

Educational Character Committee

Faculty Briefing Pack

1.1 Faculty: Arts and Human Sciences

1.2 Key staff

Executive Dean: Professor Mike Molan

Pro Deans: Suzy Kerr Petic; Dr, Laurence Marlow

Department	Head of Department
Education	Professor Roger Woods (interim)
Arts and Media	Professor Richard Sawdon-Smith
Culture Writing and Performance	Dr. Jenny Owen
Urban Environmental and Leisure Studies	Ruth Richards (acting)
Psychology	Professor Ian Albery (acting)
Social Sciences	Dr. Dave Edwards
Law	Andy Unger

2. About the Faculty

The [Faculty of Arts and Human Sciences \(AHS\)](#), established in September 2003, has over 170 staff (FTE), over 4,000 students and an annual budget in excess of £26M. It is currently organised into seven academic Departments: Arts and Media; Culture, Writing and Performance; Education; Law; Psychology; Social and Policy Studies; and Urban, Environment and Leisure Studies. Research in the Faculty is organised under the Institute for Social Science Research which crosses all Departments. In addition the Faculty provides support and sponsorship for the British Youth Opera.

The Faculty's portfolio of courses includes subjects that seek to provide an understanding of the complexities of contemporary social and cultural life, and of negotiating the opportunities and hazards of rapid social change. As a Faculty we aim to provide learning that is at the cutting edge of each subject area, underpinned by first class teaching, scholarship and research.

The Faculty's course portfolio is flexible and contemporary, providing maximum opportunities for choice, and for developing potentiality and providing opportunities for professional development. Students can study full time or part time, and for some courses can study by distance learning. We offer a wide range of courses and qualifications: HNCs, Foundation degrees, single honours or combined degree courses at undergraduate level, and a variety of postgraduate courses, from postgraduate diplomas, through Masters degrees to doctorates. We offer a firm grounding in particular disciplines, or when appropriate a rich range of interdisciplinary approaches. The full portfolio of Arts and Human Sciences courses can be found in the online prospectus: http://prospectus.lsbu.ac.uk/courses/faculty_list.php.

Connectivity with the world of work and the needs of industry and employers is a key aspect of our course offering – whether through employer involvement in the design and delivery of units, or through helping students secure work based learning opportunities. We aim to produce students who are well grounded both in theory and practice – able to demonstrate their skills in a practical context, but also able to reflect on their practice. Hence our courses are designed to equip students with the knowledge and skills that are necessary for professional employment in the modern world, with a special concern in preparing people for the opportunities available in London as a world city.

Students graduating from our courses become: teachers and educationalists, policy analysts and policy makers, lawyers and criminologists, writers and media practitioners, photographers and video makers, arts and leisure managers, workers in hospitality and the tourism industries, psychologists and social researchers, environmentalists and planners, urban regenerators, and many other professions. The Faculty is wholly committed to the vision of enabling students to become what they want to be.

The Faculty's range of subjects and teaching interests is simultaneously reflected in, and shaped by, research and scholarship. The Faculty has a major commitment to research, recognising its significance in the underpinning of course provision, particularly at postgraduate level, and in developing knowledge transfer with industry and the public sector. Research is organised under the Institute of Social Science Research (ISSR) within which there are four recognised research clusters: the Education Research Centre; the Psychology Research Centre; the Centre for Media and Culture Research; and the Weeks Centre for Social and Policy Research.

Evidence of the Faculty's successful policy of developing new areas of research activity is reflected in the fact that, for the 2008 Research Assessment Exercise, 36 staff in the Faculty were submitted, across 3 units of assessment: Social Work and Social Policy and Administration; Psychology; Communication, Cultural and Media Studies - the latter two areas being submitted as discrete units of assessment for the first time. The quality of the research being done in these areas was recognised by the RAE panels with 95% of activity in Social Policy studies deemed internationally recognised, internationally excellent or world leading with 15% of activity rated as world leading. In the case of the Communication, Cultural and Media Studies submission, 75% of overall activity was deemed internationally recognised, internationally excellent or world leading, and in Psychology 70% of overall activity was deemed internationally recognised or internationally excellent.

The Faculty has a strong and proactive commitment to the University's Equality and Diversity Policy in all areas of work and at all levels of provision, and to the promotion of an ethos that recognises and respects diversity. It also aims to develop diversity and equality as a distinctive competence in many of its recruitment, learning and teaching processes, and in all curricular and research developments.

Academic departments

[Department of Arts and Media](#)

Head of Department: **Professor Richard Sawdon-Smith**

The Department of Arts and Media aims to provide the highest quality in arts and media teaching, practice, scholarship and research.

The Department of Arts and Media has approximately 500 enthusiastic and responsive undergraduate and postgraduate students, 10 permanent academic staff including a Professor and a Reader, 5 technical staff and 20 specialist part-time sessional lecturers. The Department brings together a wide range of academic and creative subjects, which share synergies in terms of teaching and learning, research and engagement with employers and the wider community.

At undergraduate level the department offers degrees in:

- BA (Hons) Digital Film and Video
- BA (Hons) Digital Media Arts
- BA (Hons) Digital Photography
- BA (Hons) Music and Sonic Media
- BA (Hons) Game Cultures

Undergraduate provision is shaped by the Communication, Media, Film and Cultural Studies QAA Honours Degree Benchmark statements and the quality of the Department's teaching and learning has been confirmed most recently through the December 2006 Subject Review in which the panel expressed broad confidence in the quality of learning opportunities for taught programmes, and commended the challenging and exciting curricula at Level 4, the coherent approach to the relationship between theory and practice, coherent and varied assessment strategies, strong course identities, and the culture of peer and individual support.

The Department has established extensive links and partnerships with a very wide range of organisations and practitioners in the creative and cultural industries, supported by staff consultancies with two Sector Skills Councils, Creative and Cultural Skills and Skillset, BFI Higher Education Advisory Panel and the UK Film Council Educational Advisory Panel. Students on our courses have secured film and media placements across the sector, including the BBC, Ben TV, Buena Vista, Endemol, My Space, Pinewood Studios, PlayGen, and Shepperton Studios. More recently the Department has been engaged in income generating activities and has had some success with Knowledge Connect and the Knowledge Transfer Partnership programme.

Department of Culture, Writing and Performance

Head of Department: Dr. Jenny Owen

The Department of Culture, Writing and Performance aims to provide the highest quality in teaching, practice, scholarship and research.

The Department has approximately 600 enthusiastic and responsive undergraduate and postgraduate students, 14 permanent academic staff including a Professor, a technical theatre manager and approximately 25 specialist part-time sessional lecturers. The Department brings together a wide range of academic and creative subjects, which share synergies in terms of teaching and learning, research and engagement with employers and the wider community.

At undergraduate level the department offers degrees in:

- BA (Hons) Arts Management
- BA (Hons) Creative Writing
- BA (Hons) Drama and Performance Studies
- BA (Hons) English Studies (combined with Creative Writing, Media Studies, Film Studies and Drama and Performance Studies)
- BA (Hons) Film Studies and CH Film Studies
- BA (Hons) Media and Cultural Studies and CH Media Studies
- BA (Hons) Theatre Practice: Creative Producing
- BA (Hons) Multimedia Journalism

Undergraduate provision spans three QAA Honours Degree Benchmark statements: Communication, Media, Film and Cultural Studies; Dance, Drama and Performance; and English.

The quality of the Department's teaching and learning has been confirmed most recently through the December 2006 Subject Review in which the panel expressed broad confidence in the quality of learning opportunities for taught programmes, and commended the challenging and exciting curricula at Level 4, the coherent approach to the relationship between theory and practice, coherent and varied assessment strategies, strong course identities, and the culture of peer and individual support.

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Some undergraduate units are delivered by leading organisations such as the National Theatre, Sadler's Wells and Unlimited Theatre Company and Drama and Performance Studies final year students collaborate with the processes and methodologies of a visiting experimental performance group: in 2007 Norwegian experimental theatre company, Baktruppen; in 2008 London based dance company Corali, in 2009 the Pacitti Company and in 2011, Volcano Theatre Group. In November 2011 CWP drama students (in association with Volcano) presented a re-imagining of Shakespeare's Macbeth at the Shanghai Normal University Arts Festival in China.

The department has also developed numerous teaching partnerships with professionals from Arts Admin, BAC, British Youth Opera, Glastonbury Festival, National Maritime Museum, Nitro, Rambert Dance Company, Royal Opera House, and the South Bank Centre. Arts Management and Theatre

Practice students undertake compulsory assessed work placements in the UK or overseas, and these have been hosted by organisations such as Festival Republic, Hackney Empire, Old Vic, Oval House, Streatham Festival, and the Victoria Miro Gallery. Students on other courses have secured film and media placements across the sector, including the BBC, Ben TV, Buena Vista, Endemol, My Space, Pinewood Studios, PlayGen, and Shepperton Studios.

Every year, the department showcases its imaginative and high quality student work through a range of external events. In June, the department organises an end-of-year performances of Drama and Performance Studies and Theatre Practice: Creative Producing students' final year projects in the Edric Theatre. More recently the newly formed Student Theatre Company has formed an LSBU Student Theatre Company and performed Lorca's Blood Wedding (January 2010) to critical acclaim. Creative Writing final year students produce publications of their work and also hold end of year events where this work is performed.

The Department's teaching and learning, research and engagement with employers are supported through dedicated, specialist resources. Students in Media and Cultural Studies, Film Studies and Multimedia Journalism have access to the Digital Media Centre in the Keyworth Centre, an accredited Apple Training Centre, which provides Apple computer labs, a photographic studio, and industry standard video editing suites and recording facilities for production work, supported by specialist technical tutors. The Edric Hall Theatre in Borough Road, funded through £2.4 million of HEFCE funding, provides a large teaching auditorium with lighting rig and sound equipment, two smaller studio spaces, and from January 2012, a fully equipped rehearsal room with sprung floor. The Edric Hall is currently used for teaching, research, rehearsal space and some external events.

Department of Education

Head of Department: Jean Burns (Acting)

The Department of Education (EDU) aims to provide high quality learning, teaching and research as a means to a better future for all. The department is committed to a number of core values. These values underpin our teaching, research and our close partnerships with schools, Local Authorities and other organisations.

The core values are:

- Equality
- Celebrating diversity
- Inclusion
- Social Justice
- Democratic practice
- Partnership and collaboration
- Mutual respect
- Sustainability

The Department aims to provide a learning community that actively challenges inequality and injustice. We offer a range of teacher education programmes for a range of age phases from early years through to higher education. We offer Post Graduate Certificate in Education (PGCE) courses for primary, early years, and secondary mathematics. All these programmes include our innovative Alternative Educational Setting (AES) module, where students spend time in an alternative setting such as a prison or hospital school, allowing them to reflect on the purposes of education and to think more clearly and incisively about their role as a teacher in the classroom. We also have a large and successful employment based teacher education programme for graduates (The Graduate Teacher Programme), offered for both primary and secondary mathematics. All our graduate Initial Teacher Education (ITE) programmes give students the possibility of gaining 60 credits at Masters level, offering a route to further study on Masters programmes. These courses also have a specific focus on equality, inclusion and citizenship that encourages students to reflect on the place of these key issues in the education context.

The department runs the HEA accredited Programme for Learning and Teaching in Higher Education for University staff. We work with a number of partner Further Education colleges on providing courses, including a Diploma in Teaching in the Lifelong Learning Sector as well as Foundation Degrees for people working in early years settings and schools these students may then go on to complete their studies with our BA Honours in Education.

Our broad range of Masters programmes include the MA in Education with its innovative school based route, a long established and highly regarded international distance learning MSc in Education for Sustainability and an MA in Post Compulsory Education for teachers working in FE and HE settings. Our successful EdD programme focuses on equality, diversity and sustainability and we also have an expanding PhD programme focused around the work of our two research centres.

The Department is fully committed to widening the participation of students from under-represented groups in higher education. We seek to do this through a range of strategies; through recruitment and application processes that value previous experience and learning; and through the support offered to learners whilst with us, this commitment is subject to changes in government requirements with regard to our ITE programmes. The quality of the Department's teaching programmes have been confirmed through recent Ofsted inspections of our Initial Teacher Education courses and the last assessment by the Quality Assurance Agency of the Higher Education Funding Council (HEFC) funded provision, which resulted in a grade of 23 (out of a maximum 24) for education.

There are currently 15 full time academic staff members in the Department, a number of staff working on a fractional basis, as well as a large number of hourly paid staff. There are 6 full-time administrators as well as two employed on a part time basis. There are currently two Professors and three Readers within the Department.

Research: The Centre for Educational Research

Research in Education is managed through the Centre for Educational Research. All members of staff are research active and the Centre builds on that inclusiveness, representing, through its structure, the research work of all staff. That research is underpinned by the Departments' common commitment to equality, diversity and sustainability and aims to engage with education at the local, national and global level, representing also the values of the work of the Department of Education as a whole. The Centre's research contributes to the development of practice and theory in education and also to educational policy, again locally, nationally and in the global environment. Much of the research of the Centre is of national significance and some is of international significance.

Research Groupings

The Centre is organised around four research groups. All staff are closely associated with one research grouping though the symbiotic relationship between the groups means that some staff are active in more than one group. Staff may also change groups over time as research interests may change and develop. The groups are:

Citizenship, equality and sustainability

The activities of this grouping take place largely within the **Centre for Cross Curricular Initiatives (CCCI)** www.lsbu.ac.uk/ccci . This grouping also houses the **Regional Centre for Expertise (RCE)** in education for sustainable development. The London RCE is a key building block of the Global Learning Space for ESD, being developed by the UN University through a global network of Regional Centres of Expertise on ESD. There are over 70 RCEs in different parts of the world today, including over 20 in Europe.

- **Mathematics and Numeracy Education**

The activities of this research grouping take place within the **Centre for Mathematics Education** which has a long established international reputation

- **Education, culture and ideology**
- **Innovation in Learning and Teaching**

There are currently two large EU funded research projects within the Centre for Educational Research. One focuses upon innovation in science teaching and the other on interethnic violence and conflict in schools. CCCI manages the UK Teacher Education Network for ESD/global citizenship. See <http://www.lsbu.ac.uk/ahs/departments/education/.lsbu.ac.uk/> for further details.

Department of Law

Head of Department: Andy Unger

The Department of Law (LAW) comprises seventeen full time staff members drawn from a wide range of academic and professional backgrounds. The Department launched its first full time LLB programme in 1975. Since then the range of course provision has grown to include a part time (evenings) LLB, a full time and part time (evenings) PG Diploma in Legal Studies (CPE) and the new LLM in Crime and Litigation. The Combined Degree Programme allows students to study law as a major along with a selected range of disciplines including Accounting, Business Information Technology, Criminology, Human Resource Management, Management, Psychology and Sociology. The Law Department also contributes to a wide range of programmes both within the Faculty of Arts and Human Sciences, such as BA (Hons) Arts Management and MSc Development Studies/Refugee Studies and across the University as a whole in areas such as Charity Law, Human Resource Management, Business Studies, Business Administration and Corporate Law. Our courses are aimed at those intending to work in law related professions as well as those intending to qualify as barristers and solicitors. The study of law is also a gateway to a wide range of careers outside the law, in areas such as management and commerce. The primary aim of the Department is to provide first class undergraduate, postgraduate, post experience and professional legal education. To this end teaching staff provide up-to-date, vocationally oriented, courses to enable students to cope with the rapidly changing conditions in the legal profession, and related occupations. The first year of the undergraduate programmes emphasise the importance of key learning skills, subsequent years developing and exploiting these skills at a more sophisticated level.

The majority of law staff are professionally qualified and are all actively involved in the design and development of law units and courses or in research that supports the provision of lively and challenging teaching. The full time teaching team is augmented by a group of specialist part time tutors. The publishing output of the Department reflects staff expertise in the areas of Commercial Law, Company Law, Criminal Law, Public Law, Human Rights, Charity Law, Family Law, and the Law of Evidence. The range of specialist units provided in areas such as Medical Law and Ethics, Civil Liberties, Evidence, Family Law, Charity Law, Alternative Dispute Resolution, Women and the Law and Human Rights reflects the focus of staff research interests. Together these units provide undergraduate pathways in areas such as Business Law, Human Rights, Legal Practice and Legal Theory. Several members of the Department also maintain professional consultancies, or are active in private practice as solicitors and barristers. This helps to ensure that the Department maintains a stimulating and dynamic link between the theory of law and its application in the commercial, public and private sectors.

The Department has strong links with the local legal profession, including the South London Law Society, and appoints experienced practitioners as visiting lecturers and professors who offer lectures on current legal issues for staff, students and local practitioners. The importance of student employability and career development is also reflected in the Department's provision of regular careers events, attended by practitioners and employers.

We have academic links with the University of Zagreb, Croatia, Université de Cergy-Pontoise, France and INHolland University of Applied Science, The Netherlands.

Department of Psychology

Head of Department: Professor Ian Albery (Acting)

The Department of Psychology (PS) was formed in 1997 and has made impressive progress in research, teaching and recruitment since then. We have been expanding steadily over the last six years and have appointed ten new lecturers since September 2003 to meet the demands of this growth. We have expanded our portfolio of courses and greatly enhanced our research profile in RAE 2008.

The Department is responsible for the delivery of a BSc (Hons) Psychology and BSc (Hon) degrees with specialist routes in Clinical Psychology and Developmental Psychology. The purpose of these specialist routes is to provide students who have specific interests in these areas with the opportunity to pursue them to a depth that might otherwise be difficult. The Department also offers a Graduate Diploma in Psychology (conversion), accredited by the BPS. The purpose of this is to provide graduates of other subject areas, who have decided they want a career in psychology, with a qualification that confers the British Psychological Society's Graduate Basis for Registration.

At the Master's level we have a highly popular MSc in Addiction Psychology and Counselling, with a regular first year intake of 30 students. We also offer a MSc Investigative Forensic Psychology aimed towards practitioners in the Criminal Justice System and graduates who wish to pursue a career in an investigation based profession, which is proving very popular. The Department has an increasing number of students working towards a PhD degree in Psychology in areas as diverse as sexuality, addiction and Williams's Syndrome. Two of these students are on scholarships and one is a Graduate Teaching Assistant funded by the Department.

The Department currently has fifteen permanent members of teaching staff, including two research professors and two principal lecturers. Our staff come from a variety of academic backgrounds, and bring with them a range of interests and approaches, which makes for rich diversity in both teaching and research. We have an enthusiastic and responsive student body and we are committed to providing them with teaching of a high standard. We had a very successful Subject Review in May 2006 and a successful British Psychological Society accreditation visit in May 2008. We are continually looking to improve the quality of provision and the new promotion structure for teaching (through a teaching readership to professor of educational development) will reward those who achieve the appropriate standards of commitment and quality.

Research is strongly encouraged at both Department and Faculty level and most members of the Department are research active. Ten members of the Psychology Department were submitted to the 2008 RAE as part of our first independent submission. Over 90% of our publications were rated at the "international" level, of which 25% were rated as "internationally excellent" (this gave us a ranking of 24th in the country for international standard publications). Our overall research profile indicated that 70% of our work was at the international standard.

We have organised research activities in the Department into three research groupings: Cognition in Health Behaviours, Memory in Applied Settings and Developmental Disorders. The RAE2008 panel commented favourably on our applied cognitive psychology research, mentioning work on eyewitness testimony, the development of mathematical skills and the effects of alcohol on cognition. They also commended our "sound strategy for future development". Research activity in the Department has recently been strengthened by research grants awarded by the ESRC (£222,000 and £25,000), The European Research Advisory Board (£85,000), the Surrey Police (£10,000), the British Academy (£5,000), and the South West London & St George's Mental Health Trust (£19,000).

Teaching and research are well supported by a psychology laboratory, an experimental officer and a dedicated psychology technician. The laboratory occupies a suite of rooms that are well supplied with computing and audio-visual facilities and a comprehensive range of psychometric tests. We have recently spent a capital funding grant of £80,000 on refurbishing and updating the laboratories. We have an experimental officer who is on hand to advise students and staff about the technical aspects of laboratory teaching and the feasibility of their research ideas. In addition we have a psychology technician who is available to help translate ideas into working experiments. Both colleagues have enrolled on higher degrees as part of the excellent staff development programme.

The Department of Psychology has enjoyed a period of growth in recent years. The strength of our current position is evidenced by the popularity of our courses and our success in RAE 2008. We are particularly pleased by the success of our funding applications. We look forward to continuing on this trajectory of sustainable growth.

Department of Social Sciences

Head of Department: Dave Edwards
Deputy Head of Department: Dr. Richard Rooke

The Department is composed of staff drawn from across the Social Sciences. Students profit from this multidisciplinary staff base and from a vibrant research culture, the fruits of which are brought to bear in the teaching experience. We provide dynamic and innovative courses which engage critically and reflexively with current scholarship in our area and through our commitment to transferable skills we seek to enhance our students' employability.

The Department offers taught courses at undergraduate and postgraduate level and research supervision to MPhil and PhD. From 2012 taught courses at undergraduate level include sociology, politics and criminology. The Department will also offer the following combined degrees: sociology with criminology, criminology with psychology and criminology with law.

At Masters level the Department will offer: Development Studies, Refugee Studies, Urbanisation in Developing societies, Criminology and Research Methods, Social Policy and Social Research, Equality and Diversity and Gender and Sexuality. Specialisms at research level are drawn from staff expertise across this range of subjects, and the Department places a high priority on the integration of teaching and staff research, with the latter feeding directly into the curriculum. The Department is closely linked to the Weeks Centre for Social and Policy Research, part of the Institute for Social Science Research. The internationally renowned Families & Social Capital Research Group is attached to the Department, as are the Crime Reduction and Community Safety Research Group, and the International Development and Refugees Research Group. The Department is also the driving force in the recently established Faculty wide Gender Research Network. These research bodies were the cornerstone of the Faculty's Social Policy Unit of Assessment under the 2008 Research Assessment Exercise. With over half (55%) of the submission being assessed as internationally excellent and world leading, Social Policy was ranked as joint 16th overall amongst all submissions in this subject, and we are the leading Social Policy institution in a post-1992 university in London and joint top in all post-1992 universities. The Department is also the home to the *International Journal of Social Research Methodology*, both published by Taylor and Francis. We sustain international research links with projects in Africa, Central and South America, EU, Eastern Europe and Asia.

Department of Urban, Environment and Leisure Studies

Head of Department: Ruth Richards (Acting)
Deputy Head of Department: Margaret Hollins

The Department of Urban, Environment and Leisure Studies (UELS) is responsible for running programmes in planning, housing, regeneration and tourism and hospitality. Planning and housing courses offer a full range of Royal Town Planning Institute (RTPI) and Chartered Institute of Housing (CIH) accredited courses. The MA Housing programme is also accredited by the Royal Institution of Chartered Surveyors (RICS). The Departmental offer includes full time and part time modes of study, undergraduate and postgraduate courses from HNC and Foundation Degrees to Masters level, and research supervision to MPhil and PhD. The Department is also involved in delivering a distance learning MA/PGDip in Town Planning. Regeneration, cultural spaces and sustainable development provide the meeting point between all programmes of research and teaching in the Department. In 2009 the Department celebrated the 40th anniversary of RTPI accredited programmes.

Students on the part time courses (planning, housing and built environment studies) tend to be mature students working in local authorities, housing associations and planning consultancies, sometimes with many years' experience, who are seeking to further develop their careers. Students on our full time courses, (tourism and hospitality, planning, housing and built environment studies) come from all over the UK, Europe and overseas, some straight from college, others looking to change or develop their career and enter the professions, and others trying to re-enter the job market after periods away from work.

Housing and planning offer an up to date and practical view of the two professions but also provide a theoretical basis for a critical understanding of housing and planning policy. Key to this is an understanding of the changing nature of social, economic, cultural and environmental conditions and the effect this has on urban environments, particularly in the fields of regeneration, urban design, environmental management and sustainable development. At the heart of the study of tourism is an understanding of how to balance the competing demands that tourism makes on the development and conservation of tourist destinations. Hospitality is more operationally based, looking at the challenges facing managers of hotels and other related venues resulting from economic, cultural and social trends which impact on the industry.

The tourism industry does not yet have a chartered professional body. However, the Organisation for Tourism and Hospitality Management (OTHM) chose LSBU to be its partner in launching its certificate and diploma programmes, and an articulation agreement has been signed with them. This forms a good stream of non-traditional home and overseas students. We have a similar articulation agreement involving the Confederation of Tourism and Hospitality Management (CTHM) diploma and higher diploma graduates being admitted onto Levels 5 and 6 of the BA (Hons) Tourism and Hospitality programme.

The Department has collaborative links with several European and international institutions, and we have a steady number of ERASMUS exchange students studying in the Department each year. Distinguishing features of the Department's course provision are the field trips that we run to UK and European locations, the professional and industry orientated nature of our courses, and the work placement schemes which provide students with valuable work experience.

The Department's subject areas have a history of excellent ratings from the government's quality assessment exercise. In the 2001 RAE town planning was awarded a 4, and in 2008 we participated in the Social Policy RAE Unit of Assessment, which was in the top quarter nationally (16th out of 68 national submissions) and has had 60% of its submissions rated as Internationally Excellent. The Department staff have backgrounds in relevant professions and industry and many are active in a voluntary capacity. The Department has many links with Universities and industry in the UK and overseas and staff undertake research activities and consultancy work. We have a good record of publication and growing research and consultancy base including planning practice in new EU member states, urban tourism and cultural quarters, reconstruction of low-income housing and housing policy. Members of the Department have obtained a number of research grants to pursue research in these subject areas.

The Department has a Foundation Degree in Urban Regeneration and Community Development with Lambeth College, and Ealing Hammersmith and West London College have a franchise to deliver our HNC Housing Studies. Other collaborative and progression agreements are currently underway. The Department is looking to develop other courses and is keen to extend our well established research and consultancy functions. The Department is home to an active research and development unit the [Local Economy Policy Unit \(LEPU\)](#) which hosts seminars and provides a forum where practitioners and academics can interact. We also publish Local Economy, a journal containing peer reviewed material as well as practitioner approaches to local economic development.

The Department has several progression agreements in place with a number of schools and FE colleges. In addition, the Department has a number of collaboration agreements, including the following sample:

- Organisation of Tourism and Hospitality Management (OTHM) - progression agreement. Their High Diploma graduates gain entry into our level 6 (or M level for candidates with very high experience).
- Confederation of Tourism and Hospitality - progression agreement allowing their graduates direct entry into the relevant year on our programmes.
- South London Life Long Network - progression agreement for BTEC graduates to enable direct entry into our Tourism programmes.
- Joint Distance Learning PG planning programme - collaboration with a national consortium led by the University of the West of England and the Open University.

- UELS is involved in 3 Partnership Boards: Royal Town Planning Institute (based at UELS); Royal Institution of Chartered Surveyors (based at ESBE, but represented by Head of Department at UELS); Chartered Institute of Housing (UELS based).
- Foundation Degrees in Regeneration and Community Development - collaboration with Lambeth College, with students entering LSBU at level 5 (with a progression route available at the third year to a range of degree programmes).
- Schools Collaboration Project, allowing first year degree units to be delivered at Sixth Form Colleges. The unit 'Tourism Industry' has been delivered on this basis for several years.
- Memorandum of Cooperation between LSBU and the National Institute of Valuation (INSPEN), Malaysia.

Research

Institute for Social Science Research (ISSR)

Director: **Professor Ian Albery**

The Institute for Social Science Research (ISSR) has been established as part of London South Bank University's mission to serve, and work with, the broader community and a wide range of stakeholders. The Institute does this through applied research and professional practice that focuses on the building of social capital, working for social inclusion and contributing to sustainable urban regeneration in London and beyond. London's role as a world city means that the social difficulties it faces, and the practical solutions it produces, have implications not only for the London region but nationally and internationally. The Institute therefore aims to engage in applied research and related activities, which will have international recognition and impact. To achieve this, the Institute brings together research, consultancy, professional practice, and a range of educational activities from across the Departments in the Faculty. By working together, across traditional disciplines and academic boundaries, we will aim to enhance an already substantial research reputation by building a critical mass of research activities, creative research networks and targeted initiatives.

ISSR currently has four research centres.

Centre for Research in Education (CRE)

Director: **Professor Sally Inman**
Deputy Director: **Professor Steve Lerman**

Research in Education is managed through the Centre for Educational Research. All members of staff are research active and the Centre builds on that inclusiveness, representing, through its structure, the research work of all staff. That research is underpinned by the Departments' common commitment to equality, diversity and sustainability and aims to engage with education at the local, national and global level, representing also the values of the work of the Department of Education as a whole. The Centre's research contributes to the development of practice and theory in education and also to educational policy, again locally, nationally and in the global environment. Much of the research of the Centre is of national significance and some is of international significance. Research Groupings.

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Citizenship, equality and sustainability

The activities of this grouping take place largely within the Centre for Cross Curricular Initiatives (CCCI) www.lsbu.ac.uk/ccci. This grouping also houses the Regional Centre for Expertise (RCE) in education for sustainable development. The London RCE is a key building block of the Global Learning Space for ESD, being developed by the UN University through a global network of Regional

Centres of Expertise on ESD. There are over 70 RCEs in different parts of the world today, including over 20 in Europe.

Mathematics and Numeracy Education - The activities of this research grouping take place within the Centre for Mathematics Education which has a long established international reputation

Education, culture and ideology

Innovation in Learning and Teaching

There are currently two large EU funded research projects within the Centre for Educational Research. One focuses upon innovation in science teaching and the other on interethnic violence and conflict in schools. CCCI manages the UK Teacher Education Network for ESD/global citizenship.

Centre for Research in Psychology (CRP)

Director: **Professor Lucy Henry**

The Psychology Research Centre focuses on internationally recognised, theoretical and applied research with 'real world' impact. We are fast developing a track record of internationally recognised publications. In RAE 2008, 92% of our publications were rated at international level, giving us a ranking of 24th nationally and fourth out of the post 92 institutions. We have a thriving, supportive, and friendly research environment; and three dynamic research groupings, each boasting a range of strong links with practitioners and service users:

Investigative Forensic Psychology (IFP)

Director: **Dr. Rachel Wilcock**

The Investigative Forensic Psychology group investigates eyewitness skills across the lifespan, focusing in particular on vulnerable groups of witnesses such as older adults and children with intellectual disabilities. For example, a series of studies has looked at the eyewitness identification accuracy of older adults. Older adults have subtle difficulties with understanding and retaining the instructions for video eyewitness parades, and these results have been fed back to relevant police officers. Additional work on interviewing older witnesses includes examining the effectiveness of a new sketch mental reinstatement of context interview protocol for frontline police officers and developing a more appropriate interview protocol for older adults. Further work is investigating the eyewitness identification skills of adults with intellectual disabilities (ID). This under-researched population is particularly vulnerable, with limited access to the criminal justice system, yet a heightened likelihood of being witnesses to or victims of crime.

A further project has built on our earlier investigations of eyewitness memory skills in children with ID, by assessing how children cope with the process of cross-examination. Cross-examination is retained in England and Wales with very few adaptations for young and vulnerable witnesses, yet the very process that has been designed to aid the search for truth may distort it in some populations. The purpose of this research is to examine the cognitive processes involved when vulnerable child witnesses, particularly those with ID, yield to cross-examination style pressure, with potential implications for the way in which criminal trials are conducted.

One of the key strengths of this group is the fact that the research findings are disseminated widely amongst practitioners, such as lawyers, barristers, disability specialists and police services. Members of the group include Professor Lucy Henry, Dr. Rachel Wilcock, Dr. Anne Ridley and associated PhD students.

Developmental Disorders (DD)

Director: **Dr. Jamie Smith Spark**

The Developmental Disorders group investigates the development of remembering, thinking and reasoning in individuals who have a range of developmental disorders. For example, several related

projects are investigating 'executive functioning' in children and young people with specific language impairment, Williams syndrome, Down syndrome and intellectual disability. Executive functioning refers to a range of complex thinking skills relevant to dealing with novel situations that include: planning new solutions; focusing on and remembering relevant information; and switching attention as necessary. This work has a range of external and internal funding (ESRC, Leverhulme Trust, LSBU PhD bursary, Williams Syndrome Foundation), and is providing an in-depth comparative examination of higher order thinking and reasoning skills in young people with developmental disorders. We are particularly interested in contrasting language-related reasoning with non-language related reasoning, because many of these disorders are associated with a particular language weakness (specific language impairment, Down syndrome) or an apparent language strength (Williams syndrome). Having a developmental disorder often has serious implications for educational achievements. Therefore, the potential impacts of this research for learning programmes in each of these groups will be pursued, by liaising with special needs teachers and advocates, speech and language therapists and parent support groups.

Further work is examining writing skills in *adults* with dyslexia (for example, skills in drafting essays and using feedback/monitoring), as well as looking into their memory and representational skills. Members of this research group include Professor Lucy Henry, Professor David Messer (Visiting Professor from the OU), Dr Jamie Smith Spark, Dr Janice Brown, Dr Elizabeth Newton, Dr Chris Sterling, Dr .Henrik Danielsson (Leverhulme Visiting Research Fellow, Linköping University, Sweden) and associated PhD students.

Psychological Applications in Culture and Society (PACS)

Director: **Dr. Daniel Frings**

The Psychological Applications in Culture and Society group investigates contemporary issues in society, such as immigration, drug use, addiction, mental health and sexual violence. There is a particular emphasis on the use and integration of diverse research methodologies and technologies to examine these issues. This leads to eclectic research from varying perspectives, bound together by a common goal of pushing forward the boundaries of theory while maximising its impact on society.

Members of this group are investigating the link between negative adaptation strategies and poor mental health outcomes amongst immigrants. The purpose of this research is to identify key risk factors amongst new immigrants, with the potential to better prepare migrants when they arrive, and reduce the social cost of illness in the UK. Further work investigates mental health professionals' attitudes towards sexuality and relationships amongst forensic mental health patients; we investigate this by examining the views of the service users themselves in collaboration with consultant psychiatrists. A follow on interview study with 20 patients at a medium secure unit was carried out in order to ascertain levels of sexual dysfunction, relationship expectations and the importance of sexuality in relation to mental well being more generally. The purpose of this research is to examine the interpersonal and social processes involved when service users, particularly those with forensic status, are detained for long periods of time, and later released into the community.

The PACS group embraces cutting edge methodologies. For instance, eye movement tracking technology has been used to explore effects of drugs on controlled and automatic cognitive processes; and on the role of implicit cognition in drug use and drug addiction. These studies improve our understanding of how attention affects (and is effected by) addiction. Understanding this 'automaticity' of addiction is also a key factor in improving the success of long term treatments. Members of this research group include Professor Ian Albery, Dr Paula Reavey, Dr Daniel Frings, Dr Nicky Rycroft, Dr Tony Moss, Professor Geoffrey Stephenson (Visiting Professor) and associated PhD students.

Centre for Media and Culture Research Centre (CMCR)

Director: **Professor Phillip Hammond**

The CMCR researches digitality and performativity across different media and cultural forms. In the 2008 RAE 85 per cent of its research activities were assessed at International standard or above, with

15 per cent of this rated as World Class and 25 per cent rated as Internationally Excellent. We have core expertise in:

- media and cultural memory
- digital media dynamics
- connective cultures
- creative careers and cultural industries

Research is trans-disciplinary and transnational with projects in digital and global memory, electronic dance cultures, identity and discourse, discursive knowledge and power, social networks and mobilities, museums and consumption, creative spaces of production, theatre and archives, media and war. Major funded projects include a 600K AHRC Award for Tate Encounters: Britishness and Visual Culture (AHRC, 600k) www.tateencounters.org, a collaborative project with Tate Britain.

The CMCR Sandpit supports discussion and research fora that include research seminars, on-line discussion groups, workshops, conferences, symposia. Research is disseminated through academic publications as well as a variety of media and performance. Its members edit *Media, Culture and Society*; *Clues: A Journal of Detection, Photographies*, and the *Journal of Photography and Philosophy*. Members expertise contributes to the work of a number of external policy groups, cultural organisations and NGOs including the Women's National Commission, the Digital Arts Development Agency, the Holocaust Education Trust, the Shoah Visual History Foundation, the Independent Theatre Council, the BBC, Royal United Services Institute, the Foreign Office, Chatham House, the National Theatre, the South Bank Cultural Quarters Agency, BskyB and Microsoft Digital Research Centre.

The Centre provides research supervision for students in the Graduate School and project supervision for research and practice based projects on its innovative MA Creative Media Arts Scheme. It provides a stimulating and sustaining research environment for academics, researchers and Visiting Scholars with resources that include a Digital Media Gallery, two theatres and a Media Centre.

Weeks Centre for Social and Policy Research

Director: Professor Yvette Taylor

The Weeks Centre for Social and Policy Research is a crucible for the support, development and promotion of social and policy-relevant research and events in the Faculty of Arts and Human Sciences, and to encourage collaboration between colleagues and relevant research groupings in the Faculty and wider University, as well as foster links with social and policy relevant research groups in other universities where appropriate.

The Weeks Centre seeks to build on the University's excellent Social Policy profile in the 2008 Research Assessment Exercise (RAE), with well over half of the submission judged to be internationally excellent and world leading. It is named after Emeritus Professor Jeffrey Weeks in recognition of his research leadership within the Faculty, resulting in our RAE success, alongside his world-renowned sociological work on the social organisation of sexuality.

The Weeks Centre welcomes enquiries from postgraduate students, with attachment to its key research groupings, notably:

The Families & Social Capital Research Group

Co-directors: Professor Val Gillies and Dr. Tracey Reynolds

The Families and Social Capital ESRC Research Group focuses on the inter-relationship between the dynamics of family change and social resource processes. The Group has its origins in a five-year programme of work funded by the Economic and Social Research Council (ESRC) between 2002 and 2006. The ESRC's evaluation of the completed programme highlighted its contribution to advancing knowledge in the social capital and families fields. The Group's high research profile continues with a range of projects relating to the social resources that are drawn on and generated by families and

their members, funded by various external agencies such as the ESRC, the Joseph Rowntree Foundation, the Nuffield Foundation, the Arts and Humanities Research Council, the British Academy and the Big Lottery. Members of the Group are part of the multi-University 'Timescapes' consortium, carrying out a path-breaking qualitative longitudinal research and archiving study.

The Group also contributes to the wider intellectual community through organising high profile and international seminar series and other events, and has a prolific publishing record, including through its own working paper series. PhD students working in related areas are also attached to the Group, and the Group regularly has international scholar attachments.

Crime Reduction and Community Safety Research Unit

Director:

The Crime Prevention and Community Safety Research Unit was established in Spring 2005, continuing London South Bank University's established reputation for conducting research which can impact upon the level of crime and enhance community safety. There has been a growing interest in developing research in this area and the increasing size of community safety units in Local Authorities is indicative of the increased local and national funding going into this type of work.

To date the research unit has attracted funding from Local Authorities, the Home Office and from Government Office for London. Examples of projects carried out by the Unit include one of the first major studies on Anti-Social Behaviour Orders for the Home Office, an evaluation of the Women's Conditional Cautioning Project for the Home Office, and a National Lottery funded collaboration with Eaves Housing for Women (The Poppy Project).

The unit is also responsible for running a series of short courses and conferences and has produced a number of research reports, academic articles and books.

International Development, Environment and Refugees Research Network (IDEARR)

Co-ordinator: Professor Michal Lyons

IDEARS is a group of senior researchers with a strong profile of research in developing countries, making policy-relevant, research-based publications, external engagements and research and consultancy funded by the UK research councils, international organisations and bilateral agencies.

The broad coverage of the group's work includes areas of poverty reduction, migration, refugee studies, informal economies, post-disaster reconstruction. Its members work in sub-Saharan Africa, North Africa and the Horn of Africa, South Asia, China and East Timor, and Latin America.

The Group also supports three Masters' courses: an MA in Refugee Studies, and MSc in Urbanisation and Development and an MSc in Development Studies. IDEARS members have contributed significantly to the Faculty's excellence in PhD training.

For more information on the group's members and research activities, please visit:
<http://www.lsbu.ac.uk/ahs/research/idear.shtml>

Academic Related Units

Local Economy Policy Unit (LEPU)

LEPU has a long established reputation in three areas: as host of a distinguishing series of lectures and seminars on all areas related to local economic development and urban renewal; as the umbrella for a range of consultancy activities, especially related to inner city regeneration; and as publishing home of the journal, *Local Economy*.

Founded in 1983 by the late Professor Sam Aaronovitch, LEPU has gained a notable reputation for its challenging seminars, expert research and seminal publications. The *Local Economy* journal, launched by the Unit, remains one of the most respected in its field.

LEPU has been re-launched as part of the new strategic direction being developed by the Faculty of Arts and Human Sciences at London South Bank University. In particular, the University is playing a more active part in the regeneration of its own hinterland in London, but it is also reaching out through partnership work and networking to a wider audience, both nationally and internationally.

Building on a strong curriculum base in social policy, the built environment, knowledge transfer, business and the economy, the University is seeking, through LEPU, to engage the practitioner community in order to foster effective local economic development.

With the support of experienced professionals, both outside and inside the University, and through association with OECD's LEED programme and other organisations, LEPU seeks to recapture the vitality, energy and innovation of its original mission.

British Youth Opera (BYO)

Artistic Director: Peter Robinson
Executive Director: Ivan Rockey

A long-term partner of LSBU, British Youth Opera was founded in 1987 to provide professional rehearsal and performance opportunities for emerging singers, musicians and technical trainees on the threshold of their careers. It works to provide the very best training and professional development through an annual programme of workshops, master classes and two fully-staged operas at Sadler's Wells' Peacock Theatre. Its productions are renowned by music critics, casting directors and agents as an opportunity to view the next generation of professional opera singers.

Participants are coached in all aspects of their craft with vocal coaching, dialogue, music and language coaching given by leading experts in their respective fields. BYO's annual summer season productions are rehearsed by directors and conductors with a wealth of experience and with a particular gift for nurturing and developing emerging talent.

In recent years the professional opportunities BYO have provided to singers have been extended to the provision of similar experiences for technical trainees, assistant directors, conductors, designers and stage management. Placements are offered to the Faculty's students, and BYO's experienced arts managers contribute to BA (Hons) Arts Management units.

3. AHS Key Information Set 2010/11

3.1 AHS Financials

Income (total)	£27,133,041
Income (overseas students)	£1,106,344
Staffing costs (total)	£10,359,703
OPEX	£3,356,758
Space charge	2,525,520
Contribution (cash)	£10,891,060
Contribution (% of income)	40.14%
Staff costs as a % of income	38.18%

3.2 AHS Student numbers 2010-2011 - Faculty level

Students (headcount)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
UG FT	1,702	901	715	60	0	0	3,378
UG PT	53	41	60	42	10	0	206
PG FT	365	40	3	3	5	0	416
PG PT	455	269	210	25	17	3	979
Total	2,575	1,251	988	130	32	3	4,979
Overseas students	107	65	45	8	4	0	229
Research PG students							

3.3 Student demographics 2010-2011 Year 1 L4 (UG) and L7 (PG) students

Faculty/Department	UG/PG	FT/PT	Female	Male	Asian	Black African	Black Caribbean	Chinese	Not Known	Other	Refused	White	21 and under	22 to 24	225 to 39	40 or over
			Gender		Ethnicity								Age			
AHS	UG	FT	62%	38%	10%	21%	12%	1%	2%	12%	4%	39%	61%	16%	17%	6%
AAMED	UG	FT	29%	71%	5%	12%	12%	1%	2%	8%	6%	55%	62%	21%	15%	1%
ACWP	UG	FT	61%	39%	6%	14%	11%	2%	1%	10%	3%	52%	77%	13%	9%	2%
EDU	UG	FT	75%	25%	1%	1%	5%	0%	1%	5%	5%	79%	0%	16%	63%	21%
ALAW	UG	FT	62%	38%	21%	22%	8%	1%	2%	19%	4%	24%	61%	16%	15%	8%
APSY	UG	FT	81%	19%	13%	17%	11%	1%	3%	8%	5%	42%	56%	20%	18%	5%
ASPS	UG	FT	73%	27%	12%	28%	17%	0%	3%	13%	3%	24%	63%	16%	15%	6%
AUES	UG	FT	64%	36%	3%	46%	9%	1%	6%	10%	5%	21%	47%	11%	25%	17%

ALAW	UG	PT	58%	42%	5%	42%	11%	0%	5%	11%	0%	26%	21%	5%	53%	21%
AUES	UG	PT	50%	50%	12%	0%	0%	0%	0%	0%	0%	88%	12%	0%	50%	38%

Faculty/Department	UG/PG	FT/PT	Female	Male	Asian	Black African	Black Caribbean	Chinese	Not Known	Other	Refused	White	21 and under	22 to 24	225 to 39	40 or over
			Gender		Ethnicity								Age			
AHS	PG	FT	63%	37%	10%	10%	4%	1%	3%	6%	7%	58%	2%	26%	58%	13%
EDU	PG	FT	70%	30%	10%	3%	5%	0%	0%	4%	7%	71%	2%	25%	63%	10%
ALAW	PG	FT	42%	58%	14%	29%	10%	2%	10%	7%	12%	17%	2%	23%	51%	23%
ASPS	PG	FT	49%	51%	10%	38%	0%	0%	13%	18%	3%	18%	0%	10%	64%	26%
AUES	PG	FT	41%	59%	9%	18%	0%	0%	5%	9%	0%	55%	0%	41%	45%	14%

Faculty/Department	UG/PG	FT/PT	Female	Male	Asian	Black African	Black Caribbean	Chinese	Not Known	Other	Refused	White	21 and under	22 to 24	25 to 29	30 or over
			Gender		Ethnicity								Age			
AHS	PG	PT	65%	35%	4%	16%	10%	0%	3%	4%	4%	59%	1%	7%	49%	43%
ACWP	PG	PT	55%	45%	0%	10%	15%	0%	5%	5%	5%	60%	5%	15%	55%	25%
EDU	PG	PT	75%	25%	5%	12%	11%	0%	1%	4%	4%	62%	0%	2%	51%	48%
ALAW	PG	PT	35%	65%	3%	36%	11%	0%	8%	8%	6%	28%	0%	8%	51%	41%
APSY	PG	PT	69%	31%	0%	8%	10%	0%	0%	0%	6%	67%	2%	21%	42%	35%
ASPS	PG	PT	29%	71%	0%	62%	5%	0%	0%	0%	5%	29%	0%	5%	33%	62%
AUES	PG	PT	39%	61%	3%	18%	3%	0%	0%	3%	3%	70%	0%	9%	64%	27%

3.4 AHS Retention and Progression

Department	UG FT L4 2010-2011 Progress	UG FT L5 2010-2011 Progress	UG FT L6 2010-2011 Award	UG FT L6 2010-2011 Award
Arts & Media	71%	92%	96%	N/A
Culture, Writing & Performance	71%	83%	90%	N/A
Education	53%	100%	N/A	N/A
Law	55%	61%	89%	N/A
Psychology	66%	76%	85%	N/A
Social Sciences	61%	76%	84%	N/A
Urban, Environment & Leisure Studies	71%	74%	65%	85%
Faculty Average	62%	77%	87%	85%

Department	PG FT Yr 1 2010-2011 Award	PG FT Yr 2 2010-2011 Award
Arts & Media	N/A	N/A
Culture, Writing & Performance	N/A	N/A
Education	68%	100%
Law	40%	100%
Psychology	N/A	N/A
Social Sciences	74%	55%
Urban, Environment & Leisure Studies	73%	67%
Faculty Average	54%	68%

3.4.1 Top 10 AHS course years for 2010-2011 progression and retention (best first)

	Department	Course	Level	Progression or Award Rate
1	Arts & Media	BA (Hons) Music & Sonic Media	6	100%
2	CWP	BA (Hons) English & Media Studies/English with Drama	5 & 6	100%
3	CWP	BA (Hons) Film Studies/Film & English Studies/Film & Media Studies/Media & Film Studies/Media & Cultural Studies/Writing for Media	6	100%
4	Psychology	MSc Investigative Forensic Psychology	7	100%
5	UELS	BA (Hons) Housing Studies PT	5	100%
6	UELS	MA Housing Studies Year 1 PT	7	100%

7	UELS	MA Town Planning Years 1, 2 and 3 PT	7	100%
8	Arts & Media	BA (Hons) Digital Film & Video	5 & 6	96%
9	Arts & Media	BA (Hons) Digital Photography	6	96%
10	Arts & Media	BA (Hons) Game Cultures	5 & 6	96%

3.4.2 Bottom 10 AHS course years for 2010-2011 progression and retention (worst first)

	Department	Course	Level	Progression or Award Rate
1	Education	Certificate Lifelong Learning Skills Sector (Teaching)	7	21%
2	Social Sciences	MSC Refugee Studies PT	7	25%
3	Social Sciences	BSc (Hons) Sociology with Psychology FT	4	28%
4	Social Sciences	MSC Refugee Studies FT	7	33%
5	Law	LLM/PgDip/CPE Legal Studies FT	7	33%
6	Law	LLM/PgDip/CPE Legal Studies Year 1 PT	7	38%
7	Social Sciences	BA (Hons) International Politics with Law FT	4	40%
8	Law	LLM/PgDip/CPE Legal Studies Year 2 PT	7	43%
9	Law	LLM Crime and Litigation FT	7	43%
10	Social Sciences	BSc (Hons) Criminology with Sociology FT	4	44%

4. National Student Satisfaction 2011 [one table for each discrete JACS code area]

JACS Subject Area:	2011 Sector Benchmark	2011 score achieved at LSBU	Variance from Benchmark
Cinematics & Photography			
Teaching	76	63	-13
Assessment & feedback	65	56	-9
Academic support	71	66	-5
Organisation & management	58	66	+8
Learning resources	78	64	-14
Personal development	71	53	-18
Overall satisfaction	67	56	-11

JACS Subject Area:	2011 Sector Benchmark	2011 score achieved at LSBU	Variance from Benchmark
Drama			
Teaching	85	76	-9
Assessment & feedback	63	65	+2
Academic support	76	71	-5
Organisation & management	63	59	-4
Learning resources	72	56	-16
Personal development	81	72	-9
Overall satisfaction	77	69	-8

JACS Subject Area:	2011 Sector Benchmark	2011 score achieved at LSBU	Variance from Benchmark
English Studies			
Teaching	91	82	-9
Assessment & feedback	74	69	-5
Academic support	80	60	-20
Organisation & management	82	56	-26

Learning resources	76	64	-12
Personal development	78	71	-7
Overall satisfaction	89	71	-18

JACS Subject Area: Media Studies	2011 Sector Benchmark	2011 score achieved at LSBU	Variance from Benchmark
Teaching	78	75	-3
Assessment & feedback	63	64	+1
Academic support	71	75	+4
Organisation & management	65	72	+7
Learning resources	76	63	-13
Personal development	74	70	-4
Overall satisfaction	72	68	-4

JACS Subject Area: Law	2011 Sector Benchmark	2011 score achieved at LSBU	Variance from Benchmark
Teaching	85	76	-9
Assessment & feedback	65	49	-16
Academic support	74	53	-21
Organisation & management	79	63	-16
Learning resources	80	74	-6
Personal development	80	72	-8
Overall satisfaction	85	70	-15

JACS Subject Area: Psychology	2011 Sector Benchmark	2011 score achieved at LSBU	Variance from Benchmark
Teaching	86	82	-4
Assessment & feedback	65	65	0
Academic support	74	75	+1
Organisation & management	82	83	+1
Learning resources	80	70	-10
Personal development	74	64	-10
Overall satisfaction	86	81	-5

JACS Subject Area: Social Sciences	2011 Sector Benchmark	2011 score achieved at LSBU	Variance from Benchmark
Teaching	84	85	+1
Assessment & feedback	70	75	+5
Academic support	74	74	0
Organisation & management	78	78	0
Learning resources	75	64	-11
Personal development	76	87	+11
Overall satisfaction	84	91	+7

JACS Subject Area; Planning & Housing	2011 Sector Benchmark	2011 score achieved at LSBU	Variance from Benchmark
Teaching	79	81	+2
Assessment & feedback	61	62	+1
Academic support	74	67	-7
Organisation & management	77	74	-3
Learning resources	81	74	-7
Personal development	80	84	+4
Overall satisfaction	80	83	+3

JACS Subject Area: Tourism	2011 Sector Benchmark	2011 score achieved at LSBU	Variance from Benchmark
Teaching	76	73	-3
Assessment & feedback	66	47	-19
Academic support	74	69	-5
Organisation & management	69	66	-3
Learning resources	74	69	-5
Personal development	79	76	-3
Overall satisfaction	76	76	0

4.1 National Student Satisfaction 2011: AHS best and worst areas against category benchmark

NSS Category	Area with best variance against benchmark	Variance	Area with worst variance against benchmark	Variance
Teaching	Planning & Housing	+2	Cinematics & Photography	-13
Assessment & feedback	Social Sciences	+5	Tourism	-19
Academic support	Media Studies	+4	Law	-21
Organisation & management	Media Studies	+7	English	-26
Learning resources	Media Studies	-4	Drama	-16
Personal development	Social Sciences	+11	Cinematics & Photography	-18
Overall satisfaction	Social Sciences	+7	Drama	-18

5. AHS Employability – 2011 DLHE data

Department	Full-time paid work only	Part-time paid work only	Voluntary/ Unpaid Work only	Further Study only	Assumed to be unemployed
A&M	41.5	14.5	2.5	11.7	24.3
CWP	41	21.3	1.3	3.8	30.0
DSS	38.6	7.2.	7.2	7.3	24.0
EDU	71.7	5.7	2.7	2.7	1.9
LAW	27.5	8.8	2.9	30.4	13.7
PSY	47.6	10.9	0	17.1	6.1
UELS	64.0	2.7	2.6	4.7	16.0

5.1 10 AHS courses with lowest assumed unemployed figures (best first min of 10 responses)

Department	Course	% Assumed to be unemployed
EDU	PGCE-Flexible	1.8
EDU	PGCE-Early Years	2.9
EDU	PGCE-Primary	5.1
LAW	LLB	9.6
PSY	Psychology	10.4
CWP	Drama & Performance Studies	11.1
A&M	Digital Photography	14.8
SPS	Criminology	18.2

5.2 10 AHS courses with highest assumed unemployed figures (worst first min of 10 responses)

Department	Course	% Assumed to be unemployed
1.DSS	Refugee Studies	50.0
2.UELS	Housing Studies	45.0
3CWP	Media & Society	44.4
4:CWP	Arts Management	35.7
5: A&M	Game Cultures	35.7
6: CWP	Theatre practice: Creative producing	29.4
7: CWP	Creative writing and English	28.6
8: UELS	Tourism & Hospitality	25.0
9: .DSS	Social & Policy studies scheme	20.0
10. A&M	Digital Film and Video	19.4

6. Outlook for AHS

6.1 Strengths

- Research – 3 units of assessment (Social Policy, Psychology, Culture and Communications) on track to make 3 to 4* submissions to the 2013 Research Assessment Exercise ('REF') as evidenced by external audits. Faculty research activity focused around the four research centres (see above) ensuring both engagement of staff and students but also effective external profile building.
- Demand for courses – especially strong in Arts and Media, Culture Writing and Performance, and Psychology thus reducing reliance on late summer recruitment.
- Organisation and management – very clear lines of responsibility and delegation of tasks across Faculty Management team
- Professional recognition – across Education; Law; Housing; Planning and Psychology
- Industry links – particularly in Law, Planning, Performance, Digital Media. And Tourism
- Financials – budget targets achieved or exceeded year on year since 2006
- Portfolio – AHS well positioned to respond to the opportunities and challenges offered by an increasingly competitive and market oriented HE environment. Most departments have completed a thorough portfolio review as part of the transition to a 20 credit model of delivery to ensure their offering is attractive, efficient and sustainable.
- Outreach work and links with schools - excellent network of partner schools and colleges in London and the South-East building reliable recruitment links
- Above sector benchmark NSS outcomes in Social Sciences
- Highest LSBU retention and progression figures in Arts and Media

6.2 Opportunities

- Creative Industries – potential to invest in this area to exploit burgeoning student demand and exploit South Bank location.
- Blended Learning – pilots being run in Faculty that can be rolled out more generally to make greater use of VLE and blended learning tools to support full and part-time students.
- Thorough review of taught PG pricing structure to increase competitiveness of offer, especially to part-time students
- Sector instability – London competitors pulling out of areas of provision where we can maintain and increase a presence – particularly in areas such as culture, writing, and performance.
- Overseas markets – through more competitive pricing of taught PG provision and expansion of creative industries portfolio in areas attractive to the overseas market.

6.3 Weaknesses

- NSS – some below sector scores in Law, Cinematics and Photography
- Retention and Progression scores at level 4 in Law and Social Sciences
- Identity – pluralistic Faculty makes it difficult to present a homogenous external profile
- Enterprise – some success in establishing KTPs but Faculty disciplines do not lend themselves to immediate commercial exploitation
- Learning resources – consistently low NSS scores in terms of accommodation and specialist facilities, especially in drama and media.
- Poor Newly Qualified Teacher Survey scores in Education Department

6.4 Threats

- Private sector provision – primarily in law (BPP, Kaplan)

- TDA & Gove reforms – loss of initial teacher training contracts if funding switches to schools
- Concentration of research funding on a smaller number of research intensive institutions post 2014 REF.
- Collapse of taught PG market as cumulative effect of increasing student indebtedness flows through.

Mike Molan
Executive Dean AHS
December 2011