committee	Academic Board
Date of meeting:	21 February 2018
Author:	Pat Bailey
Executive/Operations sponsor:	Pat Bailey
Purpose:	Information – concerning the task & finish group. Discussion – input from AB sought.
Which aspect of the Strategy/Corporate Delivery Plan will this help to deliver?	This links directly to student experience (in Year 0), student success, and University finances.
Recommendation:	The meeting is requested to note the task & finish group remit and timeline, and offer comments that might help in the decision-making.

### **Executive Summary**

A task & finish group was established in October 2017, to look at future options for Year 0. The group comprised Pat Bailey (chair), Janet Bohrer, Sarah Moore-Williams and Tony Moss, supported by Jennifer Hackett; Lesley Roberts joined the group from January 2018. We have consulted widely as necessary, especially Steve, Faulkner, Stuart Bannerman, Mike Simmons and Richard Duke.

We will have a draft report completed by early March, which we plan to finalise by Easter. This will lead to recommendations that will come to the next Academic Board. We hope that some changes might be introduced from September 2018, but we expect that any major restructuring would take effect from September 2019.

The attached paper outlines some of the key issues that we have been considering. We have made considerable progress in developing options since then, and I will provide a verbal update for Academic Board.

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## Foundation Year Options – short positioning paper

### Brief summary of current position at LSBU

- Our provision is spread across 11 courses, although only 7 or 8 of these have run in 16/17 and 17/18
- We had 250 enrolments this year, and 290 last year (so down about 10%)
- We have roughly 100 in Engineering (FT + PT), 45 in Built Environment (FT + PT), 40 in Science (FT only), 50 in Business (FT, new course), 25 in Computing (FT only)
- The biggest course is run by Steve Faulkner in Engineering, who constantly tries to improve success rates, and is well networked nationally
- One major concern is the average module pass rate is about 65%, meaning that only about 50% of the students progress to Year 1; of these, only about 50% continue to successful graduation

In summary, this is an important access route for LSBU, but it is fragmented into about 10 completely separate courses, and has a low progression and degree success rate.

### Universities that provided data (and key points)

- Heriot-Watt (v flexible, int'l structure – brilliant but complex!)
- Birmingham (they take students who *only* get BBB at A-level, 90% being int'l)
- Coventry (7 courses; 80% progress to Yr 1; no exams; charge £6k)
- Keele (rapidly grown from 80 to 500 students; 7 courses; quite complex)
- Salford (closed and just relaunched; target 70, enrolled 145; 3 separate routes, business, accountancy, law)
- Middlesex (clever matrix of just 13 30-credit modules, of which students take one from each strand, giving access to 58 courses)
- Stirling (visit scheduled)
- Abertay (visit scheduled)

### Features that we think LSBU should adopt

- Base: lots of evidence that they need a 'home' (not necessarily all that big, but with a social space, and easy access to the tutors)
- Tutors: a mix of educators at level 3 and subject specialists from Schools
- Course content: lots of evidence that modules that are too generic can be a turn off, but good to have alternative routes staying open – probably 4 or 5 routes (if one plans to cover all subject areas) is optimum
- Must start with the intended outcomes, and expect that we can deliver >80% progression onto Year 1
- Assessment crucial – favour no exams (portfolio + coursework?) or very limited exams; also favour no resits (of modules or years), but possibly 'proof of competency' if there is one specific area of deficiency

### Outstanding questions

- Name: We like 'Degree Entry Programme' – clearer than 'extended' or 'FY' (Heriot-Watt use DEP) – need a marketing check on this
- Should we go for 2 semesters or 3 terms
- Multiple entry points (at least two)?
- Could we set up a matrix model like Middlesex

- Might we want to develop this so that good students could take extra tuition in the summer for year 2 entry (Keele did this for int'l students in certain subjects)
- Is this spun out as a separate delivery unit (e.g. part of IPTE? Or the MAT? Or a University College? Or just a 'unit' within the University)
- How does the funding affect likely student cohorts (Advanced Learner Loans?)
- And what might the int'l market be like (n.b. if English language included for those needing it, must be integrated into their course, not an 'extra')
- Early on, we should consider whether successful students end up with a low/zero cost FY, with discounts if they progress through years 1-3
- Need to see how this might also offer modules for apprenticeship entry

Pat Bailey  
03 Dec. 2017

	CONFIDENTIAL
Paper title:	TEF 3 Subject level Pilot
Board/Committee	Academic Board
Date of meeting:	21 February 2018
Author:	Shân Wareing
Executive/Operations sponsor:	Shân Wareing
Purpose:	To update Academic Board on progress regarding the University's participation in the TEF Subject level pilot

## **Executive Summary**

The University is participating in HEFCE and the DfE's Subject Level TEF pilot, in order to influence the development of the process, gain insights into what is likely to be expected, test our own readiness for subject level TEF and begin preparations in the University and the Schools.

The process is once again being led by staff in Academic Quality and Enhancement, and Planning, Performance and Assurance, this time working closely with all the Schools.

The pilot is testing two models, A and B. LSBU is participating in the Pilot for Model B.

More information is available here: <http://www.hefce.ac.uk/lt/tef/participants/subject/>

The Subject Level TEF pilot process includes subject level metrics including metrics split by student demographics (NB these are organised in ways that are not a direct match to LSBU Schools and Divisions, requiring some cross School working), university data on teaching intensity, a survey of students on their perception of the same, and commentaries on the subject level metrics as part of a university submission.

Directors of Education and Student Experience were asked to review the data sets most relevant for their School, and answer a set of questions in relation to the data. This was challenging and time consuming, but in most cases DESEs have reported how rewarding and productive they eventually found the close analysis of student data.

The February meeting of the DESEs on Monday 26<sup>th</sup> February 2018 is devoted to presentations by DESEs of what they learnt from their Subject level TEF data, and how they plan to use it in future.

The data from the pilot will remain confidential, and will include institutional time and costs associated with participating, and will inform the next iteration.

The pilots run from Autumn 2017 to Spring 2018. The deadline for the submission is Wednesday 28<sup>th</sup> February. This will be followed by a period of evaluation which pilot participants and panellists are required to contribute to.

The Deputy Vice Chancellor, Professor Pat Bailey, is once again a member of the TEF Subject Pilot Main Assessment Panel, and Professor Shushma Patel is on the Engineering Assessment Panel.

	CONFIDENTIAL
Paper title:	LEAP: The LSBU Student Journey Transformation Programme
Board/Committee	Academic Board
Date of meeting:	21 February 2018
Author:	Shân Wareing, Lal Tawney, Richard Duke, Valerie Tomlinson
Executive/Operations sponsor:	Shân Wareing
Purpose:	To inform Academic Board of progress regarding the Student Journey Transformation programme

## **Executive Summary**

This paper summaries the case to establish, design and implement an organisation transformation programme covering the whole student life cycle.

Operations Board and Executive have supported the programme and the Major Projects and Investments Committee (MPIC) of the Board of Governors is being asked to support the LEAP Business Case on 1 March 2018.

Academic Board is requested to note the programme, and discuss how best it can be taken forwards.

# LEAP

## The LSBU Student Journey Transformation Programme

### CONTENTS

1. Executive Summary	3
2. Vision	3
3. LEAP Goals	3
4. Scope	4
5. Costs Summary	5
6. Benefits Summary	5
7. Corporate Strategy Goals Alignment	6
8. Planning	7
9. Dependencies	7
10. Developing the Business Case	8
a. Benefits Impacts products Mapping	9
b. Executive Approval	10
11. Risks	13
12. Next Steps	14
13. Options Evaluation	15
14. Project Termination Scenario	18

## **LEAP BUSINESS CASE**

### **1 EXECUTIVE SUMMARY**

This paper presents the case to establish, design and implement an organisation transformation programme (LEAP) costing £13.3m and covering the whole student life cycle.

### **2 VISION**

The LEAP vision is to contribute to a thriving and sustainable family of LSBU institutions, facilitating students' transfer and progression, and maximising the benefits to students from their education, by addressing the following:

- Enable LSBU to respond to market opportunities and challenges by adding and changing activity without adding disproportionate costs and complexity (e.g. responding to student profile changes leading to multiple entry points)
- Enable LSBU to offer a personalised experience that supports and anticipates students' learning journeys, with students at the heart of business process design
- Long-term institutional success is determined by the whole student experience. Our systems and organisation let us down (evidence from NSS and applicant research)
- Reduction of error, duplication, and unnecessarily wasted time delivering core processes; this cost reduction and efficiency improvement is essential to enable investment in activity which adds value to students
- Strategic information must enable accurate, confident, timely regulatory reporting and metrics for continuous improvement of provision and the business model

### **3 LEAP GOALS**

1. Establish a formal university transformation programme with strong governance
2. Define the desired future student journey for key student groups and drive transformational organisational change to support those defined journeys
3. Define and implement the capabilities and culture for the future LSBU
4. Deliver effective, efficient services based around the needs of students (prospects, enrolled learners, alumni)
5. Deliver new technology solutions: Student Records (SRS), Customer Relations Management (CRM), and Curriculum Management.

6. Embed 'privacy by design' into university student records, to meet our GDPR obligations

#### **4 SCOPE**

The scope of the project includes all services that support the full student life cycle from prospect to student to alumni, and explicitly:

- Alumni management
- Academic support
- Admissions
- Assessment
- Awards
- Curriculum management
- Enrolment and re-enrolment
- Student life
- Student recruitment
- Student engagement

The scope of the programme excludes a number of other specific projects, such as:

- Digital teaching and learning enhancement projects including lecture capture and the virtual learning environment
- Projects to maintain and enhance LSBU's core technology infrastructure, including identity management, role based access management and data warehouse.
- Urgent upgrade to the student portal
- Timetabling CMISgo project
- Student placement projects
- Events management project



## 5 COSTS SUMMARY

Costs	17/18	18/19	19/20	20/21	TOTAL
<b>LEAP Costs</b>	£1.5m	£5.2m	£2.3m	£0m	£9m
<b>Parallel Running Costs</b>	£0m	£1.7m	£0m	£0m	£1.7m
<b>Incremental Costs</b>			£1.4m	£1.2m	£2.6m
<b>TOTAL</b>	£1.5m	£6.9m	£3.7m	£1.2m	<b>£13.3m</b>

## 6 EXPECTED BENEFITS SUMMARY TO 2022/23

Benefits	Realised 22/23
<b>Efficiency 'dividend' (e.g. reduction of work associated with manual processes)</b>	£16m
<b>Additional income (e.g. resulting from improved marketing, recruitment and retention)</b>	£7m
<b>Improvement in metrics including Student Satisfaction measures</b>	A rise in the NSS, based particularly on the impact on students' experience of 'Organisation and Management' questions

## **7 CORPORATE STRATEGY GOALS**

Illustrative examples of how LEAP addresses LSBU corporate goals

### **Goal 2: STUDENT EXPERIENCE**

- Automation and self-service for specific functions, leading to a significant increase in speed and accuracy of customer processes such as enrolment and re-enrolment, enquiry management and publication of examination results.
- Personalised student experience: better data and reporting will enable individualised support; staff time freed for one to one personal and customised student solutions where required
- Flexible and responsive systems e.g. multiple start dates annually, easier course change process
- The ability to timetable and communicate with targeted groups of students more effectively and efficiently, factors which currently suppress the University's 'Organisation and Management' scores in the national student survey, which are at present significantly below our competitors'.

### **Goal 8: Resources and Infrastructure**

- Enabling a disciplined and evidence informed approach to continuous improvement in order to keep up with competitor best practice
- Improved market analysis, business process analysis and communications as a result of a record system that links pre-enrolment (prospects) data, student data and customer relations management functionality.
- Regulatory compliance – General Data Protection Regulation. GDPR has particular requirements regarding sensitive personal data e.g. linked to disability and mental health. Consumer and Markets Authority. CMA has requirements about the publication of course information to students. Office for Students and the Higher Education Statistics Agency will require continuous reporting on a greater range of data compared to previous annual returns. Current systems are cumbersome, manual and therefore carry institutional risk.
- The ability to calculate the cost of and income from specific provision, to aid planning in the event of e.g. a reduction in the home student fee cap or the apprenticeship fee cap.

## 8 PLANNING

DATE	MILESTONE/DELIVERABLE	NOTES
January 2018	Programme initiated	Budget released for set up and high level design phase Jan-July 2018 £1.5m Costs Jan 18 to first major stage gate August 2018 £1.93m All costs assume backfill for LSBU staff identified
March 2018	Programme set-up stage completed	Programme HQ established
August 2018	High level design stage completed	Student journey high level design completed Service (process, people, technology) high level design completed Competitive dialogue phase completed and technology supplier chosen Business case updated Further investment released
September 2018	Detailed design and implementation	The specific deliverables scoped and agreed
From June 2019	Go live	First phase of go live.

## 9 DEPENDENCIES

- The approach to Organisational Effectiveness (lead: Cheryl King-McDowall) will need to be aligned to LEAP
- The Student Journey Project (lead: Nicole Louis) is included within LEAP
- ICT roadmap needs to be co-ordinated with LEAP
- LEAP has a dependency on the Technical Architecture and all data connections

## 10 DEVELOPING THE BUSINESS CASE

LSBU's Student Record system, QL, is close to its end of life and Unit 4, the provider of QL, has indicated its intention to withdraw support for this product. The University Operations Board considered the possibility of a direct replacement for QL without a systems and culture transformation programme in September 2017. This option was rejected because there would be still costs associated with the configuration of the replacement product, and a period of parallel running but the university would miss opportunities to make efficiencies and strategic improvements. The configuration of the existing SRS dates to 2002, and as a result there are significant limitations to university business in the work streams which require addressing urgently. See costs associated with Option 1 p15.

The business case has been developed with consultation of a wide range of university stakeholders including the University Operations Board and 10 professional service group staff teams.

The business case is informed by research into and visits to a number of UK universities who have begun or completed similar programmes in the last five years (including Sheffield, Nottingham, York St John, Abertay, Middlesex and Sussex). They have shared their budgets, goals, risks and other experiences in confidence.

The business case included the following processes:

### **Benefits Modelling**

- Each Key LSBU Service reviewed
- Financial and non-financial benefits considered
- Benefits areas
  - Productivity and Efficiency
  - User experience
  - Data and compliance
  - Sustainability and future proofing
  - Increased revenue

### **Costs modelling**

- Modelled costs "bottom up"
- Costs include:
  - Programme management
  - Design and implementation
  - Technology system solution
  - Assurance and handover
  - Transition and Go-live Phase
  - Parallel running

- Future maintenance and upgrades are not included in these costs

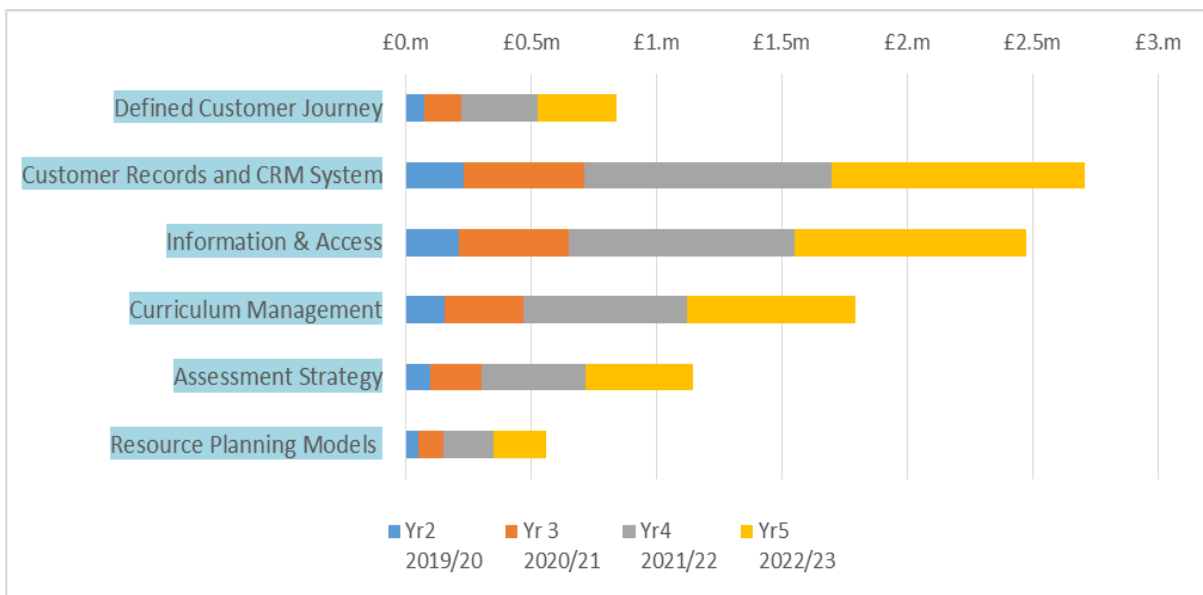
### 10a BENEFITS IMPACTS PRODUCTS MAPPING

For each service identified, a “Benefits, Impacts, products” map was created (BIP map).

The individual service BIP maps were aggregated into a summary BIP map which was used to identify anticipated and estimate the value of the university benefits.

It was noted that service teams struggled to identify quantifiable impacts and benefits. One intended outcome for LEAP is that LSBU can confidently quantify the financial impacts of specific activities, and estimate the cost of prospective activity.

#### SUMMARY LSBU BENEFITS IMPACTS PRODUCTS MAP



## 10b EXECUTIVE APPROVAL

Executive approved the business case for LEAP on 22 November 2017. Some specific questions about costs were raised which are included below with responses.

### Context summary

1. This is not a Student Record System Replacement project. While the SRS needs replacing, it is proposed that LSBU uses this as an opportunity for a Student Journey Transformation programme which will impact positively and significantly on corporate goals including the family of institutions, student experience, recruitment and progression.
2. The costs and savings were derived through thorough processes with approximately 10 teams of LSBU staff whose work is underpinned by the SRS, and by comparison with comparable organisational transformation programmes at other HEIs. Conversations with other HEIs resulted in detailed information including costs. Two universities have reported in confidence they have recently spent at least £15m on similar programmes.
3. The programme will create improvements in speed of business processes, and reduction of error and duplication. These benefits have been analysed at structured meetings with ten teams of staff who use the student record system in their core work. LEAP is necessary to create these savings, but not sufficient alone to generate a reduction in spending without changes in roles and staffing. The anticipated savings relate to resource which is being wasted or lost at present. Over the period of the project it is expected that the majority of the savings will be realised through natural attrition, normal reorganisation, or invested in new areas of income generating activity.
4. The consultancy costs are to redesign business processes. We don't have these skills in house and we would not expect to, as they would not be used in normal business as usual.
5. The costs currently document all new costs associated with the programme – e.g. they include the costs of the PVC lead working on the programme. The costs could be presented differently e.g. if a proportion of the PVC salary were not included.

### Specific Questions and Responses

What's the cost of the system?

1. There are no upfront costs; the system costs are annual licensing fees. The costs of these will be £6m over the time period, but only £3m is included in the business case, as £3m of cost would have been spent on QL licenses in the

same period, and the business case only records incremental costs, on top of what would have been spent anyway.

2. Why is it increasing LSBU staff costs if creating efficiencies?

Increases in staff costs are needed to deliver the project. The absorption of a project of this size into current roles, would potentially lead to the prioritisation of BAU and risk the success of the project. Examples from other institutions demonstrate that dedicated teams are required to deliver projects of this size. There are also a few additional staff costs identified going forward which will support new systems that we do not currently have in place. However, the extensive replacement of manual processes with automation will allow for existing posts to be reconfigured or removed.

3. How robust are the anticipated savings? How are these being realised back to the centre – i.e. where are savings to be targeted?

The business case links individual benefits from specific products contained in the benefits maps, with current activities. This is detailed transparently and identified as efficiency dividends, which in reality means savings.

Improvements in accuracy, speed and reduction of duplication are very clearly reported. We haven't articulated how this will translate into staffing cost savings. Over the period of the project, and its aftermath, new posts will be required and existing ones will no longer be required. This is expected to be achieved through a combination of natural attrition and restructuring, which is to be expected over the term of the programme.

4. What's the basis for the consultancy estimate which seems high?

In terms of a consultancy, the split is an estimate at present, but reflects a view that LSBU does not have the required skills in terms of project management and technical skills in a number of areas. This is in no way a criticism, as it would not be expected that an organisation of our size would be expected to have this in house resource, when we do change of this scale relatively infrequently. If anything, compared to reports from other institutions, the consultancy costs are a little lower than other institutions that have been through a transformation project

5. What is the £2.6m incremental cost?

This is the cost over the time period of the additional licensing costs of a new system compared to QL licences, QL archiving costs and additional IT support to maintain the new systems in place, which will require new knowledge sets (CRM specialism for example).

6. What is the total split of the £15m between capital /revenue  
This is detailed in the calculations available on request. Over the time period the split is £9m capital and £6.5m revenue (excluding revenue savings). The Finance and Management Information team are reviewing the calculation of depreciation.
  
7. Where are the system costs? Most of the costs look like project/consultant costs  
This is correct. Most of the costs are project costs and there are significant consultancy costs. We do not have staff with knowledge sets to deliver all of a project of this size (neither should we – why would resource ourselves to deliver projects of this size, when we rarely implement such projects). The costs here are in design and IT mapping exercises. There is not actually a system “cost” as the business model of vendors is through licences not an upfront system cost. It is these licences that are included in the incremental cost as we have compared these to the cost of QL licences.
  
8. What are the efficiency assumptions?  
These are based upon the benefits mapping sessions undertaken throughout October. Where sub optimum processes were identified, we estimated the time saving that could be achieved with improved processes and data flows. Income and progression assumptions also drew upon the information learnt in these sessions.
  
9. Why does option 1 deliver more student numbers?  
Option 1 will allow more effective marketing and recruitment processes, as identified with the marketing and recruitment teams. Option 2 provides few benefits. It is essentially a mapping of existing data structures to a new system, but without the removal of any of the existing flaws in our current processes or data structures.

Full costings, benefits and stages are reported from p.19.



## 11 RISKS

	RISK	L'HOOD	IMPACT	MITIGATION	OWNER
	OVERALL				
1.	Cost estimates are inaccurate	M	H	<p>The programme will have stage gates to approve budget release.</p> <p>The programme will take on a competitive dialogue to allow exploration of the delivery options.</p> <p>The programme business case will be reviewed and revised after the high level design phase (which includes procurement), to enable adjustments</p>	Shân Wareing
2.	All identified benefits cannot be realised	H	H	<p>Case has used conservative estimates for financial benefits.</p> <p>The programme business case will be reviewed and revised after the high level design phase (which includes procurement), to enable adjustments</p>	Shân Wareing
3.	University Executive unable to support the programme sufficiently	H	H	The Steering Group should include members of Executive	Shân Wareing
	PROGRAMME SET-UP AND HIGH LEVEL DESIGN				
4.	Initial funding delayed	L	M	MPIC, Exec, Ops Board buy-in and sponsorship	Shân Wareing
5.	Procurement process takes longer	M	M	Active management and resourcing to support the procurement process	Penny Green
6.	Market suppliers cannot commit to timescale	M	M	Develop contingency systems plan for QL	David Mead
7.	Recruitment of external resource and backfill takes longer	M	H	Exec and Steering Group agree prioritisation of Programme as highest to support release of key staff, base room, and identify internal staff who could provide support in contingency	Shân Wareing

DETAILED DESIGN AND IMPLEMENTATION					
8.	Slow mobilisation/inadequate engagement from LSBU colleagues	M	H	Exec and Steering Group agree prioritisation of Programme as highest to support release of key staff, base room, and identify internal staff who could provide support in contingency	Shân Wareing
9.	Data migration takes longer	M	H	As part of procurement supplier to be able to provide evidence of managing data migrations in the timescales we will need	David Mead
10.	Issues raised in testing not resolved in a timely way	M	H	Appropriated level of resource provided for testing. Ability to flex resources as required.	David Mead

## 12 NEXT STEPS

- LEAP comprises four key stages:
  - Programme Set Up
  - High Level Design
  - Detailed Design & Implementation
  - Go-Live.
- Some of the stages will overlap.
- The stages of the programme will go through formal approval “stage gates”. The detailed programme plan will determine when these should be developed.
- The initial investment requirement is to fund the Programme Set Up and the High Level Design stages.

# London South Bank University

13 Option 1 LEAP business case: STUDENT RECORD SYSTEM REPLACEMENT ONLY

Financial Evaluation

Financial Summary Detail	Yr 0 2017/18 (Jan-17 to Jul-18)	Yr 1 2018/19	Yr2 2019/20	Yr 3 2020/21	Yr4 2021/22	Yr5 2022/23	Total
Increased Recruitment	-	-	-	-	-	-	-
Improved Retention	-	-	-	-	-	-	-
Alumni / Fundraising Income	-	-	-	-	-	-	-
<b>Additional Income Total</b>	-	-	-	-	-	-	-
Transformation Programme Cost	(806,395)	(4,061,649)	(1,921,595)	-	-	-	(6,789,639)
Parallel Running Cost	-	(1,455,603)	-	-	-	-	(1,455,603)
Incremental Cost	-	-	(1,093,245)	(879,912)	(906,310)	(933,499)	(3,812,966)
<b>Total Cost</b>	<b>(806,395)</b>	<b>(5,517,252)</b>	<b>(3,014,840)</b>	<b>(879,912)</b>	<b>(906,310)</b>	<b>(933,499)</b>	<b>(12,058,208)</b>
Project Related Efficiency Dividend	-	-	212,174	437,078	900,380	927,392	2,477,024
General Institutional Efficiency Dividend (exc. teaching FTE)	-	-	-	-	-	-	-
<b>Efficiency Dividend</b>	<b>-</b>	<b>-</b>	<b>212,174</b>	<b>437,078</b>	<b>900,380</b>	<b>927,392</b>	<b>2,477,024</b>
<b>Net Position</b>	<b>(806,395)</b>	<b>(5,517,252)</b>	<b>(2,802,666)</b>	<b>(442,834)</b>	<b>(5,929)</b>	<b>(6,107)</b>	<b>(9,581,185)</b>
<b>NPV</b>	<b>(806,395)</b>	<b>(5,351,735)</b>	<b>(2,634,506)</b>	<b>(402,979)</b>	<b>(5,218)</b>	<b>(5,191)</b>	<b>(9,206,024)</b>

# London South Bank University

Option 2 LEAP business case: TRANSFORMATION PROGRAMME

Financial Evaluation

Financial Summary Detail	Yr 0 2017/18 (Jan-17 to Jul-18)	Yr 1 2018/19	Yr2 2019/20	Yr 3 2020/21	Yr4 2021/22	Yr5 2022/23	Total
Increased Recruitment	-	-	-	780,938	1,366,641	1,805,918	3,953,496
Improved Retention	-	-	825,563	825,563	825,563	825,563	3,302,250
Alumni / Fundraising Income	-	-	150,000	150,000	150,000	150,000	600,000
<b>Additional Income Total</b>	-	-	975,563	1,756,500	2,342,203	2,781,480	<b>7,855,746</b>
Transformation Programme Cost	(1,495,904)	(5,202,200)	(2,269,791)				(8,967,896)
Parallel Running Cost	-	(1,588,274)	-	-	-	-	(1,588,274)
Incremental Cost	-	-	(1,366,547)	(1,161,413)	(1,196,255)	(1,232,143)	(4,956,358)
<b>Total Cost</b>	<b>(1,495,904)</b>	<b>(6,790,474)</b>	<b>(3,636,338)</b>	<b>(1,161,413)</b>	<b>(1,196,255)</b>	<b>(1,232,143)</b>	<b>(15,512,528)</b>
Product Related Efficiency Dividend	-	-	815,658	1,680,255	3,461,326	3,565,166	9,522,405
General Institutional Efficiency Dividend (exc. teaching FTE)	-	-	592,310	1,220,159	2,513,527	2,588,932	6,914,928
<b>Efficiency Dividend</b>	-	-	<b>1,407,968</b>	<b>2,900,414</b>	<b>5,974,853</b>	<b>6,154,098</b>	<b>16,437,333</b>
<b>Net Position</b>	<b>(1,495,904)</b>	<b>(6,790,474)</b>	<b>(1,252,807)</b>	<b>3,495,501</b>	<b>7,120,800</b>	<b>7,703,436</b>	<b>8,780,551</b>
<b>NPV</b>	<b>(1,495,904)</b>	<b>(6,586,760)</b>	<b>(1,177,639)</b>	<b>3,180,906</b>	<b>6,266,304</b>	<b>6,547,920</b>	<b>6,734,827</b>

**Option 2 LEAP business case – TRANSFORMATION PROGRAMME**

**Key assumptions**

- Increased recruitment 100 FTE p.a. from 2020/21
  - Based on improved student experience, improved access to information
- Improved retention 2% improvement from 2019/20 for both Yr1 to Yr2 and Yr2 to Yr3
  - Based on staff access to data and information, improved processes thus allowing more time to focus on academic and pastoral support
- Product Related Efficiency Dividend Weighting by year: Yr1 0% Yr2 25% Yr3 50% Yr4 100% Yr5 100%
  - Conservative realisation of benefits
- Assumed 5% efficiency across the institution, weighting as above
  - Based on numerous institutional inefficiencies highlighted throughout the service workshops
- Improvement NSS – Overall by 7%
  - Based on improvement in Prospect and Student Journeys
- League Table Improvement (Guardian) by 20 places
  - Based on the PPA model
- Staff Engagement/Productivity
  - - Based on numerous institutional inefficiencies highlighted throughout the service workshops

**14 PROJECT TERMINATION SCENARIO**

- The stages of the programme will go through formal approval “stage gates”.
- There could be a risk that the programme does not make progress and project governance group determines appropriate to postpone or terminate. The following indicate the amount of likely “sunk costs” at points in the programme.

Scenario	Time	Sunk Cost
A. Terminate after High Level Design Phase	Jan 18 – Aug 18	£ 1.93m
B. Terminate during Detailed Design Implementation	Jan 18 – Jul 19	£8.3m

	CONFIDENTIAL
Paper title:	Digitally Enhanced Learning – 2018 priorities
Board/Committee	Academic Board
Date of meeting:	21 February 2018
Author:	Marc Griffith, Saranne Weller and Shân Wareing
Executive/Operations sponsor:	Shân Wareing
Purpose:	To note costed priorities for digitally enhanced learning in 2018

## **Executive Summary**

LSBU strategy for digitally enhanced learning is to:

- Enable flexible pedagogies that enhance inclusivity, access, convenience and student success
- Bring learners together for digitally enhanced learning activities that benefit from co-location
- Use digitally enhanced learning to support other learning at a time and location of the learner's choosing

Funds are limited in 2017/8 so the proposal prioritises expenditure which meets these DEL strategic goals and supports the Educational Framework in 2018. The focus is assessment practices. Assessment drives other pedagogic changes, so the proposal is to use DEL to progress assessment change.

The goals are more inclusive and more industry driven assessment practices; improvements in all NSS assessment & feedback questions; more formative feedback; increased online submission so students (and especially part time students) do not need a special trip to submit work; more timely & constructive feedback.

TEACHING INVESTMENT FUND – PLANNED EXPENDITURE

DEL

Lecture capture implementation	£50,000.00	Estimated lecture capture installation costs is £2k per unit across 25 teaching rooms + installation + training
Innovating with e-Submission, Assessment and Feedback	£150,000.00	All academics will need double screen. In the absence of any records of double screen provision, the estimate is 400 x screens @£140 + training
VLE development and process automation	£50,000.00	This covers development costs for the enhancements and developments of the VLE and ancillary systems
SUBTOTAL	£250,000	



# Digitally Enhanced Learning (DEL) Priorities

2017/8

**Become what you want to be**



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# Vision: Digitally Enhanced Learning

- Enable flexible pedagogies that enhance inclusivity, access, convenience and student success
- Bring learners together for digitally enhanced learning activities that benefit from co-location
- Use digitally enhanced learning to support other learning at a time and location of the learner's choosing

Page 66

**Become what you want to be**



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# Priorities

Supporting the implementation of the LSBU educational framework we will prioritise:

- Authentic learning opportunities
- Flexible pedagogies
- Enriched assessment and feedback
- Student experience and success

Page 67

**Become what you want to be**



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# Authentic learning opportunities

## Enablers

- Office365
- Enhanced Learning spaces
- Social networks (e.g. linkedin)
- Discipline specific technologies
- AR / VR capability

## Practice

- Create VR / AR experiences
- Integrated classroom experiences
- Collaborative document creation and group work – e.g. record experiment results in Excel

## Link to Educational Framework

- Live briefs
- Placement support
- Cross disciplinary projects
- Team work
- Problem solving and analysis

## Benefits

- Address real-world relevance / complexity
- Encourage learners to assimilate and connect knowledge
- Opportunities to collaborate & reflect
- Enhance transferability to the 'real world'

# Flexible Pedagogies

## Enablers

- Lecture capture
- Office365
- Enhanced Learning spaces
- VLE (Moodle / Mahara / Turnitin)

## Practice

- Lecture recording and streaming
- Flipped classroom
- Student led resource curation
- Virtual external participants
- Online module / course offering

## Benefits

- Improved access, accessibility and convenience
- Improved efficiency through resource reuse
- Better utilisation of estate
- Increased enrolment capacity
- Simplify timetabling by reducing demands on physical space

## Link to Educational Framework

- Embed learning and skills
- Live briefs
- Employers/alumni visits (virtual)
- Team work

# Enriched Assessment and Feedback

## Enablers

- Office365
- VLE (Moodle / Turnitin)
- Enhanced Learning spaces
- Staff equipment minimum standards
- Student owned devices

## Practice

- Use of anonymous marking
- Use of authentic assessment
- Use of audio and video feedback
- Using tablet devices for annotating slides

## Link to Educational Framework

- Capstone projects
- Live briefs
- Multidisciplinary projects

## Benefits

- Increase variety of assessment
- Greater transparency and fairness
- Improve quality and consistency of feedback
- Improve timeliness of feedback

# Improve Student Experience and Success

## Enablers

- Lecture capture
- Office365
- Enhanced Learning spaces
- VLE
- Staff equipment minimum standards

## Practice

- Flipped classroom
- Student led resource curation as lecture prep (eg threshold concept)
- Virtual office hours / consultation
- Collaborative resource creation

## Benefits

- Improved access, accessibility and convenience
- Improve consistency of use (template & baseline)
- Enhance look and feel for better user experience
- Better communication

## Link to Educational Framework

- Support collaborative problem solving
- Create real world environments (e.g. stock exchange, ...)
- Placement support
- Embed learning and skills

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	CONFIDENTIAL
Paper title:	Key Performance Indicators
Board/Committee	Academic Board
Date of meeting:	21 February 2018
Author:	John Baker, Corporate & Business Planning Manager
Executive/Operations sponsor:	Pat Bailey, Deputy Vice Chancellor
Purpose:	To present the latest performance figures for the University KPIs for the 17/18 cycle, as at January 31 <sup>st</sup> 2018.
Which aspect of the Strategy/Corporate Delivery Plan will this help to deliver?	The indicators help to track institutional progress across all sections of the Corporate Strategy.
Recommendation:	That Academic Board considers the recent results for this cycle, and identifies ways in which Schools might: <ul style="list-style-type: none"> <li>• Respond to current results, or</li> <li>• Contribute to University initiatives undertaken to improve the performance against other KPI targets.</li> </ul>

## Executive Summary:

The report presents the latest performance figures for the Corporate KPIs.

### *Notes on results:*

#### **KPIs 8,9,17, 20, 21 & 22 – Financial metrics:**

Financial forecast figures are provided to reflect the data in the management accounts from Jan Ops board (period – end Dec 2017).

Research & Enterprise income levels are on target, but a shortfall in UG and Overseas recruitment has resulted in red ratings for the forecast results against the resources section.

**KPI 10 – LPN participation:** The result has fallen slightly year on year, but is ahead of target. Note: Hefce’s change of calculation method from POLAR 3 to POLAR 4 for Low Participation neighbourhoods in October 2017 may impact this result in the future, since the proportion of areas classified in quintile 5 in the greater London area has now reduced.

- The Board is requested to note the report.

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Report Date		30th January 2018		Past Performance			Benchmark	Target	Forecast	Result	DoT		Ambition	17/18 Rating Criteria		
Corporate Strategy Goals	20/20 Success Measures	#	Key Performance Indicators	14/15	15/16	16/17	Aspirational Group 15/16 average	17/18		YoY	Exec. Lead	20/21	Green	Amber	Red	
Teaching and Learning	Top 50% of universities for graduate employment / starting salaries.	1	Graduate level employment &/or Further study (EPI population)	68%	76.0%	81.8%	67.1	80%			PVC (SE)	80%	80 % +	77 - 79 %	< 77 %	
Student Experience	Top quartile of all universities in NSS	2	NSS scores – overall satisfaction (First Degree respondents)	82%	82%	82%	82.4%	84%			DVC	89%	84 % +	80 - 83 %	< 80 %	
		3	International Student barometer (% recommending LSBU)		77%	77%	not available	78%				81%	78% +	75 - 77%	< 75 %	
		4	PGT experience (% satisfaction)	74%	74%	74%	not available	77%				82%	77 % +	73 - 76 %	< 73 %	
		5	Student Staff Ratio	16.4:1	17:1	16.5:1	17.6:1	17:1				18:1	<=17	17 - 18	> 18	
Employability	95% students in employment / further study (EPI)	6	DLHE Positive Outcomes; employment or further study (EPI)	90.2%	90.8%	94.6%	92.0%	95%			PVC (SE)	95%	95 % +	90 - 94 %	<90 %	
	Top 10 UK universities for student start ups	7	Number of Student start ups	30	50	65 (*)	53.6	90			PVC (R&E)	150	90 +	85 - 89	< 85	
Research & Enterprise	Top 50% UK for Research & Enterprise Income	8	Research Income (non Hefce)	£2.0	£1.9	£2.8	£10.3	£3.1	£3.1		↑	PVC (R&E)	£6.0 m	£3.1 m +	£2.9 - 3.0 m	<£2.9 m
		9	Enterprise Income	£8.1	£7.8	£9.2	not available	£10.5	£10.7		↑		£19.0 m	£10.5 m +	£10 - 10.4 m	<£10 m
Access	Top London Modern for LPN recruitment	10	% recruits from low participation neighbourhoods (Young FT FD)	7.7%	8.4%	9.2%	6.8%	8.2%		8.9%	↓	CMO	9.0%	8.2% +	7.9 - 8.1 %	<7.9 %
		11	FTUG % (w/o HSC contract) recruited before Clearing	71.8%	71.8%	71.1%	not available	75%	78.3%		↑		90%	75 % +	71 - 74 %	< 71 %
	Exceed expectations on completion	12	First Degree Completion projection (at or above benchmark)	-7 %	-5.8%	-5.5%	-2.5%	-2%				DVC	+3%	>=-2 %	-3 to -4 %	<-4 %
		13	Year 1 progression	73.1%	77.2%	75.0%	not available	80%					85%	80 % +	77 - 79%	<77%
		14	Good Honours	61.2%	66.4%	69.1%	67.4%	63 - 67%					63 - 67%	63-67%	68-69% 61-62%	>69% <61%
15	PGT completion	61.5%	58.7%	69%	not available	70%					85%	70% +	66-69%	< 66%		
International	4 QS Stars	16	QS Star Rating	3 stars	3 stars	4 stars	not available	4		4 stars	→	VC	4	4	3	2
		17	Overseas student income (millions)	£11.2	£9.8	£11.2	£31.9 m	£13.1	£11.8			↑	PVC (R&E)	£20m	£13.1 m +	£12 - 13 m
People and Organisation	Rated as a good employer	18	Appraisal completion % (Amongst all eligible staff)	90%	91%	95.6%	not available	100%				EDHR	100%	100%	95 - 99 %	< 95 %
		19	Average Engagement Score as as %		58%	62%	70%	66%					EDHR	75%	66%	63 - 65 %
Resources & Infrastructure	Grow our income by 25% to £170m annually, deliver an operating surplus of 5% and an EBITDA margin of 15%	20	Surplus as % of income	0.9%	2.4%	1.3%	3.0%	1.0%	0.7%		↓	CFO	5.0%	1 % +	0.8 - 0.9 %	< 0.8%
		21	Income (£m)	£140.8m	£138.2	£144.5	£202.8m	£150.5m	£144.0		↓		£170.0m	£150.5 m +	£145 - 150 m	< £145 m
		22	EBITDA margin (EBITDA expressed as % of income)	9.2%	11.8%	12.0%		13.0%	10.6%		↓		15.0%	13% +	12 - 12.9%	<12%
	Student satisfaction with facilities & environment in top UK quartile	23	Student satisfaction ratings with facilities & environment (FD)	87.7%	90.0%	87.2%	86.5%	90.0%				COO	90%	90 % +	86 - 89 %	< 86%
		24	ICS Service Index %	68%	76%	66%	-	76%					80%	76% +	72-75%	<72%
Overall	Top London Modern university (excl UAL)	25	Times - League table ranking	120 / 127	120 / 128	106 / 128	98	103				VC	85	103 or higher	104 - 108	109 or lower
		26	Guardian – League table ranking	111 / 119	107 / 119	92 / 121	86	87					70	87 or higher	88 - 92	93 or lower
		27	Complete University Guide – League table ranking	119 / 126	115 / 127	108 / 129	90	105					87	105 or higher	106 - 110	111 or lower

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	CONFIDENTIAL
Paper title:	Sub-committee reports
Board/Committee:	Academic Board
Date of meeting:	21 February 2018
Author:	Sub-committee Chairs
Purpose:	For information
Recommendation:	The Board is requested to note the reports.

## Executive Summary

### Quality and Standards Committee, 24 January 2018

The committee noted the following updated procedures, approved by Chair's Action:

- Fitness to Study Procedure 2017-2018.
- Student Disciplinary Procedure 2017-2018.
- Student Interruption and Withdrawal Procedure 2017-2018.

The committee discussed:

- LSBU's approach to Foundation Degrees.
- A review of LSBU's degree apprenticeships.
- The annual summary of external examiner comments.
- Policy and procedures for allowing third resit attempts.
- An update on academic planning and validations.
- The academic audit report.
- The quality and standards review.
- The Postgraduate Taught Experience Survey.
- International and national partnerships updates.

The committee noted reports on the following:

- Pearson Institutional Review Report.
- Office for Students – submission for registration report.

### Student Experience Committee, 31 January 2018

The committee discussed:

- A presentation on race equality at LSBU and student experiences and engagement with the race equality team.

- A report on the start-of year issues and remediation steps.
- The revised Student Halls Disciplinary Procedure.
- An update on the Educational Framework.
- The National Teaching Fellowship nominations.
- An update on the Student-led projects.
- The Student Support and Employment Annual Report.

### **Research Committee, 7 February 2018**

The committee approved the following policies:

- Sabbatical Leave Policy & Procedure

The committee discussed:

- The Research Awards update including monitoring of research grants and awards. Training for staff is being developed.
- Repository of research publications and publication reports, open access data. Steps were being taken to address non-compliance with open access requirements.
- The review process for Research Groups and Centres.
- The Research Development Group update.
- An update on the development of the Professoriate.
- The CROS & PIRLS 2017 surveys.

	CONFIDENTIAL
Paper title:	Policy & Procedures
Board/Committee:	Academic Board
Date of meeting:	21 February 2018
Author:	Committee Chairs
Purpose:	To Note
Recommendation:	The Board is asked to note the policies and procedures approved by the Committees

## **Executive Summary**

The Quality and Standards Committee noted the following revised procedures that had been approved by Chair's Action:

- Fitness to Study Procedure 2017-2018
- Student Disciplinary Procedure 2017-2018
- Student Interruption and Withdrawal Procedure 2017-2018

The Research Committee reviewed and approved the final draft policy and procedure for Sabbatical Leave.

The Student Experience Committee approved the revised Student Halls Disciplinary Procedure.

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**London  
South Bank  
University**

# **Fitness to Study Procedure**

## **2017/2018**

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January 2018

This procedure is available in accessible format on request from the Head of Wellbeing (0207 815 6454 / [studentwellbeing@lsbu.ac.uk](mailto:studentwellbeing@lsbu.ac.uk))

## FITNESS TO STUDY PROCEDURE

### In an emergency

LSBU emergency – t: 0207 815 6666 (ext. 6666) or 999

In an emergency situation where it is believed that a student's health or wellbeing presents an immediate risk to themselves or others, call the appropriate Emergency Services: 999 (and inform the University on ext. 6666) or the University's emergency number: 0207 815 6666 (who will call 999).

You should also inform the Head of Wellbeing (ext. 6421) or the Director of Student Support and Employment (ext. 6403), outlining the details of the incident, the action taken and any follow-up action needed to support the student themselves, other students, or staff who have been impacted.

If appropriate, the Fitness to Study Procedure can be used after the emergency situation has been responded to.

## 1. Introduction

- 1.1 London South Bank University (LSBU) recognises the positive impact good physical and mental wellbeing has on our lives. We seek to create a supportive environment that promotes independence, allows students to achieve the success of which they are capable, and considers the safety and wellbeing of everyone who works and studies here.
- 1.2 This procedure sets out the formal steps which will be taken by the University when there is concern that your behaviour or health is seriously disrupting your welfare or academic progress or that of other members of the University community or has the potential to do so.
- 1.3 The term 'fitness to study' relates to your ability to safely, independently and successfully participate in academic study and life generally as a student at the University.
- 1.4 Any action taken under this procedure will be limited to that which is necessary and proportionate to protect your interests and those of other members of the University community. The Fitness to Study procedure is intended to be supportive, not punitive. It is also intended to be open, transparent, consistent and implemented sensitively.
- 1.5 The procedure sets out **three** levels of intervention which may be appropriate depending on the perceived level of risk to your health and wellbeing or that of other members of the University community. It is possible for a matter to begin at any level, progress through some or all of the levels, return to lower-level intervention or be resolved at any level. This procedure does not affect your right to request at any time an interruption of studies at your own volition in accordance with the **Interruption and Withdrawal Procedure**.

## 2. Support for students

- 2.1 You are encouraged to seek advice and support regarding this procedure from London South Bank Students' Union (LSBSU) located in the Student Centre.

Students' Union Advice team – t: 0207 815 6060 / e: [info@lsbsu.org](mailto:info@lsbsu.org)

- 2.2 You are expected to take up any appropriate support available to you from the University – this includes support from the Disability and Dyslexia Support team (DDS) and the Mental Health and Wellbeing team (MHWB). Both teams are based in the Student Life Centre – staff and students can contact the teams for advice or to access support. Taking advantage of such support may avoid the need to invoke this procedure.

Mental Health & Wellbeing – t: 0207 815 6454 / e: [studentwellbeing@lsbu.ac.uk](mailto:studentwellbeing@lsbu.ac.uk)

Disability & Dyslexia Support – t: 0207 815 6454 / e: [disability@lsbu.ac.uk](mailto:disability@lsbu.ac.uk)

### 3. Scope (to whom does this procedure apply?)

This procedure applies if you are a University student who:

- (a) is registered/enrolled on a full-time or part-time programme; or
- (b) has interrupted your studies;
- (c) has not yet enrolled but where concerns arise during pre-enrolment. This procedure may be used to assess and mitigate any risk. In such situations a referral may be made by University staff (including the Admissions, Registry, course and/or support teams) under this procedure.

### 4. Responsibilities and who can initiate this procedure?

- 4.1 The Pro-Vice Chancellor (Education and Student Experience) (“**PVC ESE**”) has the overall responsibility for this procedure but has delegated day-to-day responsibility for overseeing its implementation to the Head of Wellbeing.
- 4.2 The Dean of the relevant School may nominate a senior member of the academic or management staff, for example the Director of Education and Student Experience, to be responsible for operating this procedure for their School.
- 4.3 Any member of staff may initiate this procedure. You may also initiate this procedure if you have concerns about your fitness to study.

### 5. Fitness to study in relation to other policies

- 5.1 The University also has a **Student Disciplinary Procedure** and a **Halls of Residence Disciplinary Procedure for Student Residents**. There may be occasions where you come under both the Fitness to Study and a disciplinary procedure at the same time. In cases such as this, the outcome of the disciplinary procedure, and any sanctions imposed, will have considered your health and wellbeing. Depending on the individual circumstances of each incident, the University reserves the right either to suspend one procedure until the outcome of the other is complete, or decide not to pursue one procedure in favour of the other.
- 5.2 If you demonstrate unacceptable conduct during any stage of this procedure, then it may be considered to be a disciplinary matter and action may be taken under the **Student Disciplinary Procedure**.
- 5.3 This procedure runs in parallel with other relevant policies for those programmes that are professionally accredited, e.g. in the School of Health and Social Care, where a **Fitness to Practise Procedure** is in place. This and similar relevant processes are normally managed by the School within which the programme is located. Where concerns regarding your fitness to practise arise

during the course of this procedure, this procedure may be suspended pending the outcome of relevant fitness to practise proceedings.

5.4 Any related health and safety issues will be considered under the University's **Health and Safety Policy**.

5.5 Any related safeguarding issues will be considered under the University's **Safeguarding Policy**.

## **6. Confidentiality, data protection and record keeping**

6.1 All information provided regarding your fitness to study will be treated as confidential. Consequently, only staff directly involved in the procedure will be given access to such confidential information.

6.2 An exception applies where you are subject to a disciplinary or fitness to practise process as a result of concerns or conduct in the application of this procedure. Relevant confidential information will be made available to those other staff for the purposes of conducting the relevant procedure.

6.3 Records of meetings and discussions held under this procedure will be stored securely and in accordance with current data-protection law.

6.4 The University will collect data on fitness to study outcomes at each stage of this procedure and any complaint submitted by you to any regulators (including the OIA), and use the data:

- a) internally for reporting, evaluation, learning and training; and
- b) externally for discussion with regulators in the higher education sector.

6.5 The data used by the University for the purposes set out in paragraphs 6.4 a) and b) will be anonymised. Your personal data and sensitive/special categories of personal data ('Personal Data') as defined by the Data Protection Act 1998 (the "DPA") or the General Data Protection Regulation ("GDPR) as relevant may be disclosed to the University's members of staff and regulators only for the purpose of dealing with your matter under this procedure, a complaint arising out of it and/or implementing any recommendations. Personal Data will not be shared with any other third parties unless the University has your express consent, has a statutory obligation to do so, or is otherwise permitted to do so under the DPA/GDPR.

## **7. When to use this procedure**

Your fitness to study may be brought into question as a result of a wide range of circumstances. These include, but are not restricted to, the following:

- a) Where your health, wellbeing and/or behaviour means you are unable to successfully, independently, and safely participate in academic study and general University life, including socialising and extracurricular activities on campus, placements, field trips, and living in halls of residence.
- b) Where your health, wellbeing and/or behaviour is considered a significant risk, or emerging significant risk, to you, other students, staff or members of the University community, whether or not it is having a significant negative impact on your academic work or progression.
- c) Where your health, wellbeing and/or behaviour is giving rise to serious cause for concern;
- d) Where you are unable to manage your own health and safety, even with the introduction of

reasonable adjustments, and this is considered a significant risk to you or others.

- e) Where your health, wellbeing, and/or behaviour significantly disrupts the study of other students.
- f) Where your health, wellbeing, and/or behaviour places unreasonable demands on staff or other students.

## **8. General principles**

### **8.1 Prompt action**

Concerns about health or wellbeing should be acted on quickly, where reasonably possible, so that you have early access to support before the problem becomes more complex.

### **8.2 Reasonable adjustments**

The University will make reasonable adjustments to this procedure where it is reasonable to do so to prevent you from suffering substantial disadvantage as a result of your disability.

### **8.3 Companion**

8.3.1 If you are invited to attend a meeting under this procedure, you may be accompanied by a fellow student or a Students' Union representative. You are not permitted to be represented by a legally qualified solicitor or barrister. You must provide the name and contact details of your chosen companion to the University in good time before the meeting.

8.3.2 The companion's role at the meeting will be to support you; you may consult your companion for advice and support during the meeting, but they may not answer questions on your behalf (unless this is agreed in advance by the Chair as a reasonable adjustment for your disability).

### **8.4 Access to documents**

You will usually be given copies of all documents considered by decision-makers under this procedure.

### **8.5 Nominees**

Staff assigned responsibilities under this procedure include any nominees appointed by the relevant member of staff and/or appointed by the University.

### **8.6 Alternative arrangements for meetings under this procedure**

If it is not possible or practicable to convene the meetings required under this procedure, discussions may take place by correspondence or by video conference.

### **8.7 Proceeding in your absence**

8.7.1 Meetings at Level 2 and 3 of this procedure, in whole or in part, may proceed in your absence where there is evidence that you cannot effectively engage in the process or this is reasonably considered by the University to be in your best interests. You will be given a reasonable opportunity to submit representations to be considered at the meeting or at the relevant part of it.

8.7.2 Where you are invited to a meeting under this procedure and do not attend, the meeting may proceed in your absence if the Chair is satisfied that you received proper notice of the

date and time of the meeting and are absent without reasonable explanation. The Chair shall decide in his/her absolute discretion what constitutes “reasonable explanation”.

8.7.3 Where a meeting proceeds in whole or in part in your absence, notes of the meeting, together with copies of any relevant documents and the reasons for any decision will be provided to you.

8.7.4 Where you have not engaged with the process, are not able to engage and/or have not provided medical or other evidence as requested, the relevant meeting may proceed on the basis of the information available at the time.

## 8.8 Adjournment

The Chair has the power to adjourn any meeting, for example to obtain additional evidence, including additional medical evidence.

## 9. Immediate suspension in circumstances of immediate risk to you and/or others

9.1 The University Registrar may suspend you from the University with immediate effect where he/she has a reasonable belief that you are an immediate danger to yourself or other persons with whom you will come into contact in respect of University-related activities, including any placement activities. In order to make this decision the University Registrar will consult where necessary with appropriate members of staff from Student Support and Employment and/or the relevant School.

9.2 If you are suspended with immediate effect, the Director of Student Support and Employment will convene a meeting of the Fitness to Study Panel to consider the matter and make a decision in accordance with Level 3 of this procedure (section 12 below). The Panel meeting will be convened as soon as is practicable and will be conducted in accordance with the procedure outlined below.

9.3 The immediate suspension will be subject to regular review by the University Registrar, and you will have the right to make representations in writing. The immediate suspension will normally remain in place until the Panel has made a decision.

## 10. Level 1 (Informal) – emerging/low-level concerns

This low-level of intervention should be considered when a concern is raised about minor problems relating to your health, wellbeing or conduct (which may be health-related). Concerns at this level will be dealt with by either a personal tutor, course/module leader or member of support staff such as a disability or mental health adviser (“the Lead Person”). The Lead Person will contact you to make you aware of the concerns in order to afford you an opportunity to respond. Any meeting conducted by the Lead Person at this level will be informal and will place an emphasis on supporting you and encouraging you to engage with the relevant support services provided by the University. The Lead Person may conduct a follow-up meeting with you after you have had sufficient time to engage with any relevant support and/or have had a reasonable time to address the concern.

## 11. Level 2 Case Conference for continuing/significant concerns

11.1 Level 2 intervention will usually be considered if:

- low-level intervention has not resolved the concern;
- the concern raised is too serious to be dealt with informally; or
- if you refuse to engage with the low-level intervention and the concern persists.

11.2 The concern should be referred to the Head of Wellbeing who will convene and chair a case conference. The case conference will usually be attended by the Lead Person (where Level 1

intervention occurred) and by other relevant academic and support staff (e.g. personal tutor, course director, halls staff). The emphasis of the case conference will be to provide you with appropriate support and, where reasonably possible, to agree outcomes.

### **Prior to the case conference**

- 11.3 You will be notified that a case conference will be held. Any such notification will be sent from the Head of Wellbeing usually at least 2 working days before the case conference (although the University will where reasonably possible provide longer notice).
- 11.4 You may be invited to submit documents for consideration and will normally be given copies of the documents seen by those at the case conference (usually at least 2 days in advance of the case conference).
- 11.5 Notice of the case conference will include the following information:
- The purpose of the case conference and the nature of the concerns raised.
  - A copy to the Fitness to Study procedure.
  - Advice on whether you need to provide any specific documents.
  - Whether the University requires you to provide any medical evidence (a longer notice period may apply where medical evidence is requested).
  - Who will attend the case conference and the reason for their attendance.
  - Your right to be accompanied by a companion as outlined above in paragraph 8.3.
  - Date, time and venue of the case conference and a request to confirm that you can attend.

### **During the case conference**

- 11.6 The Chair of the Review Meeting will decide how the case conference will be conducted and will ensure in particular that your views are heard.

### **Outcomes**

- 11.7 The possible outcomes are:
- (a) No formal action is required. Where you have a disability, consideration may need to be given to the issue of reasonable adjustments in light of new information and/or medical evidence received under this process.
  - (b) To implement a support plan, which should detail any steps that you will need to take and any support to be provided by the University. Any proposed special academic or other arrangements may need to be agreed with the relevant School and/or relevant University authority before they can be implemented. Regular follow-up meetings will be scheduled to take place with a nominated member of staff. The support plan will also detail what will happen if you are not meeting the requirements, which will usually involve referring the matter to be dealt with as a Level 3 concern.
  - (c) To recommend that you take a period of interruption in accordance with the **Interruption and Withdrawal Procedure**. If you do not agree to take an interruption or do not submit or proceed with the appropriate application, the matter will normally be dealt with as a Level 3 serious/persistent concern.
  - (d) To refer the case as a Level 3 serious/persistent concern. This will usually only be appropriate in the most serious of cases, where for example evidence of a serious risk to either your health and safety or that of others has been identified, or where a particular course of action has been recommended but you do not agree. In the absence of a consensus, the Head of Wellbeing will ultimately decide whether a referral is the most appropriate outcome, given the information presented at the case conference.
- 11.8 You will be informed in writing of the outcome of the case conference and the reasons for that outcome usually within 5 working days. You will also be provided with a concise record of the case

conference and any agreed support plan usually within 10 working days from the date on which the case conference took place. A copy of the support plan will be sent to all who attended the case conference, to facilitate implementation.

## **12. Level 3 Fitness to Study Panel for serious/persistent concerns**

12.1 Level 3 of the procedure may be initiated if:

- intervention at Level 2 has not resolved the concern, which will include circumstances in which you are not complying with the requirements of a support plan;
- at a previous level it has become apparent that the concern is significantly more severe than originally anticipated (e.g. if an emerging concern needs to be treated as a serious concern);
- the concern is so serious that treating it as a Level 1 or Level 2 concern would not be appropriate.

12.2 It may be appropriate to proceed directly to Level 3 if:

- your health and/or wellbeing are significantly affecting your ability to engage with your studies, placement and/or other aspects of University life; and/or
- there is substantial concern that your health or wellbeing poses an immediate risk to you and/ or others and that concern is considered too high to address at Level 1 or 2.

12.3 Serious or persistent concerns should be referred to the Head of Wellbeing who, if appropriate, will request the Director of Student Support and Employment to convene a meeting of the Fitness to Study Panel (“the Panel”). The purpose of the Panel meeting is to discuss the circumstances of the concerns in order to decide what, if any, action should be taken.

12.4 The Panel will usually include:

- The Director of Student Support and Employment (Chair)
- The Dean of the relevant School
- One other relevant member of University staff (e.g. Mental Health & Wellbeing Manager where there are concerns about your mental health, the Head of Wellbeing, or the Head of Student Accommodation when the concerns arise in the context of the University’s halls of residence).

12.5 An administrator to the Panel will take notes at the meeting.

### **Prior to the meeting**

12.6 You will be notified in writing that a Panel meeting will be held. Any such notification will be sent from the Director of Student Support and Employment usually at least 2 working days before the Panel meeting (although the University will where reasonably possible provide longer notice particularly if medical evidence is required).

12.7 Notice of the Panel meeting will usually include the following information:

- The purpose of the Panel meeting and the nature of the concerns raised
- The identity and job title of the members of the Panel
- A copy to the Fitness to Study procedure if not already provided
- An invitation to submit representations and documents, together with, where appropriate, up-to-date independent medical evidence and/or reports for consideration at the Panel meeting
- Who will attend the meeting and the reason for their attendance
- Request for consent to release medical reports where appropriate
- Your right to be accompanied by a companion as outlined above in paragraph 8.3
- Date, time and venue of the meeting and a request to confirm that you can attend.



12.8 Where relevant, the Panel will be provided with the documentation considered at Level 2, the outcome at Level 2 and details of any follow-up meetings. The Panel may also seek additional medical or other evidence. You will normally be given copies of the documents seen by those at the Panel meeting (usually at least 2 days in advance of the meeting).

### **At the meeting**

12.9 The Chair of the Panel will decide how the meeting will be conducted.

12.10 The Head of Wellbeing (or nominee) will present a summary of the case and of the concerns which have resulted in a Panel meeting.

12.11 You will usually be afforded an opportunity to give your perspective on the case, including your desired outcomes.

### **Outcomes**

12.12 The Panel may decide as follows:

- (a) No formal action is required. Where you have a disability, consideration may need to be given to the issue of reasonable adjustments in light of new information and/or medical evidence received under this process.
- (b) To implement a support plan (new or modified from Level 2), which should detail any steps that you will need to take and any support to be provided by the University. Any proposed special academic or other arrangements may need to be agreed with the relevant School and/or relevant University authority before they can be implemented. Regular review meetings will be scheduled to take place with a nominated member of staff. The support plan will also detail what will happen if you are not meeting the requirements, which will normally involve further consideration of the matter by the Panel.
- (c) Where the option is available, and with your consent, to recommend a transfer to an alternative mode of study, for example part-time or distance learning. Any such arrangements may need to be agreed with the relevant School and/or relevant University authority before they can be implemented.
- (d) To require you to interrupt your studies in accordance with the **Interruption and Withdrawal Procedure**, until such time as you are fit to return to the University (taking into account any reasonable adjustments that could be made if you are disabled). A period of interruption will usually be no longer than 12 months, with the possibility of an extension in exceptional circumstances for a further 12 months. The provisions at section 13 below will apply to your return to study, provided that in all cases a return to study will be permitted only at the beginning of an academic year. An exception will be permitted in the case of a return to undertake a placement which may be permitted at other times.
- (e) To withdraw you from the University. This decision would only be made where it has been concluded that there is no reasonable prospect of you re-engaging with your studies and/or wider University life.
- (f) Any other action considered to be appropriate and proportionate.

12.13 You will be informed in writing of the outcome of the Panel meeting and supporting reasons usually within 5 working days of the decision. You will also be provided with a concise record of the Panel meeting and any agreed support plan usually within 10 working days from the date on which the Panel meeting took place. A copy of the support plan will be sent to all who attended the Panel meeting, to facilitate implementation.

12.14 You will also be informed of your right to request a Review of decisions made at Level 3 (see section 14).

### 13. Return to study after an interruption

- 13.1 You will be encouraged to maintain contact with the named member of staff in Student Support and Employment during your period of interruption, to advise of your progress and to facilitate a return to study when you are considered by the University to be well enough to do so.
- 13.2 The Director of Student Support and Employment will write to you usually three months in advance of your expected return date. This letter will be copied to the Head of Wellbeing who will also attempt to contact you and will offer support in relation to a potential return to study.
- 13.3 In order to return to the University following an interruption on the grounds of fitness to study, you will be required to submit satisfactory evidence that you are fit to return (taking into account any reasonable adjustments that may be made if you are disabled). The evidence provided must include an up-to-date medical report usually from an appropriate independent health professional with sufficient knowledge of your health and the potential impact of the return to study, and therefore dated no earlier than three months before your expected return date (or requested return date if you wish to return earlier). The evidence should be provided at least 20 days before the intended or requested return date.
- 13.4 You will be invited to attend a meeting of the Fitness to Study Panel which will consider whether you are fit to return to your studies. Other than as set out in paragraph 13.5 below, the procedure set out for Panel meetings at section 12 above will apply to such meetings.
- 13.5 The Panel may decide as follows:
- (a) To permit you to return to study on your expected or requested return date, or some other agreed date. The Panel may in appropriate cases impose conditions or require a new support plan;
  - (b) To recommend that your period of interruption is extended for a specified period;
  - (c) To recommend your withdrawal from the University.
- 13.6 If your period of interruption has been protracted, you may not be able to return to the same or similar programme, as the passage of time may have required the programme to be discontinued or significantly modified. The University will take reasonable steps to keep you informed of any changes during your absence.

### 14. Review

- 14.1 You may request a Review of a decision made by the Panel at Level 3 and/or by the Panel in respect of a decision on return to study to the PVC ESE.
- 14.2 A request for a Review should be submitted in writing to the Deputy Director of Student Support and Employment within 10 working days of the date of the letter advising you of the decision at Level 3 or in relation to return to study. The request should set out clearly the basis on which the request is made, together with any supporting evidence.
- 14.3 The grounds for a Review are:
- (a) That there is new material evidence/information that, for good reason, was not made available to the Panel at the relevant time.
  - (b) That there was a procedural irregularity e.g. bias, failure to comply with the procedure which had a material adverse effect on the outcome.
  - (c) The outcome was unreasonable and/or disproportionate and hence unwarranted by the evidence made available to the Panel.
- 14.4 The Deputy Director of Student Support and Employment will decide whether the request falls within

one or more of the permitted grounds for a Review and if so, will refer the matter to the PVC ESE to review the matter. Such a review will usually take place within 15 working days of the date the request for Review was received. The PVC ESE's decision will be made on the basis of a review of the papers.

- 14.5 The PVC ESE may ask the Chair of the Panel for a response to the request for a Review. A copy of any such response will usually be provided to you, and you will be given the opportunity to make representations in response before the PVC ESE makes a decision.
- 14.6 The PVC ESE may decide either:
- (a) To refer the case back to the Panel. The PVC ESE may make recommendations as to the Panel's membership;
  - (b) To substitute his/her own decision for the Panel's; or
  - (c) To reject the Review.
- 14.7 You will be informed in writing of the decision made by the PVC ESE as soon as possible, normally within 20 working days.
- 14.8 If the outcome of the Review process is favourable to you, you can request the University to provide you with a Completion of Procedures Letter (a "COP") within 30 days of the date of the outcome letter. Where such request is made, a COP will be provided within 14 days of the request. If the outcome of the Review process is unfavourable to you, a COP will be sent to you automatically within 28 working days of the decision being made.
- 14.9 If you are not satisfied with the outcome of your Review, you may make a complaint to the Office of the Independent Adjudicator for Higher Education provided you have been issued with a Completion of Procedures Letter. That letter will explain how you can submit a complaint and the deadline for doing so is 12 months from the date of the letter.

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# **London South Bank University**

## **Student Disciplinary Procedure 2017-2018**

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**This procedure is available in accessible format on request from the Disciplinary Officer at [studisc@lsbu.ac.uk](mailto:studisc@lsbu.ac.uk)**

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January 2018 v15

## Table of Contents

1. Introduction - the principles behind the procedure.....	3
2. Scope – who/what is covered by this procedure? .....	4
3. Who is responsible for this procedure?.....	5
4. Disciplinary offences .....	6
5. Support for students .....	6
6. Reporting misconduct .....	6
7. Reporting matters to the police.....	7
8. Student conduct under police investigation.....	8
9. Informal Resolution.....	8
10. Formal process, Stage 1: Investigation by the local manager .....	9
11. Precautionary action .....	11
12. Formal process, Stage 2: local manager disciplinary meeting .....	11
13. Formal process, Stage 2: Disciplinary Panel hearing .....	12
14. Dealing with matters summarily.....	15
15. Penalties .....	16
16. Formal process, Stage 3: Review.....	18
17. Independent external review .....	19
18. Record keeping and notification .....	19
19. Use of data.....	20
Appendix A: Disciplinary offences .....	21
Appendix B: Support for students .....	25

# Disciplinary Procedure

## In an emergency

In an emergency situation where it is believed that a person's health or wellbeing presents an immediate risk to themselves or others call the appropriate Emergency Services: 999 (and inform the University on ext. 6666) or call the University's emergency number: 0207 815 6666 (who will call 999).

**LSBU emergency – t: 0207 815 6666 (ext. 6666) or 999**

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## 1. Introduction - the principles behind the procedure

- 1.1 All University staff, students, contractors and visitors have a right to work, study and learn in a safe environment and any conduct which unreasonably interferes with the safe and orderly operation of the University community will be investigated and addressed in accordance with this procedure.
- 1.2 The security and integrity of University property must be safeguarded and any unacceptable conduct which jeopardises this will be investigated and addressed to ensure that security and integrity are maintained.
- 1.3 An attempt will be made where possible to resolve unacceptable conduct issues informally and any investigation and necessary action will be undertaken as speedily as possible, normally within 90 days from the start of the formal process. This timeframe requires you to engage with the disciplinary process by meeting all of the University's stipulated deadlines for submission of materials and attending the meetings you are invited to at each stage of this procedure.
- 1.4 There may be cases where, for good reason(s), the University will need to extend the timeframe for dealing with your case. When this is the case, we will contact you to explain the delay and set a new deadline for the next stage.

- 1.5 Allegations of misconduct made in good faith will be taken seriously and dealt with in accordance with this procedure. Such allegations of misconduct will be dealt with as allegations of breaches of the University's own internal regulations and policies by the civil standard of proof, which is the balance of probabilities (i.e. more likely than not/51% or more) and are not treated as offences under the criminal law. Students against whom allegations have been made will be presumed to be innocent until proven to have committed a disciplinary offence. The possible sanctions and outcomes are those described in this procedure.

## **2. Scope – who/what is covered by this procedure?**

- 2.1 This procedure applies if you are University student who:
- a) is enrolled and registered at the University; or
  - b) was enrolled at the University at any time during the previous 12 months; or
  - c) has interrupted your studies.
- 2.2 The University reserves the right to carry out and/or complete the disciplinary process if you withdraw from the University whilst the process is ongoing. As set out in paragraph 18.3, any penalty imposed may be referred to in a reference given by the University on your behalf.
- 2.3 Where more than one student is involved in a case of suspected misconduct, the University may choose whether to take joint or separate action against them under this procedure.
- 2.4 This procedure does not apply to academic misconduct (which will be dealt with in accordance with the Student Academic Misconduct Procedure) or to conduct which may appropriately be dealt with under the School of Health and Social Care's Fitness to Practise Procedure.
- 2.5 Unacceptable conduct may be dealt with under this procedure even if it occurs outside the physical boundaries of University premises (including electronically and/or via social media) where the conduct is connected to the University community and its safe and/or orderly operation and/or the University's reputation. Where unacceptable conduct has taken place outside University premises (for instance on a placement/internship and/or professional or work experience setting) and been considered under the process of another institution (such as the placement/internship and/or professional or work experience provider), the University retains the right to consider the conduct under this procedure.



- 2.6 Unacceptable conduct in halls of residence may be dealt with additionally and/or independently of this procedure under the Halls of Residence Disciplinary Procedure for Student Residents and as breaches of contractual obligations in the halls of residence Accommodation Agreement.
- 2.7 The University also operates a Fitness to Study Procedure and you may find yourself subject to the application of both procedures at the same time. Depending on the individual circumstances of each incident, the University reserves the right to either suspend one procedure until the outcome of the other is complete, or decide not to pursue one procedure in favour of the other.

### **3. Who is responsible for this procedure?**

- 3.1 The Pro-Vice Chancellor for Education and Student Experience has overall responsibility for this procedure, but has delegated day-to-day responsibility for overseeing its implementation to the staff identified in this procedure. All relevant members of staff have been made aware of the procedure and have received appropriate training.
- 3.2 Deans of School and Heads of Central Support Departments are responsible under the University's Health and Safety Policy for the safety of staff, students, contractors and visitors in their Schools and Divisions and shall take immediate action to ensure the safety of staff, students and visitors where this is put at risk by unacceptable conduct.
- 3.3 Every Dean of School has jurisdiction under this procedure over all students enrolled in that School. The Dean of School shall nominate one or more members of the academic or management staff of the School to act as local manager/s.
- 3.4 The Director of Estates and Academic Environment has jurisdiction under this procedure in every case where a reported incident relates to a hall of residence, and shall nominate one or more members of halls of residence staff to act as local manager/s for every such case.
- 3.5 Local managers are responsible for operating the disciplinary process and making decisions about individual cases.
- 3.6 The Disciplinary Officer is responsible for co-ordinating and centralising the disciplinary process and keeping a record of all disciplinary incidents and outcomes.
- 3.7 Where a disciplinary allegation against a student also involves, or may involve, action against a member of University staff under the Staff Disciplinary Procedure, the University shall appoint a case manager to co-ordinate the two processes. The case manager shall liaise with the local manager as necessary.

## 4. Disciplinary offences

- 3.8 You may be subject to a formal disciplinary process under this procedure if you are suspected of having committed misconduct which amounts to a disciplinary offence.
- 3.9 A list of examples of disciplinary offences is set out in Appendix A.
- 3.10 Making a disclosure in good faith under the University's Speak Up policy shall not be regarded as misconduct.

## 5. Support for students

- 3.11 You are encouraged to seek advice and support regarding this procedure from the LSBU Students' Union Advisory Service.
- 3.12 If you are invited to attend an investigatory interview, or a formal meeting or hearing under this procedure, you may be accompanied by a fellow student or a Students' Union representative. You are not permitted to be represented by a legally qualified solicitor or barrister. You must provide the name and contact details of your chosen companion to the University in good time before the meeting/hearing.
- 3.13 If you have a disability, you may additionally be accompanied by a support worker as may reasonably be required. The University will make reasonable adjustments to this procedure where it is reasonable to do so to prevent you from suffering substantial disadvantage as a result of your disability. The University's Student Wellbeing teams will be consulted.
- 3.14 The companion's role at the meeting will be to support you; you may consult him or her for advice and support during the meeting/hearing, but he or she may not answer questions on your behalf (unless this is agreed in advance by the chair as a reasonable adjustment for your disability).
- 3.15 Further details of support services offered both by the University and externally are set out at Appendix B.

## 1. Reporting misconduct

- 3.16 All University staff and students are responsible for reporting misconduct by a student which they witness or of which they have evidence.
- 3.17 Any person who becomes aware of misconduct by a student should report the matter to the Disciplinary Officer. Reports should be made using the form available on:

[http://www.lsbu.ac.uk/\\_data/assets/pdf\\_file/0006/101949/disciplinary-incident-report-form.pdf](http://www.lsbu.ac.uk/_data/assets/pdf_file/0006/101949/disciplinary-incident-report-form.pdf). Completed forms should be sent to: [studisc@lsbu.ac.uk](mailto:studisc@lsbu.ac.uk). Relevant documentary evidence must be attached to the report where appropriate.

- 3.18 University staff who become aware of misconduct by a student through some other means (for instance through a health and safety report, or if the conduct is reported to them in person or by email) will ensure that the matter is reported through the correct channel either by advising the individual who witnessed the conduct, or if necessary by reporting the matter themselves and attaching any email or other evidence to their report.
- 3.19 Anonymous reports of misconduct will not usually be accepted by the University.

## 2. Reporting matters to the police

- 3.20 Students who witness or who have evidence of misconduct by a student which may also amount to a criminal offence have a number of options available to them once they have brought the alleged incident to the attention of the University. The main options are:
- a) reporting the matter to the police;
  - b) seeking support from internal and external services;
  - c) not reporting the matter to the police but requesting that the University deals with the matter under this procedure.
- 3.21 The University will put no pressure on the reporting student in relation to any of the options.
- 3.22 Where a suspected criminal offence is committed against the University, the University may report the incident to the police. Where the alleged victim is not the University (e.g. not a member of University staff or not relating to University property), the University will normally allow the victim to decide whether or not to report the matter to the police. However, the University may start disciplinary action against the accused student and investigate the incident on its own volition.
- 3.23 The University will only in exceptional circumstances report the alleged incident to the police against the wishes of the alleged victim/reporting student if the reporting is necessary to protect the alleged victim/reporting student or others from harm or to prevent a further harm taking place. The University will explain its decision and the reasons to the victim/reporting student either in advance or as soon as possible after the report was made.

### **3. Student conduct under police investigation**

- 3.24 If an allegation of misconduct reported under this procedure is also subject to police investigation, the local manager will ask you to give consent for the police to provide information to the University on the progress of the police investigation or require you to keep the University informed accordingly.
- 3.25 The University reserves the right to either suspend or continue with the disciplinary process in cases where a police investigation is ongoing, or has been suspended or discontinued. This will be decided on a case-by-case basis in consultation with the University Solicitor and, where appropriate, in dialogue with the police. The University also reserves the right to proceed with the disciplinary process where you have been acquitted in criminal proceedings.
- 3.26 Where you are unable or have been advised not to attend a disciplinary hearing or say anything about a pending criminal matter, the University reserves the right to take a decision based on the available evidence.
- 3.27 Whilst a police investigation is under way the University's normal policy is to provide any reasonable support to you in order for you to continue your studies safely whilst abiding by any bail conditions that may have been placed on you, if practicable to do so. Where possible, the University will make reasonable adjustments to your academic programme to help you ensure your own safety, the safety of others and/or to comply with any bail conditions which have been placed on you.

### **4. Informal Resolution**

Minor conduct issues, e.g. minor damage to property, conduct causing minor disruption or anti-social behaviour that is not directed at other individuals can sometimes be dealt with informally without the need to initiate the disciplinary process. Staff who observe conduct that may give cause for concern if repeated may inform the Disciplinary Officer, who may discuss the concerns with you. In some cases, an informal verbal warning may be given, which will not form part of your formal disciplinary record. A note of any such informal discussions and oral warnings may be held on the Disciplinary Officer's file for the duration of one full academic year following the date of the incident. Formal steps may be taken under this procedure if the Disciplinary Officer reasonably believes that the conduct is likely to be repeated or if the conduct is repeated.

## 5. Precautionary action

3.28 If, after reviewing the report of the alleged misconduct and having carried out the relevant risk assessment, the local manager decides that your continued access to the University creates a significant risk in one or more of the following situations, namely that:

- a) there may be a recurrence of unacceptable conduct by any one or more students;
- b) staff, visitors, service users or any student may be harmed; and/or
- c) due process under this procedure may be inhibited or impeded,

s/he may decide that you be suspended temporarily from access to all or any part of University premises, University activity, and/or placement/internship and/or professional or work experience until the disciplinary procedure is concluded; and/or that conditions be placed on you (e.g. not to contact a named student).

3.29 The local manager will immediately submit a record of the decision to suspend and/or to place conditions on you to the Disciplinary Officer and the Head of Registry, with clear reasons for the decision.

3.30 The decision to suspend and/or to place conditions on you will be only made where the risk level is high and where there are no alternative measures that could be placed instead to mitigate the risk. It is, therefore, a precautionary, rather than a punitive, measure.

3.31 Any suspension/conditions will be limited to a specified period of time and reviewed regularly by the local manager, but may be extended where necessary to do so.

3.32 If you are suspended and/or conditions are placed on you, the Head of Registry will write to you setting out the decision and clear reasons for the decision, which will relate to the allegations made, supported by a statement of the basic alleged facts.

3.33 You can appeal against a precautionary decision to suspend and/or place conditions on you to the Pro Vice Chancellor for Education and Student Experience within 5 working days of the date of the decision letter (making clear representations). The Pro Vice Chancellor for Education and Student Experience (or nominee) will notify you of his/her decision within 5 working days of receipt of your appeal.

3.34 You can also request that the local manager reviews the precautionary action

decision if you can demonstrate that there has been a material change in the circumstances of the case.

## **6. Formal process, Stage 1: Investigation by the local manager**

- 3.35 On receipt of a report of misconduct, the Disciplinary Officer will make a record of the matter and will forward the report to the relevant local manager as soon as possible.
- 3.36 Prior to starting the investigation, the local manager should consider whether s/he could be deemed to have a conflict of interest, and if there is a conflict of interest ask another suitably qualified person to take over the investigation.
- 3.37 If there is no conflict of interest, the local manager will review the report and determine whether the misconduct, if proven, could be considered a disciplinary offence. If so, the local manager will conduct an investigation. If not, the local manager may refer the matter back to the Disciplinary Officer for the matter to be dealt with informally, or may decide to take no further action.
- 3.38 The investigation will be started as promptly as possible, and normally within 10 working days of the report being made. The University reserves the right to extend this period during holidays and exam times.
- 3.39 As part of the investigation the local manager will:
- a) interview you;
  - b) identify and interview any other relevant witnesses or obtain written witness statements from them; and
  - c) seek documentary evidence where appropriate (e.g. emails, logs from relevant University systems or other relevant evidence).
- 3.40 The local manager will write to you at least 3 working days in advance of the investigatory interview, inviting you to the interview and explaining the reason for the interview and the allegations made against you.
- 3.41 If you fail to attend the investigatory interview without good reason, or are unable to do so on more than two occasions, the local manager may continue with the investigation without interviewing you provided s/he is satisfied that you were given due notice of the date and time of the meeting. The local manager shall decide in his/her discretion what constitutes “good reason”.
- 3.42 The local manager will compile a report which will include the allegations and a summary of the evidence gathered in the course of the investigation,

including copies of relevant documents and witness statements including evidence and witness statements provided by the student in support of his/her case (“the Investigation Report”).

- 3.43 The local manager may:
- a) refer the matter back to the Disciplinary Officer for the matter to be dealt with informally; or
  - b) decide that no further action should be taken; or
  - c) decide that there is a case to answer and the matter should be referred to stage 2 of this procedure.
- 3.44 If the local manager decides that there is a case to answer, he/she will invite you to a disciplinary meeting under paragraph 12 or will refer the matter to the Disciplinary Panel under paragraph 13. Cases which the local manager considers to be complex or which may warrant your expulsion from the University will usually be referred to the Disciplinary Panel.
- 3.45 You will be informed of the decision of the local manager within 5 working days of the conclusion of the investigation.

## **7. Formal process, Stage 2: local manager disciplinary meeting**

- 3.46 The local manager will invite you to attend a disciplinary meeting, providing the date, time and place of the meeting. The meeting will be held as soon as reasonably possible but you will be given at least 7 working days’ notice to prepare your case based on the information provided by the University.
- 3.47 The notice will set out the allegations against you, the basis of those allegations and the likely range of penalties if it is decided after the disciplinary meeting that the allegations are true.
- 3.48 The local manager will also provide you with copies of all the relevant documents related to your case. In limited circumstances (e.g. a risk of harm to the witness) a witness's identity may be kept confidential unless to do so would prejudice the fairness of the proceedings.
- 3.49 The purpose of the disciplinary meeting is to discuss the evidence gathered and to provide you with an opportunity to make representations. The local manager will then decide on the basis of the evidence and your representations whether the allegation is proven. If the allegation is considered to be proven, depending on the nature of the disciplinary offence, the local manager will ask you to submit any evidence in mitigation in order to decide on the appropriate penalty.

- 3.50 The local manager may impose any of the penalties set out in paragraph 15 except that he/she does not have the power to exclude you from the University.
- 3.51 If you or your companion cannot attend the disciplinary meeting, you should inform the local manager immediately and he/she will arrange an alternative time. You must make every effort to attend the meeting, and failure to attend without good reason may be treated as a disciplinary offence in itself. If you fail to attend without good reason, or are unable to do so on more than two occasions, the local manager may take a decision based on the available evidence provided s/he is satisfied that you were given due notice of the date and time of the meeting. The local manager shall decide in his/her discretion what constitutes “good reason”.
- 3.52 The local manager will notify you in writing of the outcome of the disciplinary meeting, the reasons for the decision and (where relevant) any penalty imposed within 7 working days of the meeting. You will also be informed of your right to request a Review under paragraph 16.

## **8. Formal process, Stage 2: Disciplinary Panel hearing**

- 3.53 Disciplinary Panel hearings are undertaken when the local manager refers the case under paragraph 11.10.
- 3.54 The Secretary to the Panel/Disciplinary Officer will, within 10 working days of the referral by the local manager, invite you to attend a Disciplinary Panel hearing, providing the date, time and place of the hearing. The hearing will be held as soon as reasonably possible but you will be given at least 7 working days’ notice to prepare your case based on the information provided by the University.
- 3.55 The notice will set out the allegations against you, the basis of those allegations and the likely range of penalties if it is decided after the disciplinary hearing that the allegations are true.
- 3.56 The Secretary to the Panel/Disciplinary Officer will also include:
- a) a summary of relevant evidence gathered during the investigation;
  - b) a copy of any relevant documents which will be relied on at the disciplinary hearing; and



- c) a copy of any relevant witness statements. In limited circumstances (e.g. a risk of harm to the witness) a witness's identity may be kept confidential unless to do so would prejudice the fairness of the proceedings.
- 3.57 You will be invited to respond to the allegations in writing. All written documents you wish to rely on must be received by the Secretary to the Panel/Disciplinary Officer at least 3 working days prior to the disciplinary hearing.
- 3.58 The Disciplinary Panel shall consist of:
- a) a senior member of the academic or management staff of the School with no prior involvement in the matter (to Chair the hearing); and
  - b) two other members of the academic or management staff with no previous involvement in the matter.
- 3.59 Where you have a disability, a member of the University's Disability and Dyslexia or Mental Health and Wellbeing Team will be required to attend the hearing to advise the Disciplinary Panel on making reasonable adjustments for your particular disability and other relevant matters. He/she will not be a member of the Disciplinary Panel.
- 3.60 The members of the Disciplinary Panel will also invite a note-taker.
- 3.61 If you or your companion cannot attend the disciplinary hearing, you should inform the Chair of the Disciplinary Panel immediately and he/she will arrange an alternative time. You must make every effort to attend the hearing, and failure to attend without good reason may be treated as a disciplinary offence in itself. If you fail to attend without good reason, or are unable to do so on more than two occasions, the University reserves the right to take a decision based on the available evidence provided it is satisfied that you were given due notice of the date and time of the hearing. The Chair of the Disciplinary Panel shall decide in his/her discretion what constitutes "good reason".
- 3.62 At the disciplinary hearing the local manager will present the case against you, including any evidence which has previously been disclosed to you. You will be able to respond and to present any evidence of your own.
- 3.63 Both you and the local manager may ask relevant witnesses to appear at the disciplinary hearing. You need to give the Disciplinary Panel at least 3 working days advance notice to arrange their attendance. You will be given the opportunity to respond to any information given by a witness and to ask a witness a question.
- 3.64 The disciplinary hearing may be adjourned at the discretion of the Chair in the

interests of fairness e.g. new evidence which has come to light which could not have reasonably been disclosed in accordance with the prescribed time scales under this procedure.

- 3.65 Following the disciplinary hearing the members of the Disciplinary Panel will consider whether the allegation made against you has been proven on the balance of probabilities.
- 3.66 If the allegation has not been proven, the Disciplinary Panel will write to you to confirm the outcome and the reasons.
- 3.67 If the allegation is considered to be proven, depending on the nature of the disciplinary offence, the Disciplinary Panel will ask you to submit any evidence in mitigation in order to decide on the appropriate penalty as set out in paragraph 15 below.
- 3.68 A member of the Disciplinary Panel will notify you in writing of the outcome of the disciplinary hearing, the reasons for the decision and (where relevant) any penalty imposed within 10 working days of the hearing. You will also be informed of your right to request a Review under paragraph 16.

## 9. Dealing with matters summarily

- 3.69 If you admit the disciplinary offence before a disciplinary meeting or Disciplinary Panel hearing under this procedure has taken place, the local manager or Chair of the Disciplinary Panel may (where he/she thinks it appropriate to do so) dispense with the need to hold the meeting/hearing and instead deal with the matter summarily.
- 3.70 Prior to dealing with the matter summarily, the local manager or Chair must:
- a) explain to you the potential consequences of dealing with matters summarily;
  - b) outline a range of penalties that may be imposed for the offence in question; and
  - c) seek your consent to do so.
- 3.71 If you agree for the matter to be dealt with summarily, you will be required to sign a statement (also acceptable via email) in which you:
- a) admit the misconduct;
  - b) acknowledge awareness of the potential consequences of that admission under this procedure; and
  - c) agree to the disposal of the disciplinary process without a disciplinary meeting/hearing.
- 3.72 The local manager or Chair may then dispense with a disciplinary meeting/hearing and if, having considered the evidence, s/he is satisfied that you committed the offence, proceed to impose a penalty under this procedure taking any mitigating circumstances into account where relevant.
- 3.73 It will not be appropriate to deal with a matter summarily if:
- a) the conduct could also amount to a criminal offence;
  - b) someone was hurt; or
  - c) exclusion is within the range of reasonable penalties which could be imposed.

## 10. Penalties

3.74 The local manager or Disciplinary Panel (as appropriate) shall have discretion in choosing the appropriate penalty for any disciplinary offence under this procedure. The reasons for the choice of penalty shall be recorded in writing and shared with you and the Disciplinary Officer.

3.75 Penalties under this procedure are as follows:

- a) an action plan and conditions for improvement of your conduct (to be reviewed within 2 months of being issued); and/or
- b) a formal written warning; and/or
- c) community service; and/or
- d) a fine (up to £200) payable on <http://trade.lsbu.ac.uk>; and/or
- e) payment of compensation; and/or
- f) payment of clearing up/repair costs; and/or
- g) relevant training; and/or
- h) partial or full suspension; and/or
- i) exclusion from the University.

### Illegal substances

3.76 The University has a zero tolerance approach to illegal substances.

3.77 Subject to paragraph 15.5, the following disciplinary offences are punishable as follows:

	First offence	Second offence	Third offence
a) Possession or use of illegal substances	Student can choose either: <ul style="list-style-type: none"> <li>• £100 fine; or</li> <li>• attendance at a drugs awareness course</li> </ul>	1 week's suspension; and £100 fine	Exclusion
b) Trade, supply or distribution of illegal substances	Suspension or Exclusion depending on the severity of the offence	Exclusion	

- 3.78 The penalties described in paragraph 15.4 are indicative only, and other penalties may be imposed to take account of the particular circumstances of the offence and/or your previous disciplinary record.
- 3.79 If you are found to have committed a second offence described in 15.4 a) you may, in appropriate circumstances, be referred to the University's Mental Health and Wellbeing services.
- 3.80 In exercising discretion in deciding on a penalty, the local manager or the Disciplinary Panel shall have regard to:
- a) whether action has already been taken by another body (such as a placement/internship and/or professional or work experience provider);
  - b) whether there is evidence of remorse on your part (for instance evidence that you have apologised, made restitution or improved your behaviour since the incident);
  - c) any professional body standards or regulations that apply; and
  - d) any mitigating and/or aggravating factors. Multiple or repeated incidents of misconduct may be more serious than a single act of misconduct. Previous findings may be taken into account when determining what penalty should be imposed.
- 3.81 If there is clear evidence that material loss or damage was caused by your conduct, the local manager or Disciplinary Panel may require you to pay financial compensation to the person or persons who suffered the loss or damage.
- 3.82 If you have a halls of residence Accommodation Agreement and your conduct has been proven to constitute a disciplinary offence as set out in paragraph cc) of Appendix A, the local manager or Disciplinary Panel will terminate your Accommodation Agreement.
- 3.83 If you have a halls of residence Accommodation Agreement and your conduct has been proven to constitute a disciplinary offence punishable by exclusion from the University, the University reserves the right to also terminate your Accommodation Agreement.
- 3.84 A decision to impose a partial or a full suspension under paragraph 15.2 h) will partially or fully restrict your access to University premises, activities, services and/or placements/internships and/or professional or work experience during the suspension. You shall be entitled to use Student Wellbeing Services during the suspension unless expressly prohibited to do so by the local manager or Disciplinary Panel, e.g. on the grounds of health and safety.

3.85 A decision to impose a penalty of suspension or exclusion will be reported to the Head of Registry. The Head of Registry will action the suspension or exclusion and write to you informing you of the suspension or exclusion.

## 11. Formal process, Stage 3: Review

3.86 If you are dissatisfied with Stage 2 of the disciplinary procedure outcome (i.e. the decision of the local manager or the Disciplinary Panel), you have 10 working days to request a Review of that decision by submitting a request to the Director of Student Support & Employment in writing, by email at [disciplinary.review@lsbu.ac.uk](mailto:disciplinary.review@lsbu.ac.uk) or by letter. The University will normally acknowledge your request within 5 working days of receiving it.

3.87 A requests for a Review will be granted on limited grounds, namely:

- a) there was a procedural irregularity at the formal stage (e.g. there was a material failure by the University to follow the Student Disciplinary Procedure, clear reasons were not provided for the decision, or there is evidence of bias);
- b) the outcome was not reasonable in all the circumstances (i.e. no reasonable decision-maker, properly directing him/her/itself and taking into account the relevant facts, could have reached that decision);
- c) new material evidence is available which you were unable, for valid reasons, to provide earlier in the process.

3.88 You should set out your concerns clearly and succinctly and provide evidence in support (where possible). You must explain how your request for a Review falls within one or more of the grounds set out above in paragraph 16.2.

3.89 The Director of Student Support & Employment will make a decision as to whether your request for a Review is based on the permitted grounds and hence eligible to be considered, and will notify you within 5 working days of receiving the request.

3.90 If he/she believes that the grounds are not satisfied, you will be informed of the decision to reject your request for a Review and a Completion of Procedures letter ("COP") will be issued to you (see paragraph 16.9 below for further information).

3.91 If he/she believes that one or more of the grounds for Review apply to your case, it will be referred to the Pro Vice Chancellor for Education and Student Experience. He/she will review all information collated for the original decision, together with any new evidence presented, on the papers (but may contact you and/or anyone else involved in the matter if he/she considers it necessary).

- 3.92 The outcome of the Review will be that the Pro Vice-Chancellor for Education and Student Experience either upholds the outcome of stage 2, or makes a different finding which overturns the outcome. He/she may remit the matter to the same or a different local manager/Disciplinary Panel to consider again, or may reduce the penalty.
- 3.93 The decision taken at the Review stage is final. The final decision of the Review will be communicated to you in writing, with reasons, usually within 28 working days from your Review request being accepted.
- 3.94 If the outcome of the Review is favourable to you, you can request the University to provide you with a COP within 30 days of the date of the outcome letter. Where such request is made, a COP will be provided within 14 days of the request. If the outcome of the Review is unfavourable to you, a COP will be sent to you automatically within 28 days of the decision letter being issued.

## 12. Independent external review

If you are not satisfied with the outcome of this process, you may make a complaint to the Office of the Independent Adjudicator for Higher Education provided you have been issued with a COP. That letter will explain how you can submit a complaint and the deadline for doing so is 12 months from the date of the letter.

## 13. Record keeping and notification

- 3.95 A formal disciplinary penalty imposed in accordance with paragraph 15.2 or 15.4 shall be a permanent part of your student record.
- 3.96 It shall not be considered confidential that you have been subject to this procedure. The relevant members of the University staff (such as in Registry, School, Student Administration, Employability Services and HR (e.g. in cases where you are employed by the University as a Student Ambassador and/or Hourly Paid Lecturer, or in any other capacity) may be also notified. If you are an apprentice, the University will notify your employer.
- 3.97 The University reserves the right to disclose any penalty imposed on you (including your suspension or expulsion from the University) in any references provided to third parties, or in order to comply with any regulatory reporting requirements.
- 3.98 Once the process under this procedure has been completed (including any Review), the local manager will write to the person who reported the conduct to confirm the case outcome and that the case is closed.
- 3.99 Where the University considers it reasonable and appropriate to do so, it will

inform the victim(s) of the misconduct of the outcome of the disciplinary process.

## 14. Use of data

3.100 The University will collect data on disciplinary outcomes at each stage of this procedure and any complaints submitted by you to any regulators (including the OIA), and use the data:

- a) internally for reporting, evaluation, learning and training; and
- b) externally for discussion with regulators in the higher education sector.

3.101 The data used by the University for the purposes in paragraphs 19.1 a) and b) will be anonymised. Your personal data and sensitive personal data (“Personal Data”) as defined by the Data Protection Act 1998 (the “DPA”) or the General Data Protection Regulation (“GDPR”) may be disclosed to the University’s members of staff and regulators only for the purposes of dealing with an allegation of misconduct under this disciplinary procedure, a complaint arising out of it and/or implementing any recommendations. Personal Data will not be shared with any other third parties unless the University has your express consent, has a statutory obligation to do so, or is otherwise permitted to do so under the DPA/GDPR.



## Appendix A: Disciplinary offences

The following are examples of misconduct which, if proven, may amount to a disciplinary offence leading to formal disciplinary action under this procedure.

- a) conduct which prevents, obstructs or disrupts or otherwise interferes with:
  - i. teaching, learning or research carried on within the University or as part of the wider programme of teaching, learning or research on field-work and placements/internships and/or professional or work experience; or
  - ii. the administration of the University; or
  - iii. the discharge of the duties of any student, member of staff, contractor or any visitor to the University; or
  - iv. the holding of, or the orderly conduct of, any meeting or activity of, or connected with, the University;
- b) breach of any of the conditions set out in the enrolment declaration;
- c) sexual misconduct, which is a broad term encompassing any unwanted behaviour of a sexual nature that is committed without consent or by force, intimidation, coercion, or manipulation. Sexual misconduct can be committed by a person of any gender, and it can occur between people of the same or different gender. Sexual misconduct may vary in its severity and consists of a range of behavior or attempted behavior. It can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. Sexual misconduct includes, but is not limited to, the following conduct:
  - i. sexual intercourse or engaging in another sexual act without consent;
  - ii. attempting to engage in sexual intercourse or other sexual act without consent;
  - iii. sharing private sexual materials of another person without consent;
  - iv. kissing without consent;
  - v. touching inappropriately through clothes without consent;
  - vi. inappropriately showing sexual organs to another person;

- vii. repeatedly following another person without good reason; and in a manner which causes the person followed to feel alarmed or threatened; and/ or
- viii. making unwanted remarks of a sexual nature;
- d) possession, use, distribution, production, being under the influence of during University-related activities, supply of and/or trade in illegal substances and drugs, and any conduct relating to psychoactive substances which is unlawful under the Psychoactive Substances Act 2016;
- e) spiking the drinks of others;
- f) smoking in "No Smoking" areas (including e-cigarettes);
- g) any activity constituting a breach of any University policy on equality and diversity;
- h) physical attack, aggressive, threatening, intimidating, indecent, disorderly, offensive or any other unreasonable behaviour or language whether expressed orally or in writing (including electronically and/or via social media);
- i) possession, use or threat of use of a weapon or an imitation weapon;
- j) refusal to produce a University Identity Card when requested to do so by a member of staff without a reasonable excuse;
- k) engaging in or assisting, enticing or encouraging others to engage in deliberate or intentional conduct which is dangerous, violent, aggressive, disruptive, abusive, intimidating, indecent, dishonest or corrupt (including via social media);
- l) deliberate or reckless damage to property of the University or the University's Students' Union or the property of any student, member of staff or visitor to the University;
- m) misuse or unauthorised use of University premises, facilities, or items of property, including misuse of computers and networks;
- n) misuse or unauthorised use of University intellectual property or confidential information (including assessment materials);
- o) misappropriation of funds or assets of the University or the University's Students' Union;

- p) offering, promising or giving a financial or other bribe to a member of University staff or a contractor;
- q) conviction of a criminal offence by any court of a competent jurisdiction, including an offence committed outside University premises;
- r) conduct resulting in the student receiving a formal police caution or other penalty imposed by the police regardless of whether the student is actually charged or convicted of an offence;
- s) any action likely to cause injury to any person or impair the safety of University premises;
- t) distributing or publishing a poster, notice, sign or any publication which is intimidating, threatening, indecent or illegal, is likely to create alarm or distress or causes offence where it is reasonable in all the circumstances for a person to feel offended;
- u) a breach of any Regulation of the University or any University hall of residence;
- v) any action which breaches the code of ethics or code of conduct of regulatory or professional bodies applicable to the relevant programmes of study, including professional misconduct, except where that conduct is covered by the School of Health and Social Care's Fitness to Practise process;
- w) any act that is likely to be detrimental to the University's relationship with the community and/or any professional bodies;
- x) failure on the part of a student reported under this procedure to acknowledge, observe and/or co-operate with any investigation, formal interview, appeal, or other process arising from that report (including failure to attend a disciplinary meeting or hearing without good reason);
- y) acts, omissions, statements intended to deceive the University including deliberate falsification of records;
- z) any action likely to bring the University into disrepute;
- aa) making malicious or vexatious disclosures regarding malpractice in connection with the University or the University's Students' Union;
- bb) putting the health and safety of yourself or others at significant risk;
- cc) committing a breach of the halls of residence Accommodation Agreement;

- dd) failure to comply with any sanction imposed under this procedure or under the Halls of Residence Disciplinary Procedure for Student Residents;
- ee) other serious misconduct that, in the reasonable belief of the local manager, should be dealt with under this procedure.

## Appendix B: Support for students

The University provides a number of student support services. These are open to any student against whom an allegation of misconduct is made under this procedure, and also any student who is a victim of or witness to misconduct. Students are encouraged to engage with the services and take up any appropriate support available to them.

The following are University-run services:

- a) **Mental Health and Wellbeing team**  
Support and advice to any student experiencing personal difficulties, who may be struggling to cope at University or who just needs someone to talk to. Appointments are available on the day by visiting the Student Life Centre helpdesk – you can also call 0207 815 6454 / email [studentwellbeing@lsbu.ac.uk](mailto:studentwellbeing@lsbu.ac.uk)
- b) **SilverCloud – online support anywhere, any time**  
SilverCloud is an online self-help resource and can support you with anxiety, depression, body image or stress. It's free to use, just sign up with your lsbu.ac.uk email address:  
<https://lsbu.silvercloudhealth.com/signup/>
- c) **Disability and Dyslexia Support (DDS)**  
Disability & Dyslexia Support (DDS) is a dedicated service for students who have a disability, mental health condition, long term medical condition or specific learning difficulty (including dyslexia). We also offer screenings for dyslexia throughout the year. Visit the Student Life Centre helpdesk, call 0207 815 6545 or email [disability@lsbu.ac.uk](mailto:disability@lsbu.ac.uk).
- d) **Student Advice**  
Advice and guidance on financial and money management, and help with any personal, emotional or academic issue you may face. Appointments are available on the day by visiting the Student Life Centre helpdesk – you can also call 0207 815 6454.
- e) **Skills for Learning team**  
The [Skills for Learning](#) team offer academic support in a range of areas (such as essay writing, presentation skills etc...). Appointments are available through the Student Life Centre or by calling 0207 815 6454.

Support is also available through the [Students' Union](#). The Union provides free, confidential and impartial advice and a place to talk during difficult times you may face as a student. You can book an appointment by calling 0207 815 6060 or by visiting the SU reception in the Student Centre (by the Venue bar).

## External support

As well as accessing internal support through the University's Mental Health and Wellbeing team, the following external providers offer support services for the victims of sexual violence.

**a) NHS Choices**

The team has information on local and national organisations who can support people who have been victims of sexual violence.

**b) The Havens**

Have a branch in Camberwell and work with people of any gender who have experienced sexual violence within the past 12 months. Its sexual assault referral centres offer medical, practical and emotional support to anyone who has been sexually assaulted or raped. They have specially trained doctors and counsellors to care for victims. If you're considering reporting the assault to the police, they can arrange for you to have an informal talk with a specially trained police officer who can explain what's involved.

**c) Rape Crisis**

Rape Crisis England & Wales is a feminist organisation that exists to promote the needs and rights of women and girls who have experienced sexual violence, to improve services to them and to work towards the elimination of sexual violence. They have a telephone helpline and have centres throughout the country including London which can be searched by postcode. Provides support in the immediate aftermath and in the longer term.

**d) SurvivorsUK**

Offer a range of support services including counselling and therapy appointments as well as web and SMS chat for men who have experienced sexual violence. All services are provided by trained professionals who as specialists in the field of male sexual violence have helped many men to work through their experiences. Provides support in the immediate aftermath and in the longer term.

## Student Interruption and Withdrawal Procedure 2017-2018

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This Procedure is available in accessible formats on request from the Student Administration team. Please contact: [studentlife@lsbu.ac.uk](mailto:studentlife@lsbu.ac.uk)

January 2018 v9

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# Student Interruption and Withdrawal Procedure

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## 1. Introduction – What are interruption and withdrawal?

- 1.1. Interruption is where you decide that for personal reasons, such as ill health or pregnancy/maternity, you wish to take a break from your studies.
- 1.2. Withdrawal is where you decide that you no longer wish to continue as a student at the University and permanently withdraw from your course.
- 1.3. You may also be interrupted or withdrawn from your studies by the University, in the following circumstances:
  - a) interruption or withdrawal due to concerns about your physical or mental health in accordance with the Fitness to Study procedure;
  - b) interruption or withdrawal for reasons of academic failure as set out in the Academic Regulations;
  - c) interruption or withdrawal for failure to attend or engage with your studies;
  - d) withdrawal for a failure to re-enrol whether arising from non payment of tuition fees or otherwise;
  - e) withdrawal for failure to comply with Home Office visa requirements, including requirements about attendance, if you are a student who requires a Tier 4 (General) visa to study at the University;
  - f) where you are an apprentice, withdrawal because you have lost your job and are therefore no longer able to continue your apprenticeship.
- 1.4. This procedure does not cover suspension or exclusion from the University on disciplinary grounds, which are covered by the Student Disciplinary procedure, or under the School of Health and Social Care Fitness to Practise procedure.
- 1.5. Further detail about interruption is set out at Annex A.
- 1.6. Further detail about withdrawal is set out at Annex B.

## 2. Scope - Who is covered by this procedure?



The Interruption and Withdrawal Procedure applies to every student enrolled and/or registered with the University, including apprentices and students on programmes delivered in partnership with other providers, unless otherwise stated in the course specification.

### **3. Who is responsible for this procedure?**

The Pro Vice-Chancellor for Education and Student Experience has overall responsibility for the procedure, but has delegated day-to-day responsibility for overseeing its implementation to the staff identified in this procedure. All relevant members of staff have been made aware of the procedure and have received appropriate training.

### **4. Support for students**

- 4.1. You are encouraged to seek advice and support regarding this procedure from the Student Life Centre, LSBU Students' Union Advisory Service or Student Wellbeing team.
- 4.2. The University will make reasonable adjustments to this procedure where it is reasonable to do so to prevent you from suffering substantial disadvantage as a result of your disability.

### **5. How do I interrupt or withdraw from my studies?**

#### **Step 1: Speak with a course representative, e.g. your course director**

- 5.1. If you wish to interrupt or withdraw from your studies you are advised to speak to a course representative, for example, the course director, before making a decision. Apprentices will need to make an appointment with the Apprenticeship Team as the University will need to confirm arrangements with your employer.

#### **Step 2: Make an appointment with the Student Life Centre**

- 5.2. If you decide to interrupt or withdraw from your course you must make an appointment with the appropriate member of University staff as below:
  - **For most students:** an appointment should be made with a senior student adviser by visiting the Student Life Centre, emailing [studentlife@lsbu.ac.uk](mailto:studentlife@lsbu.ac.uk) or calling 020 7815 6454.
  - **For Health and Social Care students:** an appointment should be made with a representative from the course, for example, the course director (or his/her alternative), who will take you through the process. Interruptions must be agreed by

the course director (or his/her alternative) as your return is subject to the availability of placements.

- **Tier 4 International Students:** An appointment should be made with an Immigration and International Student Adviser by emailing: [international.advice@lsbu.ac.uk](mailto:international.advice@lsbu.ac.uk) or calling: 020 78157037/6156.
- **All Apprentices:** an appointment should be made with the Apprenticeship Team by emailing: [apprenticeships@lsbu.ac.uk](mailto:apprenticeships@lsbu.ac.uk) or calling: 020 7815 7324.

5.3. If you are unsure who to make an appointment with, you should contact the Student Life Centre for assistance.

5.4. The University will aim to ensure that you are seen within five working days of a request for an appointment. Phone appointments can be arranged if required.

### **Step 3: speaking to an adviser**

5.5. The senior student adviser (or Apprentices Team adviser or Immigration and International Student Adviser) will offer you a confidential space in which to talk through the reasons you feel you are not able to continue with your studies at this time. The aim of this appointment is to support you in coming to the right decision for you.

5.6. The senior student adviser (or Apprentices Team adviser or Immigration and International Student Adviser) will discuss the options available to you and the consequences of that decision in areas such as finance, accommodation, visa implications and future study options.

### **Step 4: making a plan**

5.7. If you decide to continue with your study at the University you and the senior student adviser will draft a plan together that enables you to stay. This plan may include arranging support from other services such as wellbeing, debt advice or study skills, or actions to complete such as submitting Extenuating Circumstances or contacting your personal tutor.

5.8. If you decide that interruption or withdrawal is the right thing for you, you and the senior student adviser will draft a plan together for you to make sure you have completed all the actions required to interrupt or withdraw. This may include actions such as informing student finance or accommodation.

5.9. You are expected to take responsibility for completing actions outlined in your plan.

5.10. If you choose to remain at the University and continue with your studies, the senior student adviser will provide advice and guidance on support services available.

- 5.11. The senior student adviser will follow up to see how you are coping with the studies and your plan at an appropriate time.
- 5.12. For apprentices the plan will be shared with your employer.

#### **Step 5: Completing the interruption or withdrawal process**

- 5.13. The senior student adviser will support you in completing the interruptions and withdrawal form which will be retained by the senior student adviser for processing. You must return this form to your senior student adviser to complete your interruption or withdrawal.
- 5.14. If you decide to withdraw you must return your ID card to the senior student adviser with your completed form. The date of withdrawal will be the date that the completed form is received by the University, unless paragraph 5.15 applies.
- 5.15. You will have a 14-day (or 7-day if you are a Tier 4 student) cooling off period from the date of your withdrawal. If you wish to retract your withdrawal from the University, please contact a senior student adviser (or Apprentices Team adviser or Immigration and International Student Adviser) within that time to discuss if your return to study is possible.

#### **Step 6: Returning after an interruption**

- 5.16. If you have interrupted your studies you will usually be expected to re-enrol in the academic year following the interruption at the beginning of the equivalent semester in which your interruption began. There may be exceptions to this, in particular in Health and Social Care, where you will be advised by your course director as to when you are expected to return to your studies. All apprentices will need to complete additional paperwork with the Apprenticeship Team.
- 5.17. If you are not ready to come back to your studies by re-enrolling in the academic year following the interruption, you need to contact Student Administration at [studentlife@lsbu.ac.uk](mailto:studentlife@lsbu.ac.uk). It is your responsibility to keep the University informed.
- 5.18. If you have been interrupted by the University in accordance with the Fitness to Study procedure, you will need to present appropriate evidence to show that you are now able to return to study, before you can re-enrol. The process to be followed is set out in the Fitness to Study procedure. If you are an apprentice your employer will need to complete additional paperwork and confirm they are happy for you to resume.

- 5.19. If you need further advice and information whilst interrupted from your studies, please contact the Student Life Centre by emailing: [studentlife@lsbu.ac.uk](mailto:studentlife@lsbu.ac.uk) or by calling: 020 7815 6454.
- 5.20. All returning students will be subject to right to study checks: [www.lsbu.ac.uk/\\_data/assets/pdf\\_file/0011/105302/right-to-study.pdf](http://www.lsbu.ac.uk/_data/assets/pdf_file/0011/105302/right-to-study.pdf)

## **6. Review**

- 6.1. If you are interrupted or withdrawn by the University in accordance with the Fitness to Study procedure, you have a right to request a Review of that decision in accordance with that procedure.
- 6.2. If you hold a Tier 4 (General) visa and you are withdrawn by the University in accordance with the Sickness and Absence Policy for Undergraduate and Postgraduate Tier 4 Students, you have a right of appeal in accordance with that policy.
- 6.3. In all other cases, you have a right to request a Review by the Pro Vice-Chancellor for Education and Student Experience of a decision to interrupt or withdraw you. You should submit your request for a Review in writing to Pro Vice-Chancellor for Education and Student Experience within 10 working days of being notified of the decision. You should set out your concerns clearly and succinctly and provide evidence in support (where possible).
- 6.4. The Pro Vice-Chancellor for Education and Student Experience or his/her nominee will review all information collated for the original decision, together with any new evidence presented, on the papers (but may contact you and/or anyone else involved in the matter if s/he considers it necessary).
- 6.5. The Pro Vice-Chancellor for Education and Student Experience or his/her nominee will notify you of his/her decision within 20 working days of receiving your request for a Review. The decision taken at the Review stage is final.
- 6.6. If the outcome of the Review is favourable to you, you can request the University to provide you with a Completion of Procedures ("COP") letter within 30 days of the date of the outcome letter. Where such a request is made, a COP will be provided within 14 days of the request. If the outcome of the Review is unfavourable to you, a COP will be sent to you automatically within 28 working days of the decision letter being issued.

## **7. Independent external review**

If you are not satisfied with the outcome of this process, you may make a complaint to the Office of the Independent Adjudicator for Higher Education provided you have been issued with a COP.

That letter will explain how you can submit a complaint and the deadline for doing so is 12 months from the date of the letter.

## **8. Use of data**

8.1. The University will collect data on student interruptions and withdrawals, and use the data:

- a) internally for reporting, evaluation, learning and training; and
- b) externally for discussion with regulators in the higher education sector.

8.2. The data used by the University for the purposes set out in paragraphs 8.1 i) and ii) will be anonymised. Your personal data and sensitive personal/special categories of data ('Personal Data') as defined by the Data Protection Act 1998 (the "DPA") or the General Data Protection Regulation ("GDPR) as relevant may be disclosed to the University's members of staff and regulators only for those purposes. Personal Data will not be shared with any other third parties unless the University has your express consent, has a statutory obligation to do so, or is otherwise permitted to do so under the DPA/GDPR.

## Annex A

### Interruption

- 1.1. All students are able to interrupt their studies, except for students studying Continuous Professional Development (CPD) modules.
- 1.2. You can apply to interrupt from your course at any time. Interruption usually means that you stop attending your course and resume your attendance in the next academic year at the beginning of the equivalent semester in which your interruption began. You should discuss your individual circumstances with your course director.
- 1.3. The maximum period of interruption is two academic years, unless in exceptional circumstances the University agrees to extend this period. 'Exceptional circumstances' means circumstances beyond your control which have a severe impact on your ability to return to study. A decision to extend the maximum period of interruption must be approved by a member of the University's Executive Team.
- 1.4. Interruptions must be within any maximum period of enrolment (as set out in the Academic Regulations) which will not be automatically extended when you interrupt. If you are enrolled on a course which is subject to professional body regulation you should note that the maximum period of enrolment may be shorter than for other courses.
- 1.5. In order to request an interruption, you must make an appointment with the Student Life Centre at [studentlife@lsbu.ac.uk](mailto:studentlife@lsbu.ac.uk). Research Students should seek advice from the Central Research Support Team (see the Research Degrees Code of Practice). Apprentices should seek advice from the Apprenticeship Team, as the University will need to confirm arrangements with your employer. See further at section 9 below.
- 1.6. Whilst you are interrupted, you will not have access to University resources and facilities, including any support that may have been accessed from the Student Services team, except at the discretion of the University.
- 1.7. The University cannot guarantee that you will be able to return to exactly the same course after a period of interruption, particularly where this lasts longer than one academic year. Changes may be made to the course and individual modules may not run in future years. You should discuss this with your course director before deciding to interrupt.
- 1.8. During a period of interruption the University will normally:
  - a) withhold any student loan or other cheque due;
  - b) refuse to deal with applications for any other government funding;

- c) inform the Student Loans Company or its equivalent in Scotland, Wales or Northern Ireland;
- d) inform the Department of Health bursary authorities (for relevant students on health programmes);
- e) inform the Home Office (in the case of students in the UK on a Tier 4 (General) visa);
- f) inform Transport for London because your student oyster card will no longer be valid;
- g) inform any other relevant funding or accrediting bodies.

- 1.9. Students who have interrupted their studies can still access support for employment through the Employability Team by calling 020 7815 6441 or by email to [jobshop@lsbu.ac.uk](mailto:jobshop@lsbu.ac.uk).
- 1.10. The impact of interruption on your obligation to pay tuition fees is set out in the Tuition Fee Regulations. You should note that you will normally be charged tuition fees at the prevailing rate for new students in the year that you resume your studies.
- 1.11. If you hold a Tier 4 (General) visa, you should note that the University is required to inform the Home Office if you interrupt and this is likely to result in the curtailment of your visa. Curtailment of your visa will affect your ability to remain in the UK. The University may not be able to issue you with a Confirmation of Acceptance for Studies (CAS) in the future when you wish to return to study and this may lead to you being withdrawn by the University.
- 1.12. If you are living in University accommodation when you interrupt, your Accommodation Agreement will automatically come to an end and you will be required to move out. The University cannot guarantee you a place in University accommodation on your return to your course.

## Annex B

### Withdrawal

- 1.1. Withdrawal means permanently leaving your course before successful completion. Once you have withdrawn or been withdrawn from a course you cannot re-enrol onto that course again.
- 1.2. While you may not re-enrol onto the same course from which you have withdrawn you may re-apply to the University.
- 1.3. If you are withdrawn by the University because of a 'Fail-Terminated' judgement from an examination board you may not return to your course. You can apply to a different course at the University, but you cannot be admitted to another course leading to an award at the same level in a related subject area of the course from which you have been withdrawn. The University retains the right not to make you an offer even if you would otherwise meet the criteria for an offer to be made.
- 1.4. The University may withdraw you from your course if you have stopped engaging with it. The Director of Education and Student Experience in your School will make this determination by reviewing your attendance records (including placements), use of University systems and submission of assessed work over a period of two weeks (ten working days). If we consider that your engagement is not consistent with the conditions above, we will write to you setting out our concerns and asking you to comment. You can when you comment provide any supplementary evidence you may wish to submit.
- 1.5. If you hold a Tier 4 (General) visa, you may be withdrawn from your course if you fail to comply with the Sickness and Absence Policy for Undergraduate and Postgraduate Tier 4 Students. You should note that the University is required to inform the Home Office if you withdraw and this is likely to result in the curtailment of your visa. Curtailment of your visa will affect your ability to remain in the UK.
- 1.6. Withdrawal means that you will cease to be a student of the University.
- 1.7. Once you have withdrawn the University will normally:
  - a) withhold any student loan or other cheque due;
  - b) refuse to deal with applications for any other government funding;
  - c) inform the Student Loans Company or their equivalent in Scotland, Wales or Northern Ireland;
  - d) inform the Department of Health bursary authorities (for relevant students on health programmes);
  - e) inform the Home Office (in the case of students in the UK on a Tier 4 (General) visa);



- f) inform Transport for London because your student oyster card will no longer be valid;
  - g) inform any other relevant funding or accrediting bodies.
- 1.8. You must return your student ID card and any other University materials (such as library books) which may be in your possession.
- 1.9. If you are living in University accommodation when you withdraw, your student Accommodation Agreement will automatically come to an end and you will be required to move out.
- 1.10. Students who have withdrawn can still access support for employment through the Employability Team by calling 020 7815 6441 or by email to [jobshop@lsbu.ac.uk](mailto:jobshop@lsbu.ac.uk).

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# **Sabbatical Leave**

## **Policy & Procedure**

### **Final Draft for discussion v.8<sup>1</sup>**

**Peter Doyle**

**24 January 2018**

**Research, Enterprise, Innovation**

**London South Bank University**

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<sup>1</sup> Reviewed by the Sabbatical Working Group (comprising members from the Schools, REI, HR), Kate Burrell and the EDI Project lead, PVC for Research, Director of REI and Associate Director for Research.

## 1. Definitions and scope

Sabbatical Leave is defined as a period of paid release from teaching and administrative duties in order to assist academic and independent research staff in the pursuit of excellence in their scholarly activities, supporting research, enterprise and innovation.

LSBU recognises that Sabbatical Leave is important in supporting its research environment. In line with the university's Strategic Objectives, the focus of each Sabbatical will be on outputs designed to deliver real-world impacts. These should be eligible to form part of the university's submission(s) to the Research Excellence Framework (REF).

Examples of typical outputs might include:

- The production of, or contribution to the production of, clearly identifiable published outcomes of international reach and significance, such as a quality journal article, book chapters, or similar;
- The completion of a commissioned book, monograph or major research paper(s) of international reach and significance;
- The preparation of research grant application(s), especially where inclusive of national and/or international collaboration(s); and
- The development of research impact case studies demonstrating the real-world applications of LSBU's research, enterprise and innovation. Examples of these might include (amongst others): spin-out companies using LSBU Intellectual Property (IP); the development of products, devices or software capable of real-world implementation; and the Continuing Professional Development (CPD) of professionals.

## 2. Eligibility and duration

Sabbatical Leave is not an automatic entitlement, but all qualifying Academic and Independent Research staff have the opportunity to apply annually on a competitive basis. Independent Research staff are normally defined as researchers able to participate in the writing of research grant applications.

All Academic or Independent Research staff, full time or part-time, are qualified to apply for Sabbatical Leave if they: 1, have accrued a period of **two years** (four semesters) of continuous service with LSBU, and 2, are **eligible to be entered** into a submission to the Research Excellence Framework (REF)

Visiting Research Fellows/Visiting Professors are not qualified to apply for Sabbatical Leave.

Sabbatical Leave is not given in order to write-up or otherwise complete a research degree.

Sabbatical Leave is normally for **one semester**, and exceptionally, a maximum of **two semesters**. Increased weight is given to applications for Sabbatical Leave periods of one semester duration.

### **3. Teaching and Administrative Cover**

Funding for teaching/administrative cover and small-scale research expenses for Sabbatical holders is derived from a Sabbatical Fund administered by Research, Enterprise and Innovation (REI).

Small-scale research expenses typically include travel and subsistence for relevant research trips, fieldwork and conference attendance.

It is the responsibility of the applicant to ensure that the number of hours of teaching and administrative support required during the Sabbatical Leave period are accurately calculated, and that this is agreed with Head of Division and Director of Research/Dean before submission of the application<sup>2</sup>.

Recruitment of temporary staff to cover the Sabbatical Period is the responsibility of the Head of Division and Director of Research/Dean in association with HR.

Successful applicants are expected to continue with any previous or ongoing research specific commitments, such as PhD Supervision and participation in funded research and enterprise projects.

### **4. Application process**

It is important that academic and independent research staff indicate their interest in applying for Sabbatical Leave at the earliest opportunity, in order to allow time for their application to be properly considered.

Applications should be made using the form, which may be obtained from the Sabbatical Officer (REIsabbs@lsbu.ac.uk).

Applications must be received by Research, Enterprise and Innovation (REI), using the address REIsabbs@lsbu.ac.uk by **the beginning May**. Notification of the decision will be made at the **beginning of July**, with a view to the Sabbatical commencement

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<sup>2</sup> Refer to the guidance note 'Buying Out Hours for further information.  
<http://extranet.lsbu.ac.uk/hr/Policies%20Procedures%20%20Forms/Guidance%20Note%20-%20Buying%20Out%20Academic%20Hours.docx>

for following academic year. Applicants should specify which semester(s) they intend to take their Sabbatical Leave.

The form comprises three sections:

**Section A** is to be completed by **the applicant**. This includes:

- A description of the proposed activity;
- A statement of how this contributes to the work of an appropriate research Centre/Group;
- The Plan of Action and time table for delivery (including completion of the Sabbatical Final Report);
- A list of the projected outputs, typically peer-reviewed journal articles, conference papers, research books, new products or guidelines;
- An outline of the likely Research Impact of the Sabbatical work, its real-world application(s), and a consideration of the supporting data likely to be supplied;
- An explanation of what new Intellectual Property (IP) is likely to be created or improved during the Sabbatical;
- In the case of a new innovation, a declaration of ownership of the idea and the right to work on it is to be provided; if there are other parties with a claim to ownership, this is to be explained (if a joint idea, a declaration of clearance to publish and disseminate the work is to be provided) providing any supporting evidence;
- Confirmation of the total number of hours teaching/administrative replacement required;
- Details of other reasonable expenses, such as travel and subsistence; and
- A statement identifying any perceived barriers to achieving the proposed objectives.

Equality information supplied is monitored to ensure that all individuals are treated with respect and are not subjected to unfair discrimination in any aspect of the selection process.

**Section B** is to be completed by the applicant's **Head of Division**. Heads of Division should confirm their support for the application and the number of hours support required, and describe the proposed arrangements to cover teaching and administrative duties of the applicant.

**Section C** is to be completed by the **Director of Research** or **Dean of the relevant School**. School Directors of Research/Deans should confirm their support for the application and explain how they consider the applicant will benefit from the scheme, as well as any wider benefits to the School/Research Centre/Group in terms of building research capacity, and demonstrating real world impacts.

## **5. Evaluation and selection**

Applications will be evaluated by a panel made up of Director of Research or Dean Representative from each School; Associate Director of Research (REI) and/or Director of Research, Enterprise and Innovation (REI), Pro Vice Chancellor (PVC) (Research and External Engagement), and the Equality, Diversity and Inclusion (EDI) lead.

The evaluation of each application is based on the merits of the proposal and its adherence to the following criteria:

- a. The overall merit of the proposal;
- b. A statement of the expected output and deliverables, i.e. the projected number and quality of publications/outputs, grant applications, research and enterprise collaborations, etc;
- c. Anticipated impact of the Sabbatical and its outputs, relative to the research and enterprise capacity of the School/Research Centre or Group, the REF, and the candidate's own development;
- d. Feasibility of the proposed programme of activities, and the capability of the candidate to achieve them during the life of the Sabbatical;
- e. Ownership and management of IP is clear and any supporting evidence has been provided; and
- f. The number of hours cover requested relative to the projected outcomes.

Data supplied will be reviewed according to EDI principles.

## **6. Changes in circumstances**

In the event of a delay in accepting the award, or of any change in the circumstances, the award holder is responsible for notifying their Head of Division, School Director of Research/Dean and Associate Director of Research (REI), as soon as possible. Only a limited number of change request(s) are normally permitted per Sabbatical.

It should be noted that Sabbatical holders who resign prior to or during the period of Sabbatical Leave will see the funding terminated, so that it can, where possible, be offered to another candidate.

All other matters will be considered on a case-by-case basis.

## **7. Final Report**

The Sabbatical holder is expected to submit a brief report (max 5 sides A4) within one month of the completion of their award to the Sabbatical Officer in REI (REIsabbs@lsbu.ac.uk).

This report should be structured to cover the following:

- The progress of the Sabbatical relative to the objectives and outcomes specified in the original application;
- Any barriers to the achievement of the projected outcomes;
- The principal outcomes from the Sabbatical, including publications, grant applications and other real world impacts;
- A forecast of the impact of the implementation of an innovation, and
- A summary of the Impact Case Study.

Copies of the report, summarising the main elements of the Sabbatical, benefits acquired and achievements should be sent to the School Director of Research, Dean of School and Associate Director of Research (REI), within a year of its completion

All publications resulting from the Sabbatical should include an explicit statement that 'This research has been supported by a REI Sabbatical Grant at London South Bank University'.

Notification of publications or other evidence of outputs from the Sabbatical should also be provided, with the final agreed manuscript(s) uploaded to the University's Open Access repository within three months of acceptance, considering copyright and commercially sensitive information in line with the repository guidelines for best practice.

## **8. Contacts:**

Queries relating to the administration of the Sabbaticals may be addressed to the Sabbatical Officer in Research, Enterprise and Innovation (REI) (REIsabbs@lsbu.ac.uk).



# **HALLS OF RESIDENCE DISCIPLINARY PROCEDURE FOR STUDENT RESIDENTS 2017-2018**

This procedure is available in accessible format on request from the Head of Student Accommodation at [accommodation@lsbu.ac.uk](mailto:accommodation@lsbu.ac.uk).

**In an emergency**

**In an emergency situation, where it is believed that a person's health or wellbeing presents an immediate risk to themselves or others, call the appropriate Emergency Services: 999 (and inform the University on Extension 6666) or call the University's Emergency Number: 0207 815 6666 (who will call 999).**

## **Halls of Residence Disciplinary Procedure for Student Residents**

### **1. Introduction – the principles behind the procedure**

- 1.1. All University staff, students, contractors and visitors have a right to work, study and learn in a safe environment and any conduct which unreasonably interferes with the safe and orderly operation of the University community will be investigated and addressed in accordance with this procedure.
- 1.2. The security and integrity of University property must be safeguarded and any unacceptable conduct which jeopardises this will be investigated and addressed to ensure that security and integrity are maintained.
- 1.3. An attempt will be made where possible to resolve unacceptable conduct issues informally and any investigation and necessary action will be undertaken as speedily as possible, normally within 90 days from the start of the formal process (unless prevented by vacation periods, police investigations or other circumstances outside the University's control). The 90-calendar-day timeframe requires the student to engage with the disciplinary process by meeting all of the University's stipulated deadlines for submission of materials and attending the meetings the student is invited to at each stage of the procedure.
- 1.4. Complaints of misconduct made in good faith will be taken seriously and dealt with in accordance with this procedure. Students against whom complaints have been made will be presumed to be innocent until proven guilty on the balance of probability.
- 1.5. Complaints of misconduct considered under this procedure will be dealt with as allegations of breach of the University's own Accommodation Agreement terms and are not treated as offences under the criminal law. Therefore, each allegation will be judged by the civil standard of proof which is the balance of probabilities (i.e. more likely than not/51% or more). The possible sanctions and outcomes are those described in this procedure.
- 1.6. The judgements reached will not be a pronouncement of guilt or innocence in a legal sense but will rather seek:
  - 1.6.1. to establish whether a particular incident or incidents took place;
  - 1.6.2. to consider whether the incident(s) represent behaviour which is a breach of the terms and conditions contained in the Accommodation Agreement or otherwise a disciplinary offence under this procedure;
  - 1.6.3. to determine what measures should be taken against a Resident who has breached the terms and conditions contained in the Accommodation Agreement in accordance with the Accommodation Agreement.

1.7. Where the University considers it reasonable and appropriate to do so, it will inform the victim of the alleged misconduct of the outcome of the disciplinary process.

## **2. Scope**

2.1. Conduct in Halls of Residence shall be governed by the Accommodation Agreement which the student signs and accepts when taking up a Room in Halls of Residence. Once the student has done this, they become a Resident.

2.2. This procedure applies to any Resident who:

2.2.1. is registered and enrolled at the University, or

2.2.2. was enrolled at the University at any time in the previous 12 months; or

2.2.3. is on interruption; and

2.2.4. is suspected of being in breach of the terms and conditions set out in the Accommodation Agreement; and/or

2.2.5. is suspected of having committed a disciplinary offence under this procedure.

2.3. The University reserves the right to carry out and/or complete the disciplinary process in relation to students who withdraw from the University.

2.4. This procedure will be used solely when a Resident's behaviour in Halls of Residence is called into question and is separate to and independent of the Student Disciplinary Procedure.

## **3. Responsibilities**

3.1. The Director of Estates and Academic Environment has overall responsibility for this procedure and jurisdiction under this process and shall nominate one or more members of Halls of Residence staff to act as local manager/s for every such case.

3.2. The Residence Customer Service Managers nominated by the Director of Estates and Academic Environment will act as local managers and for making decisions about individual cases at an informal stage.

3.3. The Student Accommodation Central Administrator is responsible for operating this disciplinary process and ensuring that records are kept of the process and destroyed promptly where appropriate.

3.4. All University staff and students are responsible for reporting unacceptable conduct which they witness or of which they have evidence.

#### 4. Key support at LSBU

4.1. LSBU provides a number of student support services. These are open to both the reporting and the accused students. Students are encouraged to engage with the services and take up any appropriate support available to them.

4.2. The following are LSBU run services:

##### **Mental Health and Wellbeing team**

Support and advice to any student experiencing personal difficulties, who may be struggling to cope at university or who just needs someone to talk to. Appointments are available on the day by visiting the Student Life Centre helpdesk – you can also call 0207 815 6454 / email [studentwellbeing@lsbu.ac.uk](mailto:studentwellbeing@lsbu.ac.uk)

##### **SilverCloud – online support anywhere, any time**

SilverCloud is an online self-help resource and can support you with anxiety, depression, body image or stress. It's free to use, just sign up with your [lsbu.ac.uk](mailto:lsbu.ac.uk) email address: <https://lsbu.silvercloudhealth.com/signup/>

##### **Disability and Dyslexia Support (DDS)**

Disability & Dyslexia Support (DDS) is a dedicated service for students who have a disability, mental health condition, long term medical condition or specific learning difficulty (including dyslexia). We also offer screenings for dyslexia throughout the year. Visit the Student Life Centre helpdesk, call 0207 815 6545 or email [disability@lsbu.ac.uk](mailto:disability@lsbu.ac.uk).

##### **Student Advice**

Advice and guidance on financial and money management, and help with any personal, emotional or academic issue you may face. Appointments are available on the day by visiting the Student Life Centre helpdesk – you can also call 0207 815 6454.

##### **Skills for Learning team**

The Skills for Learning team offer academic support in a range of areas (such as essay writing, presentation skills etc.). Appointments are available through the Student Life Centre or by calling 0207 815 6454.

##### **Students' Union**

Support is also available through the Students' Union. The Union provides free, confidential and impartial advice and a place to talk during difficult times you may face as a student. You can book an appointment by calling 0207 815 6060 or by visiting the SU reception in the Student Centre (by the Venue bar).

4.3. The following external providers offer support services for the victims of sexual violence.

### **NHS Choices**

The team has information on local and national organisations who can support people who have been victims of sexual violence.

### **The Havens**

Have a branch in Camberwell and work with people of any gender who have experienced sexual violence within the past 12 months. Its sexual assault referral centres offer medical, practical and emotional support to anyone who has been sexually assaulted or raped. They have specially trained doctors and counsellors to care for victims. If you're considering reporting the assault to the police, they can arrange for you to have an informal talk with a specially trained police officer who can explain what's involved.

### **Rape Crisis**

Rape Crisis England & Wales is a feminist organisation that exists to promote the needs and rights of women and girls who have experienced sexual violence, to improve services to them and to work towards the elimination of sexual violence. They have a telephone helpline and have centres throughout the country including London which can be searched by postcode. Provides support in the immediate aftermath and in the longer term.

### **Survivors UK**

Offer a range of support services including counselling and therapy appointments as well as web and SMS chat for men who have experienced sexual violence. All services are provided by trained professionals who as specialists in the field of male sexual violence have helped many men to work through their experiences. Provides support in the immediate aftermath and in the longer term.

## **5. Students with Disabilities**

5.1. The University aims to create a safe environment for all students and staff. All unacceptable behaviour has to be addressed and where a Resident has a relevant disability, their behaviour may be addressed under this procedure in addition, potentially in particular circumstances, to another procedure (e.g. Fitness to Study). It is not a defence to claim that they have mental health issues, are under particular stress or that a disability caused them to behave in an unacceptable way. It is not a defence to claim that the behaviour was caused by drugs or other substances, even if prescribed for a recognised medical condition.

5.2. The University will, however, take a Resident's particular circumstances into account when investigating incidents, and when deciding a course of action. All efforts will be made to support disabled students under investigation. The Mental Health and Wellbeing team will be informed of the investigation if a Resident's mental health is considered to be affected or in question. Students who are registered with the Disability & Dyslexia Support (DDS) Service, or who the

University considers to have emerging mental or other health difficulties, can expect the University to consider their personal circumstances in the application of this procedure. Students may find themselves subject to the application of both this disciplinary procedure, the University Disciplinary procedure and the Fitness to Study procedure at the same time.

- 5.3. The University will make reasonable adjustments to this process for students with disabilities, or other relevant protected characteristics under the 2010 Equality Act. Students should discuss the appropriate adjustments with our DDS Service.

## **6. Use of Data**

- 6.1. The University will collect data on disciplinary outcomes at each stage of this procedure and any complaints in relation to the disciplinary process submitted by students to any regulators (including the OIA), and use the data:

- (a) internally for reporting, evaluation, learning and training; and
- (b) externally for discussion with regulators in the higher education sector.

- 6.2. The data used by the University for the purposes in paragraphs 6.1(a) and 6.1(b) will be anonymised. Personal data and sensitive personal data (“Personal Data”) as defined in the Data Protection Act 1998, as amended or replaced (including by the General Data Protection Regulation) (the “DPA”) of students subject to a disciplinary process will be processed in accordance with this disciplinary procedure. Personal data will not be shared with any other third parties unless the University has the student’s express consent, has a statutory obligation to do so or is otherwise permitted to do so under the DPA.

## **7. Reporting disciplinary offences**

- 7.1. All complaints of breaches under this procedure must be submitted to the Residence Customer Service Manager in the relevant Hall of Residence. Relevant documentary evidence must be attached or enclosed to the report where appropriate.
- 7.2. All University staff who become aware of a complaint of misconduct through some other means (for instance through a health and safety report or, if the conduct is reported to them in person or by email) will ensure that the matter is reported through the correct channel, either by advising the individual who witnessed the alleged misconduct, if necessary by reporting the matter themselves and attaching any email or other evidence to their report.
- 7.3. Complaints of misconduct made anonymously will not usually be accepted by the University. Individuals may request confidentiality if they do not wish their personal details to be made available to the student or students involved in the disciplinary procedure. If confidentiality is requested, the team will consult the University Solicitor to determine whether maintaining confidentiality in the circumstances would breach the duty of fairness to the accused student. If the report cannot be accepted, the University Solicitor will write

to the individual who has requested confidentiality with a statement of their reasons for rejecting the report. If a report is accepted confidentially, the University Solicitor will redact the form and attach a short statement of reasons to the case file.

## **8. Reporting Matters to the Police**

8.1. Students who wish to make a complaint of misconduct which may also amount to a criminal offence have a number of options available to them once they have brought the alleged incident to the attention of the University. The main options are:

(a) reporting the matter to the police;

(b) seeking support from internal and external services; and

(c) not reporting the matter to the police but requesting that the University deals with the matter under the Halls Disciplinary Procedure.

8.2. The University will put no pressure on the reporting student in relation to any of the options.

8.3. Where a suspected criminal offence was committed against the University, the University may report the incident to the police. Where the alleged victim is not the University (e.g. not a member of University staff or not relating to University property), the University will normally allow the victim to decide whether or not to report the matter to the police. However, the University may start a disciplinary action against the accused student and investigate the incident on its own volition.

8.4. LSBU will only in exceptional circumstances report the alleged incident to the police against the wishes of the alleged victim/reporting student if the reporting is necessary to protect the alleged victim/reporting student or others from harm or to prevent a further harm taking place. The University will explain its decision and the reasons to the victim/reporting student either in advance or as soon as possible after the report was made.

## **9. Student Conduct under police investigation**

9.1. If a complaint of misconduct reported under this procedure is also subject to police investigation, the Residence Customer Service Manager will ask the student to give consent for the police to provide information to the University on the progress of the police investigations or require the student to keep the University informed accordingly.

9.2. Where possible, the Head of Security will monitor the police investigation and share the information with:

9.2.1. the University Solicitor – to enable him or her to advise the local manager if and when they should continue/defer/resume investigation under this procedure; and

9.2.2. the Residence Customer Service Manager– to ensure that s/he has all available police intelligence about significant risk which might cause the local manager to recommend a student’s referral under the Student Disciplinary Procedure.

9.3. The University reserves the right to either suspend or continue with the disciplinary process in cases where the police investigation has been ongoing, suspended, or discontinued. This will be decided on a case-by-case basis in consultation with the University Solicitor and, where appropriate, in dialogue with the police. The University also reserves the right to proceed with the disciplinary process where the student against whom the allegation has been made has been acquitted in criminal proceedings.

9.4. Where the student is unable or had been advised not to attend a disciplinary hearing or say anything about a pending criminal matter, the University reserves the right to take a decision based on the available evidence.

9.5. Whilst a police investigation is under way, the University’s normal policy is to provide any reasonable support to the students involved in continuing their studies safely, and abiding by any bail conditions that may have been placed on them if practicable to do so. Where possible, the University will make reasonable adjustments to students’ academic programmes to help them ensure their own safety, the safety of others and/or to comply with any bail conditions which have been placed on them.

## **10. Allegations of misconduct against a group**

10.1. Where there is an allegation of misconduct made against a group, normally separate hearings will be held by the same Residence Customer Service Manager or panel in succession in relation to each alleged perpetrator, but the University reserves the right to hear them all together.

## **11. Companions at meetings**

11.1. The student has the right to be accompanied by either a friend or a representative of the Students’ Union at all meetings under this procedure. The student must provide to the local manager the names, postal and email addresses (for the circulation of papers) of the chosen companion (if any) in good time before any meetings.

11.2. The companion may take notes on the student’s behalf, make representations at the meeting and ask their own questions and may confer privately with the student but may not answer any questions on the student’s behalf.

11.3. The University has the right to ask the student to choose another companion for the meeting if their companion is unavailable to attend a meeting on two dates suggested by the



University.

- 11.4. The University may also ask the student to choose a different companion if the University believes that the chosen companion may cause a conflict of interest or if their presence may prejudice the meeting.
- 11.5. The University may, at its discretion, allow the student to bring a companion who is not a fellow student or a representative of a Students' Union in certain circumstances e.g. if this will help the student overcome a particular difficulty caused by a disability, but the University will not usually permit a companion who is legally qualified or professionally engaged in legal practice.

## **12. Formal and Informal Resolution**

- 12.1. The Residence Customer Service Manager will investigate the alleged breach of the terms and conditions of the Accommodation Agreement.
- 12.2. Prior to starting the investigation, the manager should consider whether they could be deemed to have a conflict of interest, and if there is a conflict of interest, ask another suitably qualified person to take over the investigation.
- 12.3. If there is no conflict of interest, the local manager will review the report and determine whether the conduct, if proven, would be considered a disciplinary offence.
- 12.4. If a Resident is in the opinion of the Residence Customer Service Manager in breach of the terms and conditions of the Accommodation Agreement, an attempt will be made wherever possible to deal with the matter informally by giving either a verbal or written warning. This may be appropriate where for example, the issue relates to minor damage to property, conduct causing minor disruption or anti-social behaviour that is not directed at other individuals.
- 12.5. The Residence Customer Service Manager will compile a report which will include the allegations and a summary of the evidence gathered in the course of the investigation, including copies of relevant documents and witness statements including evidence and witness statements provided by the student in support of his/her case.
- 12.6. Detailed notes will be kept on the student's accommodation file which will be securely stored on the Accommodation system. The notes will record breaches, the name of the Resident, the date the breach occurred and the action taken. The notes will be kept for one full academic year following the date of the incident. In cases where such matters are resolved informally, the notes will be destroyed when the Resident leaves the Hall of Residence. Where in the view of the Residence Customer Service Manager appropriate informal measures have been ineffective, or are inappropriate, the following procedures outlined below shall apply.

## **13. Formal Proceedings of Halls of Residence Disciplinary Committee**

- 13.1. Formal Proceedings will involve the constitution of a Halls of Residence Disciplinary Committee

- 13.2. Where a report of a complaint of misconduct was made, the Residence Customer Service Manager will contact the Student Accommodation Central Administrator (to notify him/her of the complaint and the decision to initiate formal proceedings and to pass on the results of their investigation), the Student Accommodation Central Administrator will appoint a Chair for the Halls of Residence Disciplinary Committee.
- 13.3. The Chair will forward details of the complaint and the details of the investigation carried out by the Residence Customer Service Manager together with details of the date when the Halls of Residence Disciplinary Committee will hold the disciplinary interview with the Resident, names of members of the Committee, and a copy of this Halls of Residence Disciplinary Procedure in writing to the Resident who will be invited to make an optional written response not later than two teaching days before the disciplinary interview. Written and oral evidence will be considered at the disciplinary interview. The Resident will be able to respond to all allegations and evidence and present any evidence of their own. The Committee will not usually require other witnesses to be present where written statements have been made available.
- 13.4. The purpose of the interview is to discuss the evidence gathered and to provide the Resident with an opportunity to make final representations to enable the Committee to decide on the basis of the evidence and the Resident's representations whether the allegations are proven and if so, the appropriate penalty, subject to any representations made in mitigation.
- 13.5. The date for the disciplinary interview will be not less than five teaching days from the date the details are forwarded to the Resident. The Committee will make their decision after the disciplinary interview and the Resident will be notified in writing within five teaching days after the disciplinary interview.
- 13.6. All relevant information relating to the alleged breach and the investigation report must be forwarded to the Resident not less than five teaching days before the disciplinary interview.
- 13.7. If the Resident or companion cannot attend the disciplinary meeting, the Resident should inform the Student Accommodation Central Administrator immediately and they will arrange an alternative time. The Resident must make every effort to attend the meeting, and failure to attend without good reason may be treated as a disciplinary offence in itself. If the Resident fails to attend without good reason, or is unable to do on more than two occasions, the University reserves the right to take a decision based on the available evidence provided that it is satisfied that due notice of the date and time was given to the Resident. The Chair of the Committee or his or her nominee shall decide in his/her discretion what constitutes "good reason".

#### **14. Terms of Reference of the Halls of Residence Disciplinary Committee**

- 14.1. The Committee shall deal with the case by either:-
- 14.1.1. dismissal of the case;
- or any of the sanctions below or an appropriate combination of them:

- 14.1.2. reprimanding the Resident with an oral or written warning (such oral or written warning shall not constitute a waiver by the University of any rights to enforce the breach in a court of law);
  - 14.1.3. requiring that any damage be made good at the Resident's expense;
  - 14.1.4. termination of the Accommodation Agreement and expulsion from the Hall of Residence, and withdrawal of all right of access to the Hall of Residence, except with the prior agreement of the Residence Customer Service Manager of the relevant Hall of Residence to recover personal belongings;
  - 14.1.5. reference to the Pro Vice Chancellor (Education and Student Experience) if, in the opinion of the Committee the alleged breach additionally constitutes a breach of discipline under the Student Disciplinary Procedure; such proceedings would apply to the Resident's status as a London South Bank University Student.
- 14.2. In the case of Clause 14.1.4, the Resident will normally be given notice within which he/she is required to leave in accordance with the provisions of the Accommodation Agreement.
- 14.3. In the event that the Resident has been excluded from the University as a student for any reason and has exhausted the internal provisions for appeal, this procedure will not apply and the case shall be dealt with separately by the Pro Vice Chancellor (Education and Student Experience) or his or her nominee.

## **15. Constitution of the Halls of Residence Disciplinary Committee**

- 15.1. The Committee shall be made up of three persons being: one Residence Customer Service Manager of a Halls of Residence who are not from the Hall of Residence concerned; the Student Accommodation Central Administrator, or such nominees as the Student Accommodation Central Administrator shall deem appropriate; and a representative of the Student Union. None of the members of the panel shall have had any previous involvement in the matter.
- 15.2. The Chair shall be appointed by the Student Accommodation Central Administrator and the Student Accommodation Central Administrator shall be responsible for the administration of the Committee's proceedings and shall keep a written/electronic record of the proceedings.
- 15.3. Quorum shall be two members of the Committee (including the Chair).

## **16. Halls of Residence Disciplinary Committee: Disciplinary Interview Proceedings**

- 16.1. The Committee shall have the power to call for documents, call and examine witnesses and conduct such other enquiries into the matter as it considers fit.

- 16.2. The Committee shall examine oral and written evidence presented to it regarding the allegations of breach against the Resident and the results of the investigation carried out by the Residence Customer Service Manager and oral and written evidence from the Resident.
- 16.3. The interview may be adjourned at the discretion of the Chair, in the interests of fairness e.g. new evidence which has come to light which could not reasonably have been disclosed in accordance with the prescribed timetable.
- 16.4. The Committee will make its decision known in writing to the Resident within five teaching days of the disciplinary interview and where there is a finding of guilt, shall provide reasons for the decision and for the penalty imposed. The Resident shall be informed of his/her right to appeal under paragraph 18.

### **17. Records of Halls of Residence Disciplinary Committee**

- 17.1. If the case is dismissed, the Chair will arrange to destroy the records of the case. The Student Accommodation Central Administrator will manage the destruction of records.
- 17.2. If a decision is taken to apply appropriate sanctions against a Resident in terms of the Accommodation Agreement, the disposal of the records shall be a matter for the decision of the Chair.
- 17.3. If the Resident does not exercise his/her right to appeal under the provisions contained under Clause 18 below, the decision of the Disciplinary Committee shall be final with no further internal right to appeal the decision.
- 17.4. In the event that the Halls of Residence Disciplinary Committee considers the breach to constitute a breach of discipline under the Student Disciplinary Procedure in accordance with Clause 14.1.5 above, details of the proceedings shall be made available to the Pro Vice Chancellor for Education and Student Experience.

### **18. Formal Appeals of the Halls of Residence Disciplinary Committee Decision: Review Stage**

- 18.1. If the Resident wishes to appeal the decision of the Halls of Residence Disciplinary Committee, he/she shall submit his/her request in writing stating grounds for appeal to the Head of Student Accommodation, within five teaching days of receiving a decision under Clause 16 above.
- 18.2. The Resident must state the grounds for appeal which shall fall into the following three categories:
- 18.2.1. There is evidence of a procedural irregularity in the procedures e.g. bias or a failure to comply with the procedure which has had a material adverse effect on the outcome; or

18.2.2. There is substantive new information which was not, for valid reasons, available at the time of the disciplinary interview.

18.3. If the conditions described in Clause 0 apply, the Head of Student Accommodation shall grant leave to appeal.

18.4. The Head of Student Accommodation will reply to the Resident within five teaching days of receiving the request for appeal, notifying the Resident whether leave to appeal has been granted or not.

18.5. In the event that leave to appeal has been granted, the Director of Estates and Academic Environment or his/her nominee will review the matter.

18.6. At review, the Director of Estates and Academic Environment will consider whether the grounds relied on by the Resident are proven, on the balance of probability.

18.7. The outcome of review will be that the Director of Estates and Academic Environment (or his/her nominee) either upholds the outcome made at the formal stage, or makes a different finding which overturns the outcome or may reduce the penalty. Decisions taken by the Director of Estates and Academic Environment (or her/his nominee) at the review stage are final unless compelling new evidence can be provided which it would have been impossible to provide before.

18.8. If the outcome of the review is favourable to the Resident, it will be communicated to the Resident by letter within 28 days of the review request being accepted by the University. The Resident can, however, request the University to provide them with a Completion of Procedures Letter (a “COP”) within 30 days of the date of outcome letter. Where such request is made, a COP will be provided within 14 days of the request. If the outcome of the disciplinary process is unfavourable to the Resident, the outcome will be communicated to the Resident by a COP automatically within 28 days of the review request being accepted by the University.

18.9. If this deadline is not deliverable, the University will contact the Resident to explain the delay and set a new deadline for the response. The University reserves the right to extend the period it needs for response during vacation and exam periods.

18.10. Once the process under this procedure has been completed, the local manager will write to the person who reported the conduct to confirm the case outcome and that the case is closed.

## **19. Independent External review**

19.1. Once the appeal stage has been completed, and within 12 months of the date of the Completion of Procedures Letter, the Resident is entitled to ask the Office of the Independent Adjudicator to review the University’s handling of the disciplinary matter under this procedure.

## **20. Additional Information**

- 20.1. A student who has signed the Accommodation Agreement when accepting the University's offer of a Room in Halls of Residence is then deemed to be a Resident for the purposes of this Agreement.
- 20.2. Where a Resident has been excluded as a student of London South Bank University for any reason but has not yet exhausted the internal procedures for appeal contained in the Student Disciplinary Procedure, this Halls of Residence Disciplinary Procedure shall apply.
- 20.3. Where a Resident has been excluded as a Student of London South Bank University for any reason and has exhausted the internal procedures for appeal contained in the Student Disciplinary Procedure, this Halls of Residence Disciplinary Procedure will not apply and separate action will be taken by the Head of Student Accommodation to remove the Resident.
- 20.4. With respect to Constitution of the Halls of Residence Disciplinary Committee, no witness to any alleged offence being considered shall be a member of the Committee.
- 20.5. In exceptional cases, this disciplinary procedure may operate according to working days, rather than teaching days, where in the opinion of the Head of Student Accommodation an urgent decision is required, and where the Resident remains in the hall of Residence during the holiday period, and so is able to attend the interview.
- 20.6. Unless otherwise notified, the address for delivery to the Resident shall be the Room currently occupied by the student in Halls of Residence, and the Resident Student will be deemed to have received a letter if it has been delivered to the Room on the date of such delivery. Copies of correspondence will be sent first class recorded mail marked, "Confidential-Addressee only" to the Resident's home address.
- 20.7. The address for appeals in accordance with Clause 18.1 shall be Head of Student Accommodation, London South Bank University, 103 Borough Road, London SE1 0AA with a copy to the Student Accommodation Central Administrator at the same address.

## Annex 1 - London South Bank University Student Disciplinary Misconduct Form

Use this form to report any incident of unacceptable conduct by a University student.

Please attach any evidence (such as emails) which you have.

Your name:		
Your LSBU staff/ student ID:		
Name of witness (if not you):		
Date of Incident :	Time of Incident:	Location of Incident :
If you want us to treat this report in confidence, please explain why below		
If you request confidentiality we will not give your name or any other details about you to anyone else. If we cannot fairly investigate your complaint without breaching your confidentiality we will write to you to explain that we will not investigate		
Name and ID number (if known) of student who caused the incident		
Date of this form		
Please describe the incident in your own words below		

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