

Meeting of the Student Experience Committee

2.00 pm on Wednesday, 15 May 2019
in 1B16 - Technopark, SE1 6LN

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		PB
2.	Declaration of interests		PB
3.	Minutes of the previous meetings	3 - 12	PB
4.	Matters arising		PB
Items to discuss			
5.	Proposed restructuring of Student Experience Committee	Verbal Report	PB
6.	Estates matters	Verbal Report	CR
7.	SU President update and issues from students	Verbal Report	NK
8.	Student support and employment annual report	13 - 44	KC
9.	Equality, Diversity and Inclusion report	45 - 70	SW
10.	Student Voice reports	71 - 100	PB
11.	Student led projects update	Verbal Report	SB, KCol
12.	Review of student representation on student societies / university networks	Verbal Report	SB, KCol
Items to note			
13.	Halls of residence disciplinary procedure	101 - 122	PB

Date of next meeting
2.00 pm on Wednesday, 9 October 2019

Members: Pat Bailey (Chair), Steven Brabenec, Kat Colangelo, Kirsteen Coupar, Sajjad Hossain, Dawn Ingleson, Nelly Kibirige, David Mead, Samantha Robson, Carol Rose and Shân Wareing

Apologies: Gary Francis

No. Item

Pages

Presenter

In attendance:



**Minutes of the meeting of the Student Experience Committee
held at 2.00 pm on Wednesday, 10 October 2018
1B16 - Technopark, SE1 6LN**

Present

Pat Bailey (Chair)
Steven Brabenec
Kat Colangelo
Kirsteen Coupar
Gary Francis
Nelly Kibirige
David Mead
Samantha Robson

Apologies

Dawn Ingleson
Carol Rose
Shân Wareing

In attendance

Rosie Holden
Joe Kelly

1. Welcome and apologies

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

2. Declaration of interests

No member declared an interest in any item on the agenda.

3. Minutes of the previous meeting

The committee approved the minutes of the previous meeting.

4. Matters arising

The committee noted Matters Arising.

No.4 – bar opening hours: the committee noted this action had been completed. The new opening hours and improved catering are proving very popular with students and creating a stronger campus identity.

No.5 – microwave locations: these are currently being agreed.

No.11 – the committee noted that it was meeting on World Mental Day. Action will be developed in relation to Student Mental Health Day in spring 2019.

5. **Estate matters**

The committee received an update on estates matters.

The committee noted that:

- Estates is intending to re-launch the Business Partner scheme as an improved feedback mechanism.
- more students were visiting the Students' Union as a result of improvements in catering reflecting a positive 'step change' in the use of the facilities.
- the London Road architects were receiving input re disability access.
- there were teething problems with the incorporation of LRC into Perry Library, the key issue being access to computers: the situation is being monitored.

LSBU apologised for the inconvenience associated with the ongoing estates development works and assured students that everything possible is being done to minimise disruption.

6. **Student Lifestyle Survey**

The committee received a presentation on the Student Lifestyle Survey which covered the following areas:

- Extra-curricular activities and employability
- Student satisfaction
- Accommodation, food and transport
- Student wellbeing

The committee noted the key messages:

- more than two-thirds of LSBU students are significantly (+5.8%) more 'positive' or 'very positive' about their employment prospects, compared to the national picture;
- more than 1 in 4 LSBU students are more likely to work 21-40hrs a week compared to a national picture of just 12%, with more than 1 in 2 working between 11-20hrs/wk, compared to a national picture of 42%.
- LSBU students are also three time more likely to volunteer for 12hrs or more a week

The committee discussed the following:

- enrolment and re-enrolment is very good. Progression is more challenging and may reflect students trying to fit too much into their week;
- students who are engaged with LSBSU are more likely to progress.

The committee requested further analysis of the BME attainment gap to see if there was a correlation with working habits of different ethnic

7. **Be Safe at LSBU**

The committee discussed the Be Safe at LSBU report.

The committee noted a Safe and Secure Week is to be held at the beginning of future academic years, and that expertise in Sexual Violence Liaison Support will be created and located within the Mental Health and Wellbeing Team.

The committee approved the model of sexual violence response and awareness raising, and the proposed commitment statement (page 2, Be Safe @ LSBU Executive Summary).

The committee noted the Be Safe @ LSBU leaflets and guidance for staff and students to be distributed at Safe and Secure Week. The committee requested that the staff guidance be produced for student leaders and provided along with relevant training.

The committee noted that Be Safe @ LSBU complements the LSBSU work on hostile environment.

The committee noted that 'Good Night Out' would be presented to the next meeting.

8. **Timetabling focus group**

The students on the committee provided the following responses to questions on timetabling.

What does the timetable look like when it is working well:

- avoidance of peak times
- lecturer flexibility re start of lectures
- blocks of timetable facilitate students who work and have childcare responsibilities
- Wednesday afternoons being free for fixtures
- 10.00am start to enable drop offs / childcare, and avoid rush hour
- changes communicated accurately and in good time
- consistent practice by lecturers
- consistent, reliable, bespoke access to online timetables

What does the timetable look like when it is not working well:

- when it is wrong and / or inaccessible
- changes not accommodating students with disabilities

9. **Welcome Week - Students' Union feedback**

The committee received a presentation from LSBSU with feedback from Welcome Week.

The committee noted it would be helpful to know the number of students associated with the various issues raised in order to establish the scale of particular problems.

The committee noted that the vast majority of issues encountered by students related to timetable. It was suggested that a Timetable Help Desk might be a helpful innovation.

The report noted that there appeared to be inconsistent opening hours for School Admin Offices: this information would be forwarded to Student Support and Employment.

The committee thanked the LSBSU teams for the very useful feedback, and for the excellent partnership and support provided during Welcome Week which helped make sure that no student was left unattended.

Date of next meeting
2.00 pm, on Wednesday, 30 January 2019

Confirmed as a true record

..... (Chair)

**Minutes of the meeting of the Student Experience Committee
held at 2.00 pm on Wednesday, 30 January 2019
1B16 - Technopark, SE1 6LN**

Present

Pat Bailey (Chair)
Steven Brabenec
Kat Colangelo
Kirsteen Coupar
Gary Francis
Dawn Ingleson
Nelly Kibirige
David Mead
Samantha Robson
Shân Wareing

Apologies

Sajjad Hossain
Carol Rose

In attendance

Steve Baker

1. Welcome and apologies

The apologies were noted. The Chair welcomed Richard Poulson, Head of Estate Operations to the meeting who was in attendance to represent Carol Rose.

2. Declaration of interests

No member declared an interest in any item on the agenda.

3. Minutes of the previous meeting

The minutes of the last meeting were approved subject to amendments being made to item 9 to reflect the highlighted issues in the Welcome Week presentation.

4. Matters arising

The committee were informed that the Academic Board is being reviewed. Minor changes may be made to the sub-committees of the Academic Board. The committee will be notified of any proposed changes.

5. Estates matters

The committee received an update from the Head of Estate Operations on the following matters:

- Recruitment - the new position for Head of Student Accommodation has been offered and is in the process of on-boarding. The recruitment process has started for the soft services and events role. The incumbent will be leaving at the end of January 2019.
- Grads Café and Bar - the committee were informed that the extended hours have been going well and has led to an increase in sports team memberships and students studying in the Grads Café.
- Merger of the library and Learning Resource Centre (LRC) - the committee noted the concerns relating to access due to the temporary work on the site. Estates are putting arrangements in place to ease the access issues.
- Student life centre - the committee were informed of the foul smell entering the centre from an incorrectly installed extractor fan. Estates have arranged for the contractor to resolve the matter. Estates will follow up on the matter and inform the committee.
- Student microwave lounge - the committee were informed of the intended work for a student microwave lounge in the Grads Café (room BR102). The work has currently been put on hold. Estates are to follow up as a matter of priority and provide feedback to the committee on how the lounge is to be managed.
- Lift maintenance - the committee were informed of the number of out of service lifts and outdated lift mechanisms. The committee requested a research report be undertaken relating to the lift maintenance/upgrade and the impact of the out of service lifts for students. Perry library is to be included in the data. The data would be required to assess costs and stage of priority. The committee recommended that signs are to be placed providing information for alternative lifts and directions for disabled students. Estates are to report to the committee at the next meeting about the campus lift maintenance and upgrades.

6. **SU Officers' update**

The SU President informed the committee that the SU team are settling well into their new offices.

The National Student Survey (NSS) video will be available next week and the SU president is to arrange for larger displays and adverts to be placed on the LSBU campus to promote the survey.

The final year undergraduate students will receive a special 'Class of 2019' gold coloured lanyard. The lanyards will be released on 1 February 2019. The lanyards will be given alongside a £5 Elio voucher. The feedback from students has been positive.

A wellbeing room is in the process of being set up where students can go and relax. Occupational Therapy academics and final year students will be involved in the arrangement and room set up. The Business School have agreed to provide a room for the space.

The SU President informed the committee that work has commenced on a Hostile Environment Campaign with a team of people including a member from the Southwark mediation centre. A recent meeting was held at Bacon's College (a secondary school based in Rotherhithe) who have a leading peer mediation programme. The campaign aims to train approximately 20 student volunteers as peer mediators.

7. Issues from students (as needed)

The SU President provided an overview of the following student related issues:

- There have been reports of bullying on campus. The Hostile Environment campaign aims to address these concerns.
- The timetabling project appears to be going well and has increased the student experience. Some students are able to use outlook for their timetables; however, it is not working properly for everyone. These issues are being addressed.
- Some students have reported difficulty in reporting feedback of their placement provider. The committee agreed that the feedback channels for placement providers will need to be looked into, especially where the placement was not under LSBU. The SU president is to provide a high-level overview and provide feedback to the Chair and the Associate Professor – Practice Skills Learning and simulation.

8. Student Led project updates

The committee received an update on student led projects and noted the following:

- Pride in Sports Campaign. The campaign is going well with increased participation and awareness. The campaign will be showcasing in the student life centre.
- The #dodgygood campaign. The campaign is to be launched in March 2019 to promote the physical and mental health wellbeing of students. The campaign aims to get more students involved in sporting activities whilst studying.
- Three Peaks campaign. The campaign has been launched, which forms part of the three charities for rags campaign used to raise money for charity. The campaign encourages young people to go out and see the world whilst raising money for charity. The launch was a success with 50 people turning up to first information meeting.
- Overseas trips. The China and Uganda trips are scheduled to run this year.
- Student societies. The societies are going well. In particular, the Law, Nursing and Occupational Therapy academic societies. The Student Union representatives agreed to provide feedback to the committee on the disciplines that do not have societies.

- LGBT training. The committee were informed that the staff training will be based on the student Equality, Diversity and Inclusion training, disability, mental health and the LGBT trans-letter writing campaign from last year.
- Liberation Officers. The committee noted their positive work within the University. The SU President had been in contact with a company that provides sanitary boxes for those that are unable to afford sanitary wears. A sample of the boxes had been received and the feedback has been positive.

9. **Student Support and Employment annual report**

The committee discussed the Student Services Annual Report and noted the following:

- the number of emails being sent to students regarding engagement and attendance is down by 11% compared to last year
- the number of extenuating circumstances claims is down by 3%
- the fitness to practise cases received by the information and liaison teams have increased by 43%
- the Tier 4 Attendance Monitoring team saw an increase of 14% in the number of emails and letters sent to non-attending students
- the number of students that had been dealt with at weekly case reviews remain high with an increase of 126%.
- the number of students who were withdrawn remained stable compared to previous years
- the helpdesk were still receiving large amounts of physical work submissions despite the online submissions portal (Moodle) being available for work submissions. The Director of Student Services agreed to work with schools to manage student submissions.
- the student life centre dealt with approximately 55,000 queries
- two students have been excluded. The largest student disciplinary areas involved assaults and aggressive behaviour.
- the demand for appointments from the Wellbeing Team has increased. Some concerns were raised regarding the waiting times of students wishing to make appointments.

10. **Drugs in Halls research**

A presentation on the Drugs in Halls research was provided, which focused on cannabis use in Halls. The results were from a Freedom of Information request sent to several universities.

The report noted that LSBU's disciplinary rate remained high and has risen over the last two academic years. The committee members were informed that many students did not understand the implications of being caught with

drugs in halls. The committee discussed concerns around student safeguarding and the wording of the notice to quit policy. The committee recommended a change in the policy of the automatic removal clause/notice to quit, if students have been caught with drugs in halls.

The committee thanked the team for the useful research findings and recommended that clear information is posted in student halls relating to drug awareness programmes and fines. This is to serve as an alternative disciplinary measure for use of or being found with the possession of drugs in halls. The current disciplinary structure was noted and future disciplinary measures discussed.

The Chair requested that the areas that may lead to eviction are made clear to the students. Guidelines should be checked to indicate areas of the highest concern. The committee agreed that work is to be undertaken to create a policy that makes it clear the areas that would lead to eviction. The policy should be functional before the next academic session.

The committee was informed that as well as the drugs in halls research the team will be putting together a proposal for students to get more involved in hall activities. This may involve setting up a committee or hall forum for each of the halls. The proposal should be ready for the next academic year.

11. Student Equality, Diversity & Inclusion report

This item will be reviewed at the next meeting.

12. Student Voice report

The committee noted the report, which is to be reviewed at the next meeting.

**Date of next meeting
2.00 pm, on Wednesday, 15 May 2019**

Confirmed as a true record

..... (Chair)

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Agenda Item 8

	CONFIDENTIAL
Paper title:	Student Services Annual Report
Board/Committee:	Student Experience Committee
Date of meeting:	15 May 2019
Sponsor(s):	Kirsteen Coupar, Director of Student Services
Purpose:	Information/Discussion

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Student Services – Annual Report 2017-2018

We support students to stay and succeed in their studies at LSBU. We provide students with skills and opportunities to enable them to pursue their career goals.

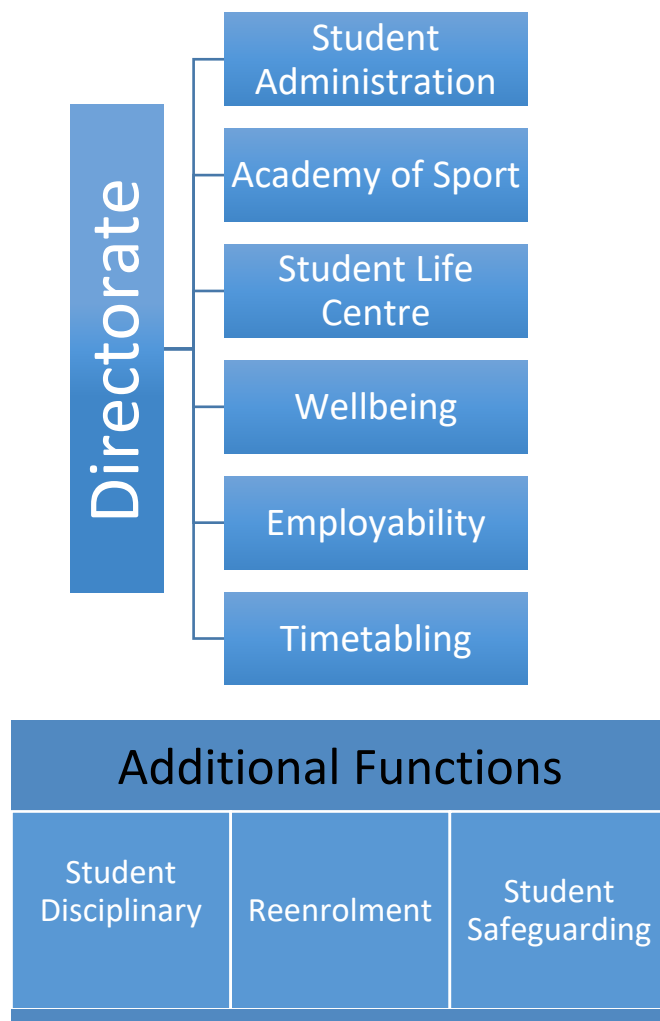
Our key contributions are to access, retention, progression, degree attainment and employability outcomes.

We manage student and organisational risk, meet key legal duties and enhance the reputation of LSBU through our work with students, families, partners, local and statutory bodies and employers.

Contents

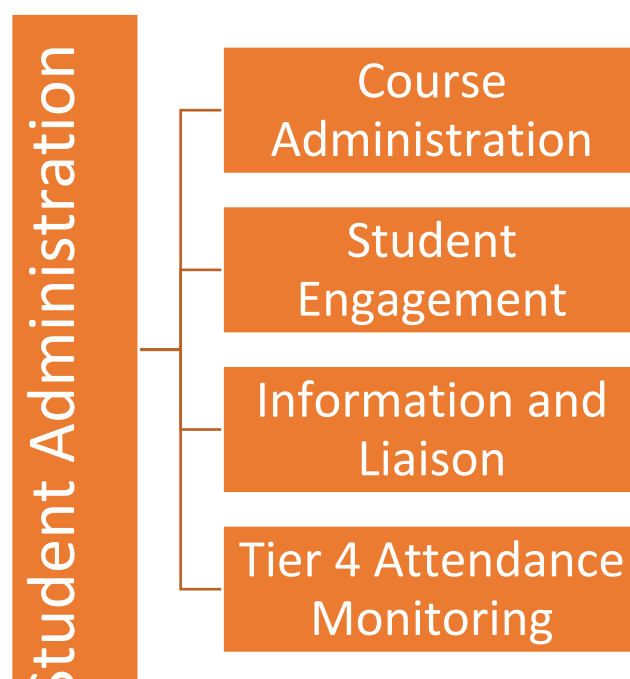
Student Service Structure.....	3
Student Administration.....	4
Student Engagement.....	6
Academy of Sport.....	8
Employment and Placements.....	10
Employability KPI's.....	11
LSBU Employment.....	10
Jobshop and Placements.....	10
Careers Fairs.....	11
Student Life Centre.....	14
Student Disciplinary.....	14
Student Wellbeing.....	15
At a Glance.....	15
Service Performance Data.....	17
Mental Health and Wellbeing Data.....	20
Presenting Concerns.....	22
Fitness to Study.....	24
Safety Concern Response Meetings.....	25

LSBU Student Services Structure



Academy of Sport and the Timetabling team joined Student Services in the Autumn of 2018.

Student Administration



The Student Administration Offices are responsible for course and student administration.. They work with both academic staff and colleagues across the University to support the student experience. Each office has a student facing helpdesk where students can speak with their administrator for help or a referral to the relevant service.

The Student Engagement Team is responsible for student engagement and attendance monitoring, for both home and overseas students. The team are also responsible for the administration of the extenuating circumstances process and the examination arrangements for those students registered with Disabilities and Dyslexia Support.

The Information and Liaison Team are responsible for administering the Fitness to Practice procedure and co-ordinating Schools and SFE responses to the OIA and FOI requests.

The Tier 4 Attendance Monitoring team are responsible for monitoring the attendance of those students that hold a Tier 4 visa.

Service Information and KPIs

# Courses administered	582
Additional CPD administration for HSC	250 modules
Course and examination boards	600 boards
Marks data entries	250,000 (99% released on time)
# Helpdesks operated	5

The total number of courses that we provide administration to has risen from 540 in 2016/17 to 582 in 2017/18.

Student Administration Offices

Administration Office	Student/Administrator Ratio	School	No. of Courses	No. of Students
Tower	547	Applied Science	43	1010
		Engineering	85	1429
		Built Environment and Architecture	85	2489
Borough Road	404	Law and Social Sciences	102	1642
		Arts and Creative Industries	31	1184
London Road	406	Business	129	2279
K2 and Havering		Health and Social Care	107	3871

The total number of students that we provide administration to has dipped from 14,429 in 2016/17 to 13,904 in 2017/18.

Note: Additionally, the team in K2 had 2363 CPD enrolments to administer

Students Enquiries at our 5 Student Admin Helpdesks

Reason for Visit

Coursework Submission	24357
Travel Expenses	3391
Coursework Collection	2208
See a Course Administrator	3123
Results / Transcripts	2471
DBS Check	1986
Badges	1441
Timetable Query	1478
Letter Requests	888
Academic Staff Info.	797
Attendance Monitoring	858
Extenuating Circumstances	973
Enrolment / Re-enrolment	889
Module Attachments	441
Student Finance/Fees	271
Moodle / IT	187
Referral from Student Centre	123
Bursary	182
Uniforms	208
Other (not specified)	3188
	49460

The total number of visits to our helpdesks is down 4% year on year (to 2016/17). It is a major concern that the number of students visiting a helpdesk to hand in coursework (rather than submit via Moodle) remains stubbornly high, with just a 2% decrease year on year (to 2016/17).

Student Engagement

The number of e-mails/letters sent to student regarding their engagement/attendance, broken down by school:

HSC	4014
BUS	4667
IACI	2810
NENG	2576
SASC	1275
RBEA	3573
WLSS	4581
Total	23496

The total of e-mails/letters sent is down 6% year on year (compared to 2016/17)

The number of additional needs exam arrangements put in place:

Semester I	1329
Semester I (resit)	503
Semester II	1625
Semester II (resit)	373
July HSC (resit)	100
Total support arrangements provided	3930

This total is down 11% year on year (compared to 2016/17)

We also sent **10,894** e-mails to the relevant students to clarify and put the exam arrangements in place.

The number of extenuating circumstances claims administered:

HSC (SWK and ESX combined)	2041
BUS	1065
ACI	237
ENG	1103
ASC	766
BEA	987
LSS	1346
Total ECs handled	7545

This total is down by 3% year on year, compared to 2016/17.

Information & Liaison Team

HSC Fitness to Practise cases administered	27 (42% rise year on year*)
OIA cases serviced	16 (11% decrease)
Information requests (all Schools)	125 (35% decrease)
Reference requests	3364 (18% decrease)

The 42% rise in FTP cases is a particular concern due to the extensive workload that each case creates.

Tier 4 Attendance Monitoring Team

E-mails and letters sent to non-attending students

e-mail 1s sent	1365
e-mail 2s sent	225
DTW letters sent	24
Total	1614

The total is an increase of 14% year on year.

Students dealt with at weekly Case Reviews

Semester I	113
Semester II	199
Total	312

This is a concerning increase of 126% year on year.

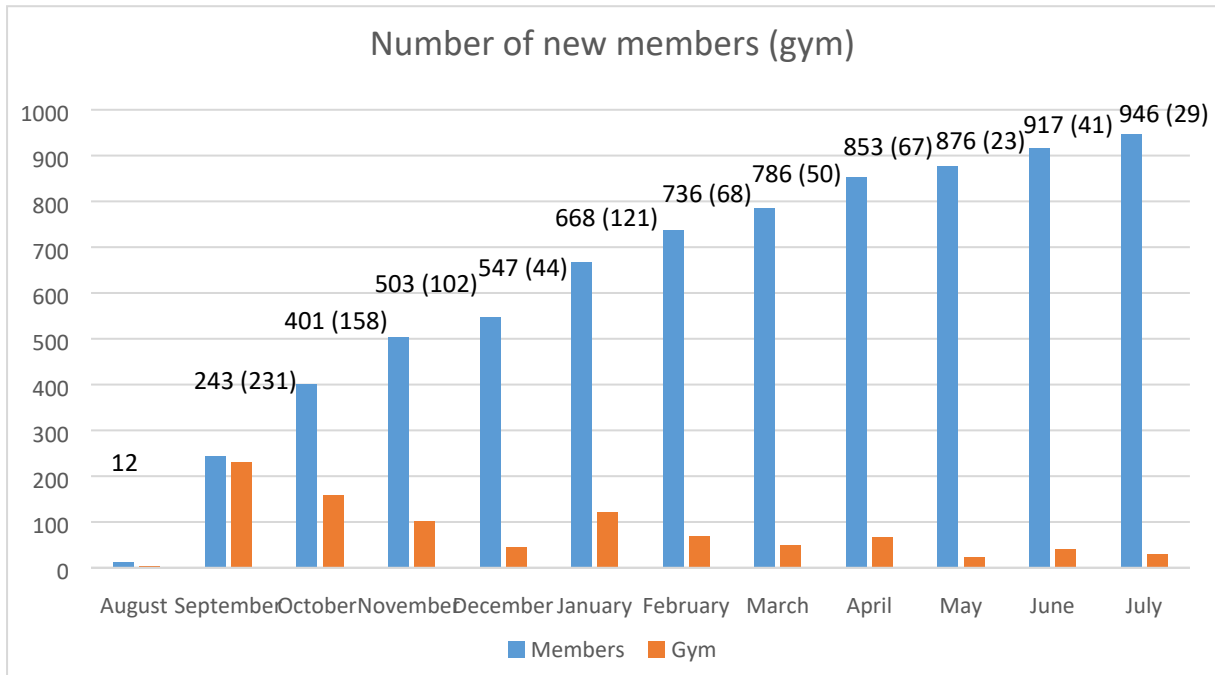
Students who were withdrawn

Semester I	8
Semester II	12
Total	20

This is a stable figure with 19 students withdrawn in 2016/17 compared to 20 in 2017/18

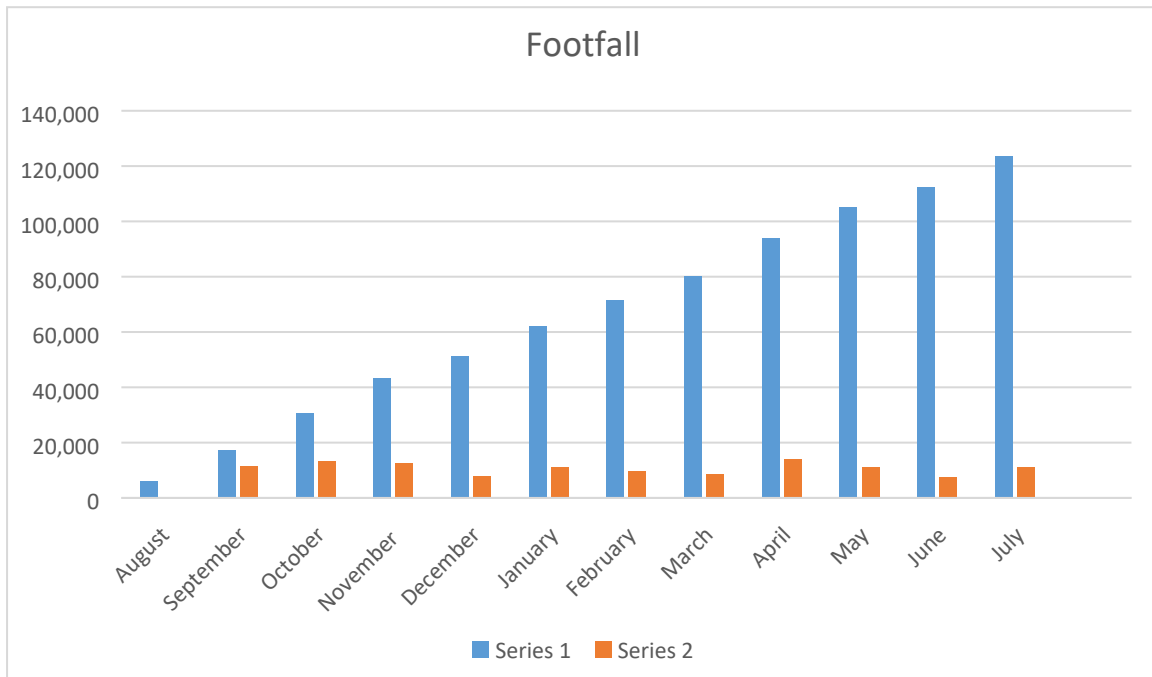
Academy of Sport

The figures below are in relation to performance against pre- determined KPIs.



Target for academic year: 600

Number of customer comments and service requests: complaints	
August	31:6
September	18:2
October	37:7
November	30:2
Dec	15:8
Jan	8:0
Feb	10:0
March	34:11
April	34:4
May	21:5
June	16:9
July	11:10
Total	265:64
Target for academic year	360



Target for academic year- 120,000

BUCS points

Target 170. Achieved 138.

BUCS rankings

Target 95th. Achieved 100th.

Employment & Placements

LSBU Employment:

LSBU Employment has predominately been working with reduced staffing (3 staff), facing challenges recruiting a dedicated externally focused Recruitment Consultant. Even with the limited resources the team have achieved the following:

- Filled **2606** Exam invigilator shifts
- Supplied **90** Clearing Administrators
- Supplied **88** Enrolment Advisors
- Permanent grade 8 role filled (IT Project Manager, Saving the university **8k**)

Total number of vacancies successfully filled: **2815**

Taking on the invigilator recruitment, a key task, has been a major success saving the University money, reducing risk, improving the process and giving exposure to the successful team and further service development.

One of the University management team who had been involved in the management of the Invigilator & Exam processes in previous years commented:

'I think the most noticeable changes this time round from my perspective is (a) your excellent organisation and management of the support invigilators and (b) the dramatic fall in queries from the exam rooms due to the module leaders being present. It is early days but having the academics permanently in the room also seems to have had a beneficial effect on student behaviour.'

Key Financial Figures:

Total sales **£414,046**

VAT Savings: **£105,760**

We will see a positive financial contribution to LSBU, as a number of permanent hires still need to be added to the monthly figures and there are a number large scale events to be run over the coming months.

Jobshop & Placements:

The table below showing the Jobshop student usage numbers under the categories shown.

Enquiry type:	Totals
Workshop	25
Employability	25
Service Enquiries	80
P/T Work	140
Graduate Work	54
CV & Applications	226
Placement/Internships	96
Totals	646

New Platform Jobteaser - <https://lsbu.jobteaser.com/> implemented

Employability KPI's

	15/16	16/17
DLHE – Percentage of Graduates in work or further study	94.4%	96.9%
DDLHE – Percentage in graduate level work or further study	85.0%	90.9%
Total number of face to face interactions in the JobShop	2121	2833
Total number of roles advertised through Jobs Board	4832	tbc
Total workshops delivered	62	51
Careers Fair attendance	648 students	Hospitality /Bakery Fair - 154 BEA/ENG - 158 Business - 285 Adult Nursing - 234 831 Students
Total number of placements through InPlace	8010	1700
Total number of placements administered through the Employability Service	280	180 placements

Total Graduate Internships internally and through SME's	69
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Events:

- **16 LSBU** students attending an invitation only Foreign & Commonwealth Office graduate insight event
- **“CEO for a Day”**, an initiative focusing on future leadership talent. Giving students a real taste of what it takes to run a major organisation. Visa, Admiral Group, and The Royal Mint are among the companies taking part
- **iDEA Silver Award** - The Duke of York Inspiring Digital Enterprise Award (iDEA) promoted to inspire students to develop digital, enterprise and employability skills
- New partnership developed with **Endeavor/IMG/WME** (<http://wmeentertainment.com>); one of the world's leading entertainment and media companies, and global leader in sports, events, media and fashion. They will offer **15** unique and exciting **paid summer internships** to our students, these will be 8 weeks in length & salaried at £17,000 P.A (pro rata)

Student Life Centre

The Student Life Centre (SLC) is the operational hub for Student Services.

The Student Life Centre offers both face to face and telephone enquiry management.

More complex student issues are referred onto Senior Student Advisors who offer advice on finance/debt management, student funding, housing and other non-academic queries.

Several bursaries are managed via the Senior Student Advisers.

Key Activity/Outcomes

Total student queries managed 17/18 = 55,181.

We have seen a 26% drop in face to face interactions and a 45% drop in telephone interactions yet a 28% increase in email interactions. We also introduced an online letter facility for students this year meaning that students can self-serve their own Student Status Letters & Council Tax Exemption Letters. This has resulted in less traffic to the helpdesk.

Queue		Calls		Emails		Letters	
17/18	16/17	17/18	16/17	17/18	16/17	17/18	16/17
19047	25884	7848	14207	22855	17919	5431	n/a

Individual students who used the service is 7,883.

5568 students used the service more than once.

504 students used the service more than 10 times.

Types of Enquiries

Disability & Dyslexia support	4081
Student Status Letter	2642
Student Funding Advice	2428
Mental Health & Wellbeing	2407
ID Card	2349
Fees and Bursaries	1285
Council Tax	1215
CV and Applications	1099
Withdrawal & Interruption Advice	894
SPLD Screening Assessment	757
Student Advice	722
Course Support Office	671
Oyster Card	572
Tuition Fees	540
Part Time Work	444
Placement & Internships	386
Student Support	369
Graduate Work	346
Money Advice	329
Enrolment	322

Breakdown by school

Health & Social Care	6363
Business	5723
Engineering	4816
Law & Social Science	3953
Built Environment & Architecture	3812
Applied Science	2684
Arts & Creative Industries	2136

Senior Student Advice appointments

Appointment Type	
Funding Advice	686
Withdrawal & Interruption Advice	305
On the Day	165

Funds/Bursaries Awarded

Fund	Number of students	Amount awarded
Care Leaver Bursary	57	£54,973
Emergency Fund	224	£64,472
Laurence Burrows Trust	10	£10,000
British & Foreign Schools Society Grants	34	£3,500

Student Disciplinary

Breakdown by School:

School	Number of Cases 2017-2018
ACI	4
APS	1
BEA	17
BUS	14
ENG	13
HSC	4
LSS	4
Other e.g. On Campus	1
Total	58

Types of Offence

Sexual assault	5
Drugs (possession or use)	15
Physical assault/ fighting	24
Verbal assault/ aggressive behaviour	21
Alcohol abuse	2
Stalking/ harassment	8
Racism/ homophobia	7
Theft/ criminal damage	6
IT (hacking, etc.)	2
Misuse of LSBU ID card	3
Possession/ threat to use a weapon	6
General rule breaking	5
Falsified information	6

Disciplinary Case Outcomes:

Exclusion	2
Written Warning	20
Fine	
Attendance at drugs workshop	3
Informal Verbal Warning & Conditions	2
Informal Resolution/ apology/ no further action	13
Suspension	1

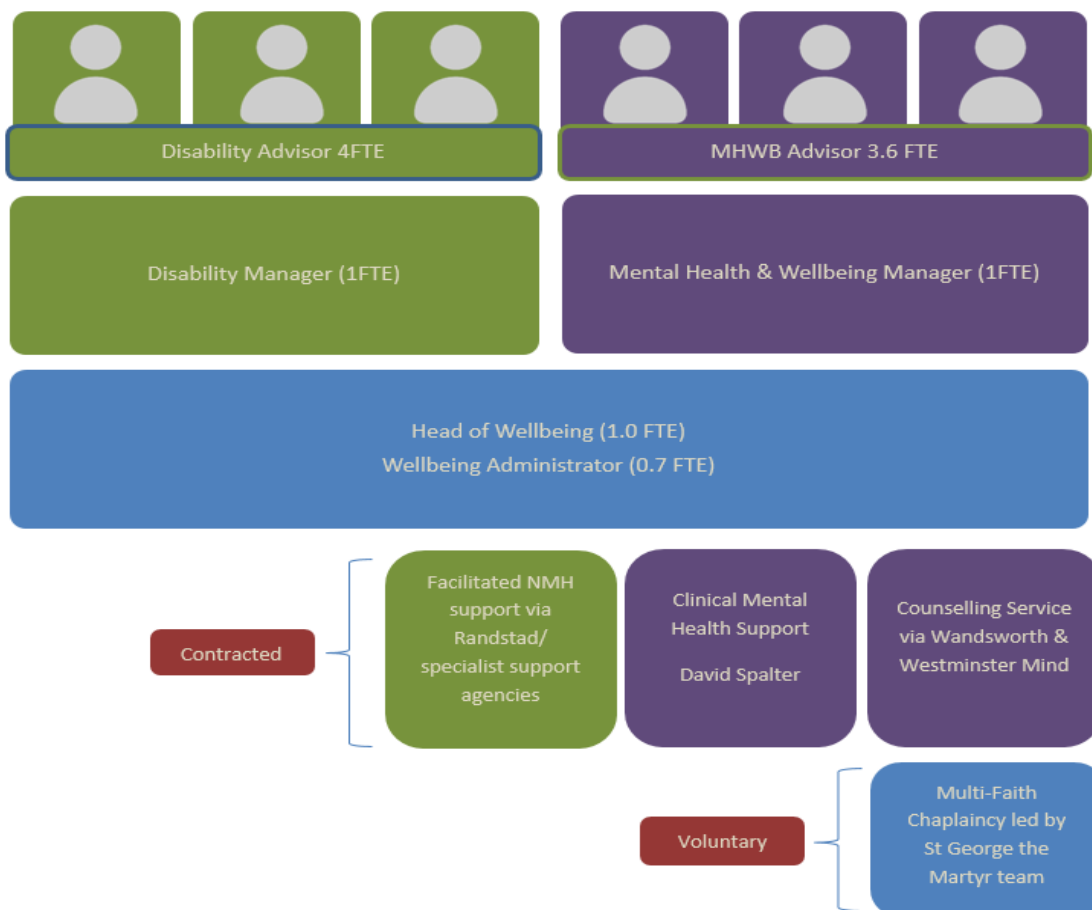
Student Wellbeing – 2017/18 at a glance

DISABILITY AND DYSLEXIA SUPPORT | MENTAL HEALTH AND WELLBEING | MULTI-FAITH CHAPLAINCY | SAFETY AND SAFEGUARDING

We provide a range of services, procedures and support aimed at allowing students to get the most from their university experience, prioritising student wellbeing. Our teams consist of experienced specialist advisers and practitioners providing a professional support and advisory service to students and staff. We are led by the input and experience of our students and by collaboration and cooperation with colleagues: we are committed to evidence based service development and place the student’s experience, safety, and successful study at the heart of all our work.

It is clear from this overview the continued increase in demand for mental health support for students alongside a growth in demand for training and support for staff.

We are a small team serving an increasing number of students; we face growing demand and complexity, internal and external scrutiny, and expectations of new expertise at an incredibly fast pace.



Disability and Dyslexia Support

- In 17/18 2,472 students, 14.4% of the student population disclosed a disability, representing £22.25 million in annual income¹
- 1,951 students with DDS support arrangements – down 4.6% on 16/17
- 3,016 appointments offered during 17/18
- 786 members of staff reached with training and workshops during the 17/18 academic year

Mental Health and Wellbeing

- 1,744 one to one student appointments booked (up 44% on previous year)
- 666 students seen by MHWB – supporting contributing to £5.9million of fee income²
- Comparing the last three academic years, appointment demand has increased by a total of 64.37% since 2015/16.
- 410 students signed up to SilverCloud online emotional support (an 80% increase on 16/17)
- 292 students referred to counselling via Mind – up 49% on 15/16

Fitness to Study

- 17 Fitness to Study cases in 17/18
- 94% related to mental health concerns and 29.5% related to concerns around psychosis
- 73.3% of cases were resolved with support and the student continued in their studies

Safety Concern Response

- 116 cases of student concern brought to Safety Concern Response (SCR) during 17/18
- Total increase 274% between 2015/16 and 2017/18.
- Nearly 1 in 3 cases related to self-harm or suicide thoughts/behaviour.
- 85% of students with self-harm/suicide concern completed their year or course during 2017/18

Sexual Violence Disclosures

- 49% increase in disclosures of sexual violence to the MHWB team during 2017/18

¹ Assuming an average annual tuition fee of £9000 per student

² Assuming an average annual tuition fee of £9,000 per student

Service performance data

Disability & Dyslexia Support (DDS) Service Data 2017/18

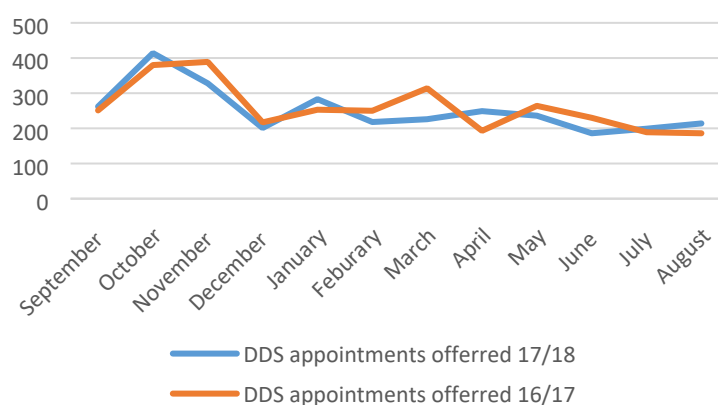
- 2,472 students disclosed a disability on QL (by registering with DDS or at application) 3.92% down on 16/17
- In 17/18 2,472 students, 14.4% of the student population disclosed a disability, representing £22.25 million in annual income
- 1,951 students with DDS support arrangements- down 4.6% on 16/17
- 79.5% of students disclosing a disability had support in place with DDS (discounting students who contacted DDS but did not require support)- down 0.5% on 16/17
- 3,016 appointments offered during 17/18
- 5,181 enquiries at the Student Life Centre about DDS support during 16/17 new support arrangements agreed 253 support arrangements updated (total up 0.65% on 16/17)
- 821 new support arrangements agreed, 253 support arrangements updated (total up 0.65% on 16/17)
- 6,598 hours of non-medical help support facilitated via Ranstad in 17/18- down 14% on 16/17 (positive move to inclusive practice / non-human dependent support/ other agencies)
- 257 17/18 applicants with direct DDS contact regarding support ahead of enrolment
- 786 members of staff reached with training and workshops during the 17/18 academic year

DDS Appointment data

Appointments take the form of 1 hour sessions, 20 minute 'quick queries' and 30 minute screening feedback sessions.

3,016 appointments available between September 2017 and August 2018. 2,331 appointments were booked, 4% down on 16/17.

DDS appointment demand comparison 17/18 and 16/17



Student numbers with DDS saw a slight decrease in 2017/18 compared with the previous year, but have still seen a significant 5 year rise (in line with the national picture of 38% increase in students declaring disabilities since 2013/14).³ However, the service has seen an increase in demand for staff facing training, with nearly 800 staff reached during the 17/18 year. This is in line with the service's organisational effectiveness planning.

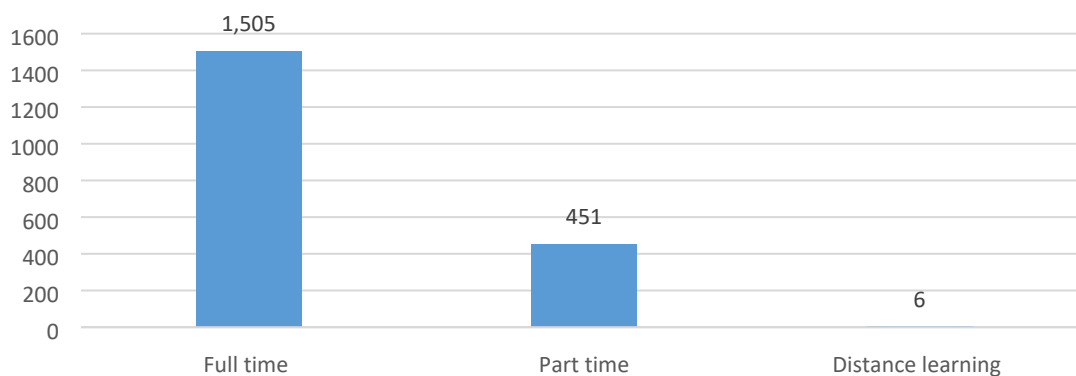
Students supported by DDS in 17/18

Blind or visual impairment	14
Longstanding illness/unseen disability	106

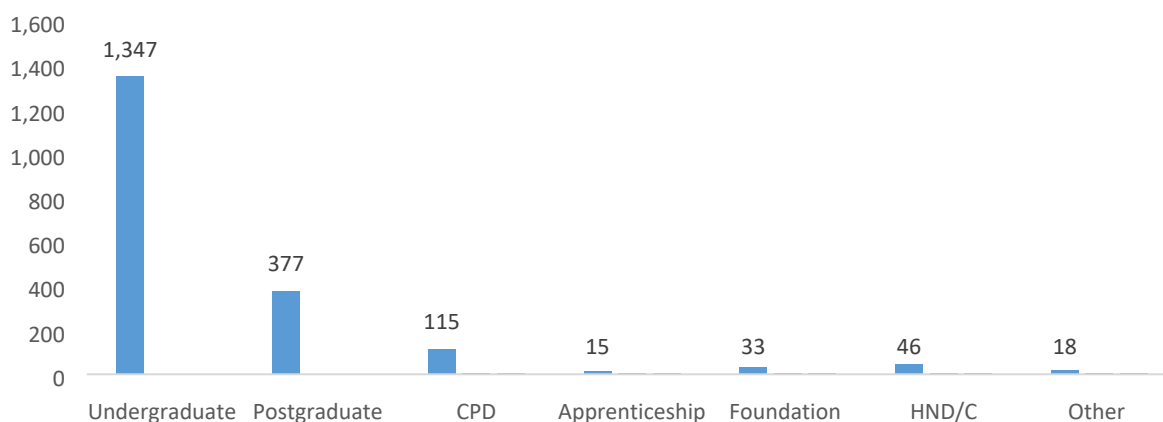
³ <https://www.gov.uk/government/news/call-for-universities-to-improve-support-for-disabled-students>

D/deaf or hard of hearing	20
Physical disability/mobility difficulty/wheelchair user	35
Social/communication difficulty e.g. Autism Spectrum Disorder	42
Mental health condition	236
Two or more disabilities	195
Specific learning difficulty e.g. dyslexia	1,22
	6
Other disability	77
Total	1,95
	1

Students with DDS support by study mode 17/18



Students with DDS support by level of study 17/18



Dyslexia screenings 17/18

- 476 screening feedback appointments offered between September 2017 and August 2018, 21.5% down 16/17
- 450 LADS screenings (LADS is an online screening programme used in conjunction with a one to one meeting with an adviser)
- 94% of referred screenings resulted in an SpLD diagnosis

Educational Psychologist Assessments / screenings

- 385 total completed assessments in the 17/18 academic year (total assessments in 16/17 was 412, down 7%)
- 18 non-attendances/cancellations

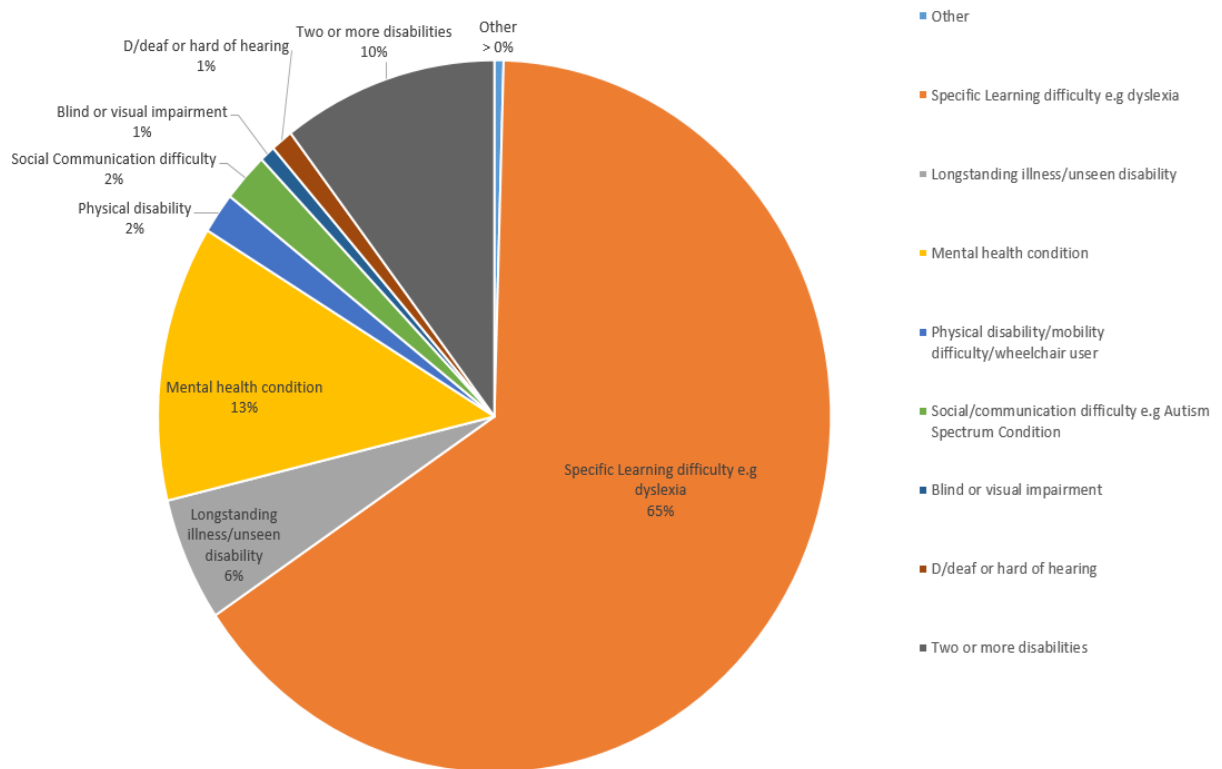
Assessment outcomes 17/18

Dyslexia	256
Dyslexia and dyspraxia	71
Dyspraxia	11
Dyslexia and dyscalculia	1
Dyslexia and visual stress	10
ADHD	3
ADHD, Dyslexia, Dyspraxia	1

ADHD, Visual stress	2
Dyslexia and ADHD	6
Dyslexia and dysgraphia	0
Dyspraxia and visual stress	1
Visual stress	3
Dyscalculia	3
No SpLD	15

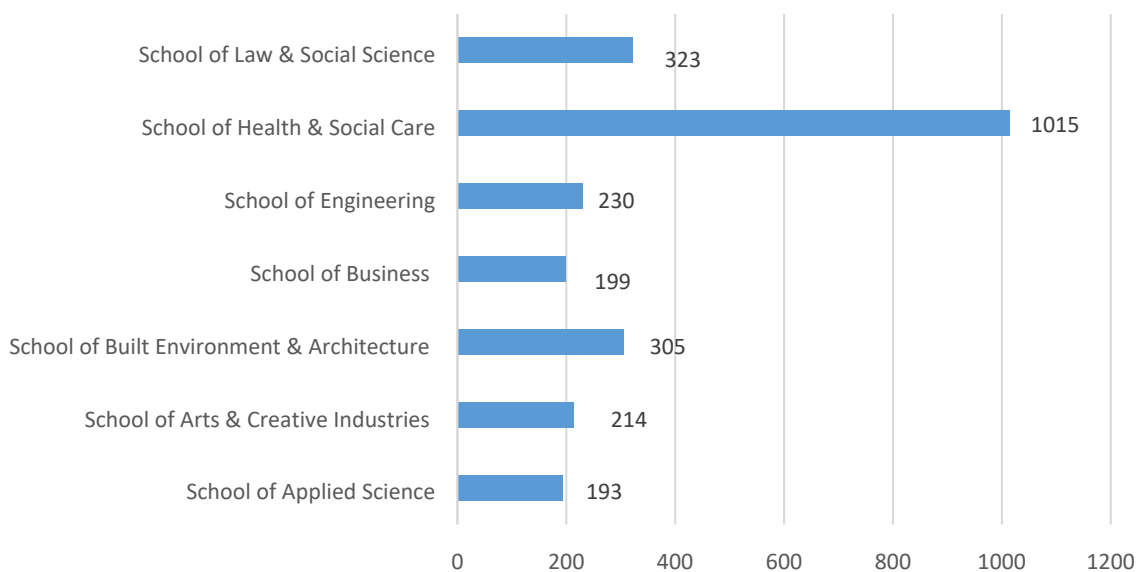
Charts and statistics – by disability type

Students with DDS support by disability type 17/18



Data by school

Students supported by School 17/18



Mental Health and Wellbeing Service data

Data from Maximizer, SID, Mind, SilverCloud – gathered 2018

In brief:

- 1,744 appointments offered in 2017/18
- 1,216 one to one student appointments booked (up 13% on previous year)
- 666 students seen by MHWB – supporting contribution to £5.9 million of fee income
- 428 students saw us as a one-off appointment (64%)
- 26% of students who came to see us lived in university accommodation (26%)
- 293 students had support in place through DDS (44%)
- 292 students referred to counselling via Mind- up 49% on 15/16
- 410 students signed up to SilverCloud online emotional support (an 80% increase on 16/17)
- 79.5% of the students who came to see us were undergraduates

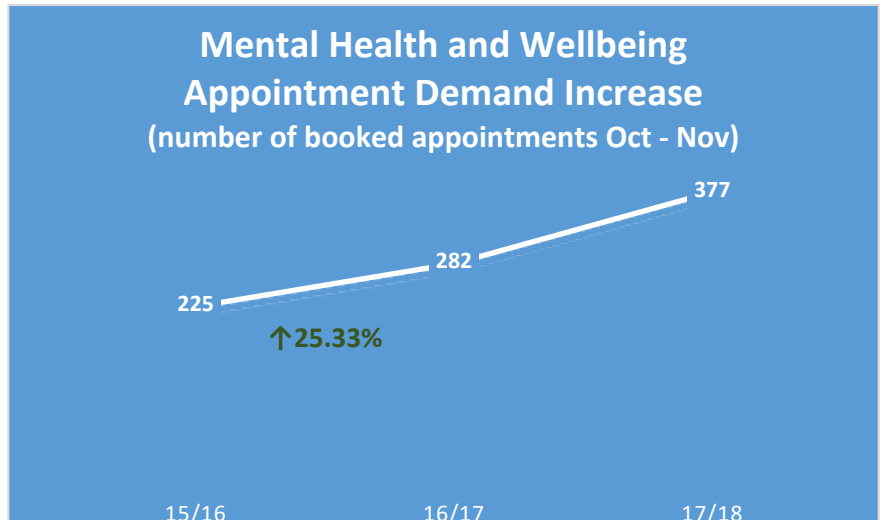
Summary of service demand

Following the year on year trend, and matching the sector, demand for support and appointments from the Mental Health and Wellbeing team continues to increase.

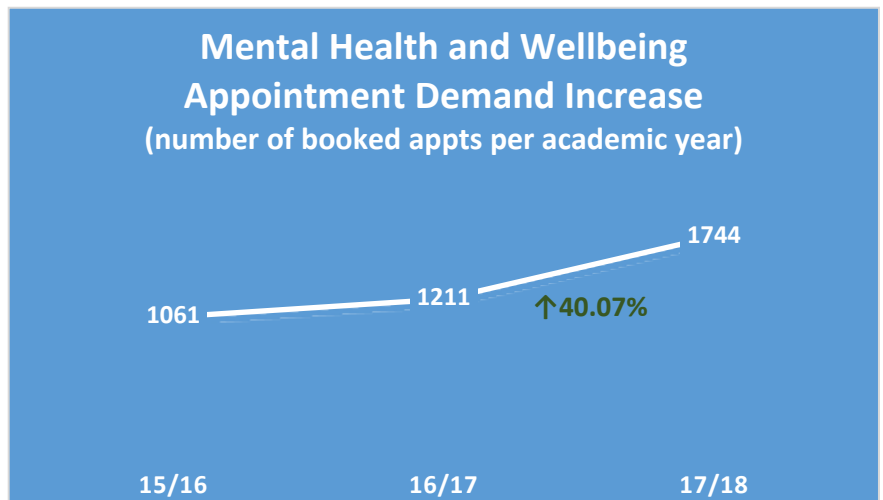
The increase in demand during the 17/18 academic year is the steepest reported to date.

Appointment demand

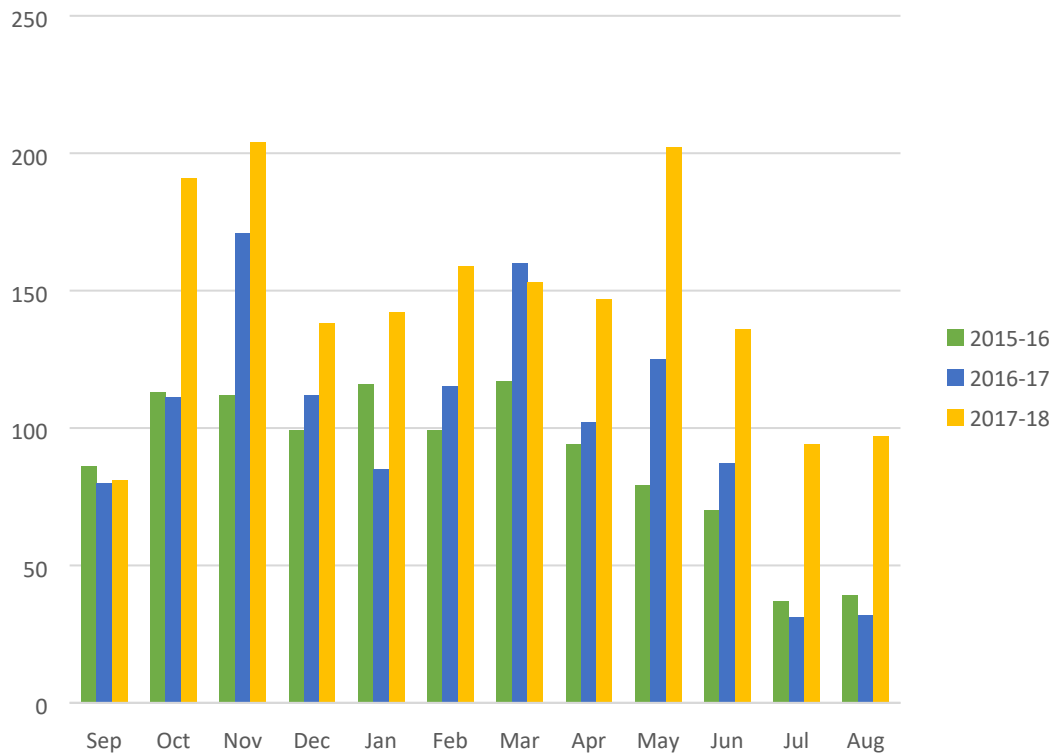
Comparing the last three academic years, appointment demand has increased by a total of 64.37% since 2015/16.



Focussing specifically on October and November, typically one of the service's busiest times, appointment demand has increased by a total of 67.5% since 2015/16.

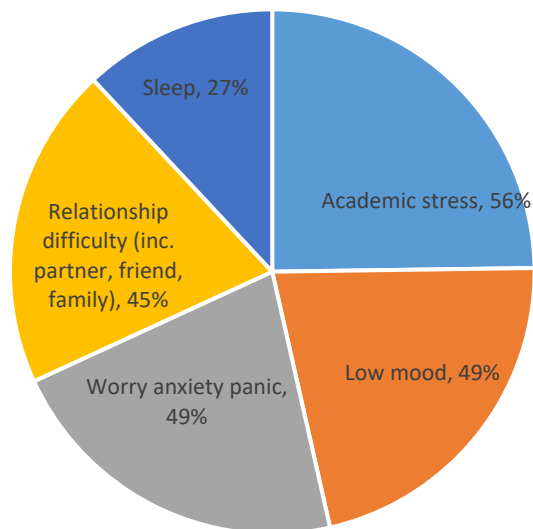


Mental Health and Wellbeing Appointment Demand comparison (number of booked appointments)



Presenting concerns

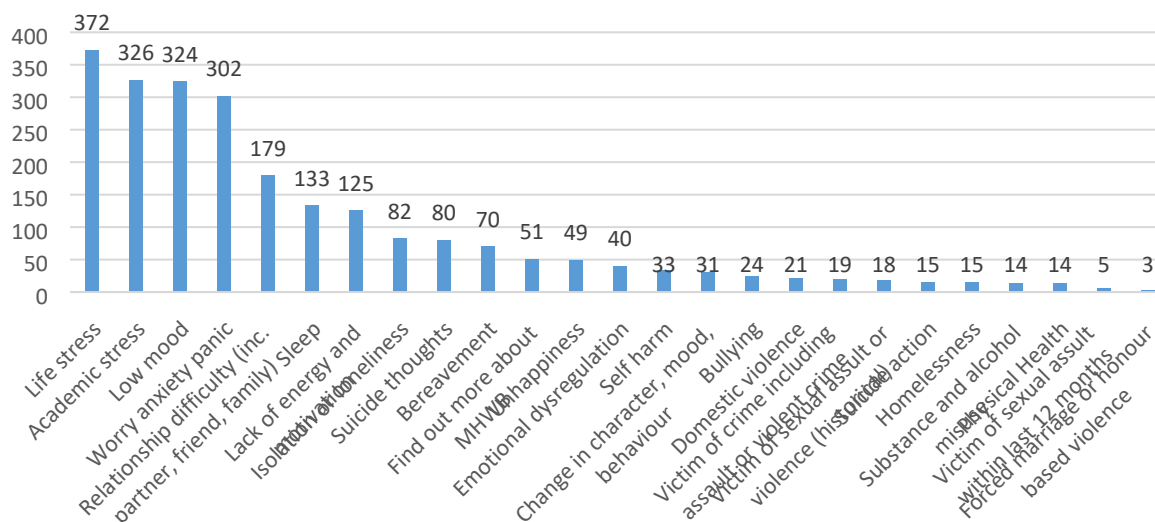
% of students presenting with concern - top 5



The Mental Health and Wellbeing team delivered one to one support to 666 students during the 17/18 academic year. Of these students, 142 presented with self-harm/suicide thoughts or behaviour. Of these students, 60% had a diagnosed mental health condition.

1 in 5 students seen by the Mental Health and Wellbeing team during 17/18 had presenting concerns of **self-harm or suicide** thoughts/behaviour

Presenting concerns in 2017/18
(students may have more than one presenting concern)



Who came to see us by school?

2017/18

	HSC	LSS	ENG	BEA	ACI	BUS	ASC
Number	242	82	60	37	110	56	79
Percentage	36	12	9	6	17	8	12

SilverCloud (online mental health support)

410 students signed up to SilverCloud support during the 17/18 year, a significant number and a clear demonstration that online, self-service support is something valued by LSBU students.

Signed up by advisor during appointment (sent personalised invitation link for programme)	89
Signed up using open link (may have found out about SilverCloud through direct contact with the team, a staff referral, or via student comms, posters, presentations etc)	321
Total students signed up	410

	Signed up through open link	Signed up by advisor	Total sign ups 2017-18
Space from stress	79	36	115
Space from anxiety	108	34	142
Space from depression	111	15	126
Space for positive body image	23	4	27
Total students signed up	321	89	410

Counselling Service: Brent, Wandsworth and Westminster Mind

During the 17-18 academic year 292 students were referred. The total number of Clinical Hours delivered since September 2017 – August 2018 are **1,194 hours**.

- 149 hours were delivered in Quarter 1 (September – November)
- 331 hours were delivered in Quarter 2 (December – February)
- 403 hours were delivered in Quarter 3 (March – May)
- 247 hours were delivered in Quarter 4 (June – August)

The providers of our clinical mental health support, Mind, acknowledged that the “overall presenting issues, complexity and multiple needs of the referral profile has been more acute and severe than was also initially anticipated. We have seen Students with complex grief, bereavement, relationship issues, and mental health diagnoses of severe and enduring conditions such as Personality Disorder, Bi-Polar Disorder and Schizophrenia”.

Positively, the recovery rate for students referred to counselling across all quarters of 17/18 was 47%. This is just under an ambitious target of 50% and represents good outcomes. It means that just under half of the students who completed treatment with Mind reported having significantly reduced levels of anxiety and depression compared to when they first started treatment. This statistic is even more impressive in light of the time-limited nature of the clinical work provided.

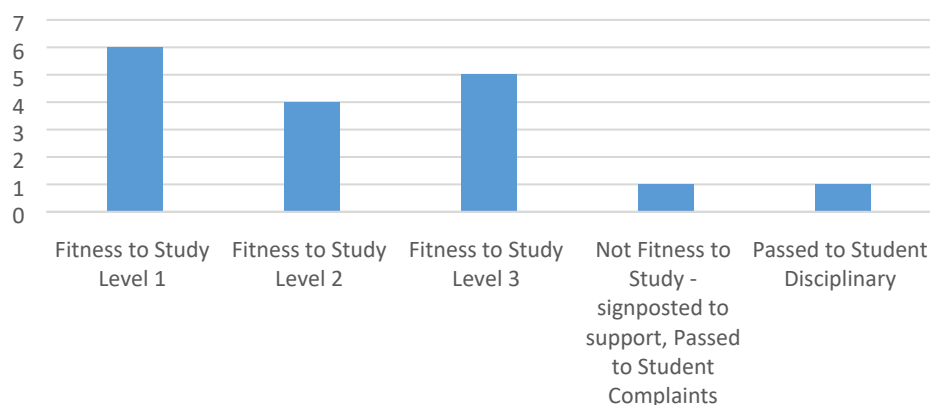
Fitness to Study

A new Fitness to Study procedure was in place for 2017/18, bringing ownership and coordination into Student Wellbeing, with cases managed in partnership with students and schools.

In the 2017/18 academic year there were 17 Fitness to Study cases of which 16 (94%) were related to mental health concerns.

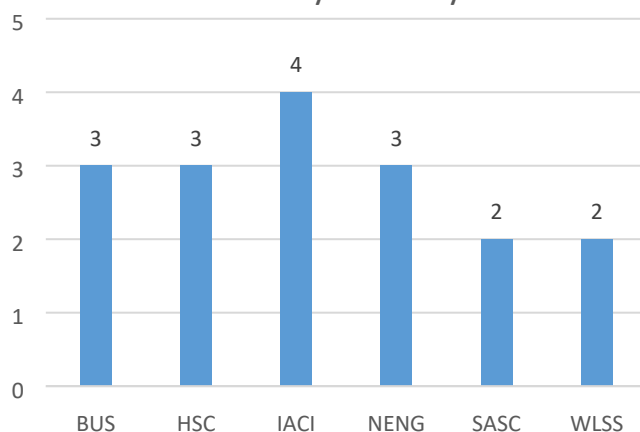
- 29.5% of cases were related to concerns around psychosis
- 18% related to behaviour impacted other students and staff
- 12% related to suicide behaviour
- one student was immediately suspended as a result of concern
- 73.3% of cases were resolved with support and the student continued in their studies

Fitness to Study outcome of referral



- 100% of six Level 1 cases were resolved with support
- 50% of four Level 2 cases were resolved with support (in the other 50% of Level 2 cases, the students chose to interrupt or withdraw their studies)
- 60% of five Level 3 cases were resolved with support and review
- 40% of five Level 3 cases had the outcome of interruption, decided by the Panel – in both cases the student was experiencing psychotic symptoms that prevented safe and successful study

Fitness to Study cases by School



Safety Concern Response Meetings

The Safety Concern Response Meeting is chaired by Head of Wellbeing and comprises Wellbeing, Halls, Security, Health and Safety. The purpose is to discuss significant student safety concerns and identify risk along with mitigating action.

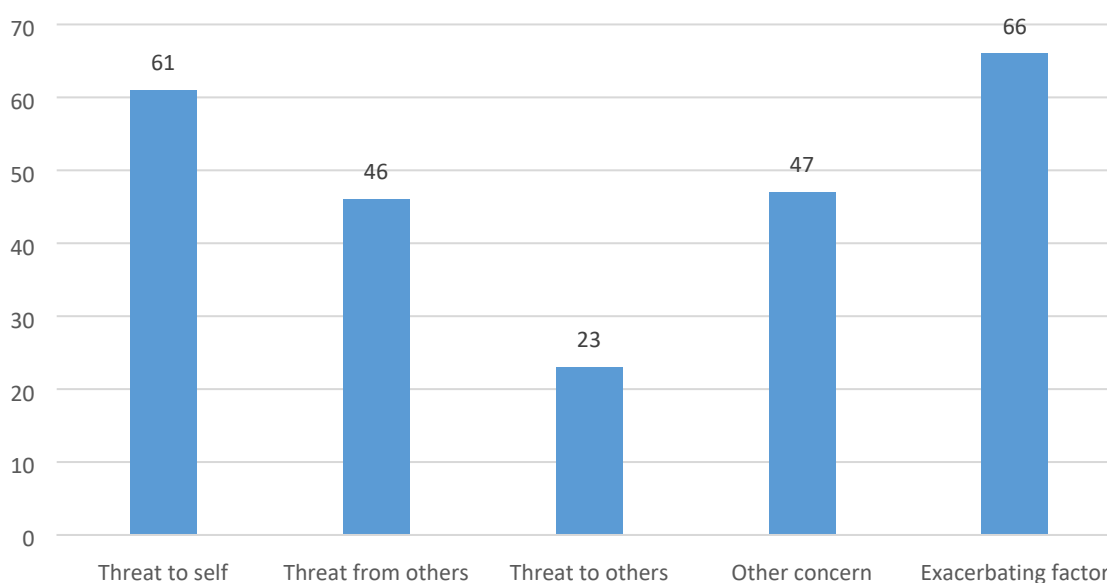
There were 116 cases of student concern brought to Safety Concern Response (SCR) during 17/18.

Year	2015-2016	2016-2017	2017-2018
Number of cases	31	74	116
% increase	-	138.8%	55.4%

Total increase 274% between 2015/16 and 2017/18.

- 32 students presented with self-harm/suicide thoughts or behaviour – specifically 15 students presented with suicide behaviour (trying to end their life).
- 10 students presented with concerns around psychosis.
- 24 students presented with concerns around alcohol/drug use.

SCR students by concern category



Nearly **1 in 3** Safety Concern Response student cases during 17/18 related to **self-harm or suicide** thoughts/behaviour.

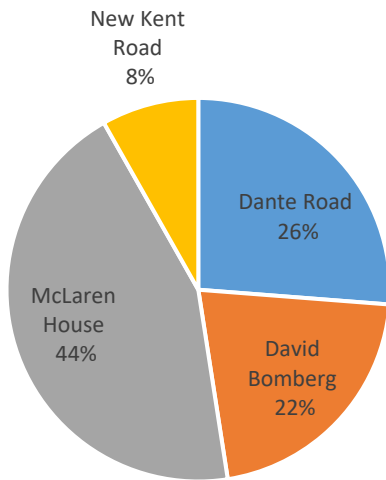
For students presenting with self-harm or suicide thoughts/behaviour, the outcomes of intervention, referral and support coordinated by Safety Concern Response are overwhelmingly positive.

85% of students under Safety Concern Response with self-harm/suicide concern **completed their year or course** during 2017/18.

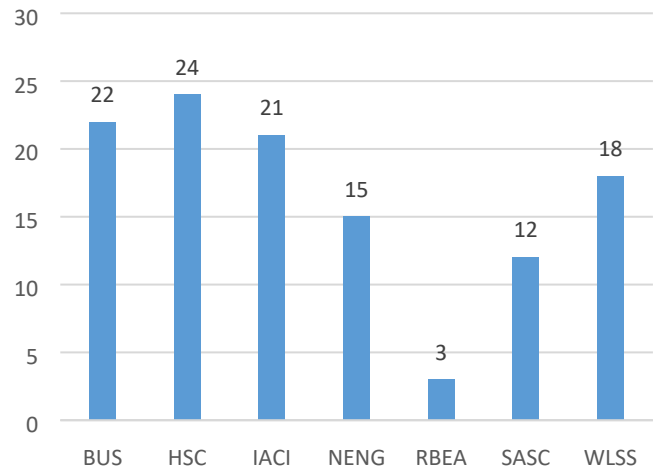
Just over half (53%) of students discussed at SCR were in halls.

Of those in halls, the majority of cases were in McLaren House (the largest halls of residence):

SCR by halls



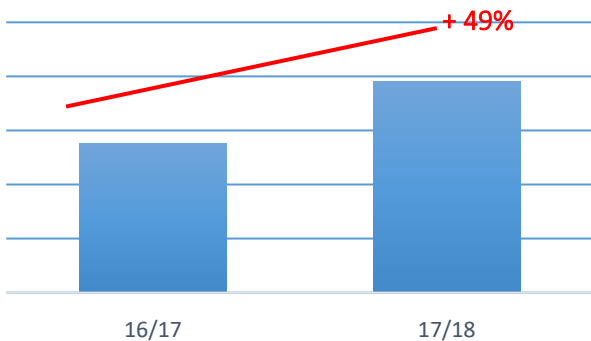
Safety Concern Response cases by School



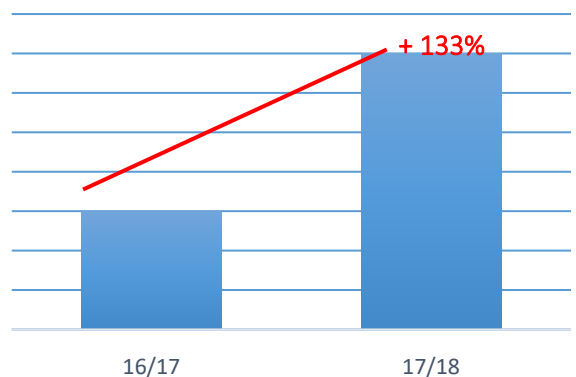
Sexual violence disclosures and support

A particular area of increase is in the number of disclosures of, and requests for support in dealing with, sexual violence. Sexual violence is any unwanted sexual act or activity including harassment, assault, rape, child sexual abuse, domestic violence. The increase in disclosures of sexual violence at LSBU is in line with a national increase. The increasing demand for support and response in this area, alongside the general increase in demand across the MHWB service and the rise in complexity, will continue to place pressure on a very small team without consideration to future resource growth.

% increase of students accessing MHWB support where sexual violence was a presenting concern



% increase of reports of sexual misconduct to Student Disciplinary



Successful completion of £43k HEFCE Catalyst Project – student safeguarding
Sector leading Sexual Violence risk/case management response
Successful bid for second HEFCE Catalyst Project - £48k
Development of specialist deaf guidance for sector
Student Wellbeing Podcast: Thrive!
Procurement of new providers of specialist disability support
Inclusive Practice
Upgrade to Customer Records Management system
Wellbeing workshops and events and staff training
Embedded wellbeing and resilience sessions with courses
DDS and MHWB student engagement

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Agenda Item 9

	INTERNAL
Paper title:	Equality, Diversity and Inclusion Annual Report
Board/Committee:	Student Experience Committee
Date of meeting:	15 May 2019
Author(s):	Shân Wareing
Sponsor(s):	Shân Wareing, Chief Operating Officer and Deputy Vice-Chancellor (Education)
Purpose:	For Review
Recommendation:	The Committee is requested to review the information in the EDI report.

Executive Summary

Attached is the Equality, Diversity and Inclusion Annual Report for 1 August 2017 – 31 July 2018.

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Equality, Diversity & Inclusion

Annual Report

1 August 2017- 31 July 2018

Contents

1. Who We Are At LSBU
2. Recognition and acknowledgements
3. Meeting the duty
4. Workforce dashboard
5. Student dashboard
6. Academic Promotions
7. Learning & Development
8. Student Satisfaction
9. Key Partnerships
10. Key Achievements
11. Highlights
12. Key themes arising
13. Looking Ahead



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South Bank
University**

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1. Who We Are At LSBU

London South Bank University is a vibrant, diverse university, with sites based in Southwark and Havering. London South Bank University is one of London's largest and oldest higher education (HE) providers with a proud history of preparing students for industry and the professions dating back to 1892.

We are a cosmopolitan university and in 2017-2018 over 17,000 students from 130 countries studied here.

- 97% from state schools
- 70% are mature/returners
- 53% of our undergraduate students identify as BME
- 46% state that their parents have no HE qualifications and we have high participation from students who would have been entitled to free school meals, an indicator of socioeconomic disadvantage.

We contribute to education, enterprise and research through seven academic schools and ten PSGs. In 2016-2017, we had almost 2000 staff, of whom 44% were in professional services and 56% were in academic, research or teaching roles.

Our successes have received national recognition.



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2. Recognition and acknowledgements

As a public body, we have responsibilities under the Equality Act (2010) with which we have to comply. As an organisation, not only do we take action to fulfil our duties under The Act, but we also strive to make a real impact in the experience of our students and staff.



We gained a silver rating in the 2017 Teaching Excellence Framework (TEF). This is based around metrics of students' perceptions of their experience, retention and employment outcomes.



The university's Academy of Engineering at South Bank was rated "Good" by Ofsted in 2017.



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



'University of the Year for Graduate Employment' for an unprecedented second year running by The Times and The Sunday Times Good University Guide 2019.



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3. Meeting our PSED duties

Under the Public Sector Equality Duties (PSED) of the Equality Act 2010, we must act with due regard to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The EDI Steering Group was created in 2015 to ensure our compliance with the PSED and support the delivery of our Diversity & Inclusion Strategy.

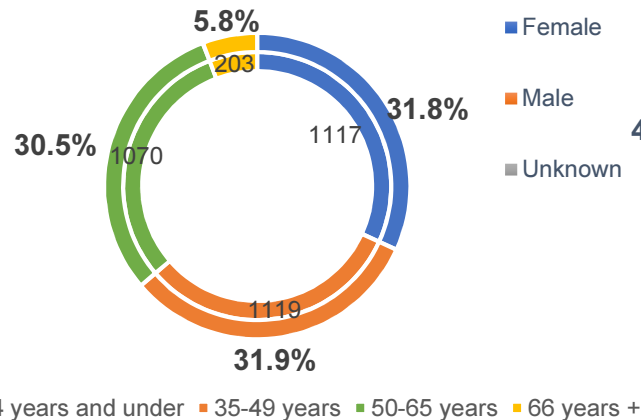
We have HR policies and initiatives in place in support of our PSED. Our EDI policy and the Bullying and Harassment Policy reinforce our compliance. The Equality Act 2010 defines harassment as unwanted conduct related to relevant protected characteristics. All members of LSBU have the right to work & study in environment free from this.

One initiative example is the Dignity at Work Advisers Scheme. This is in place to advise staff if they feel they are being bullied and harassed; and provide signposting to further support.

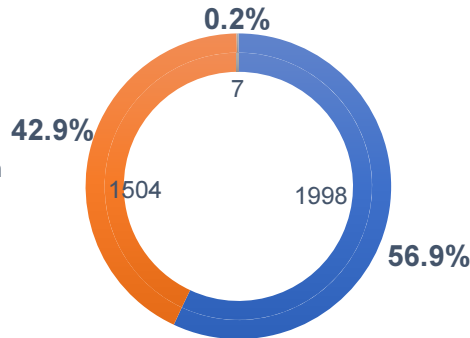
Please refer to Section 11 for further details of our initiatives.

4. Workforce dashboard

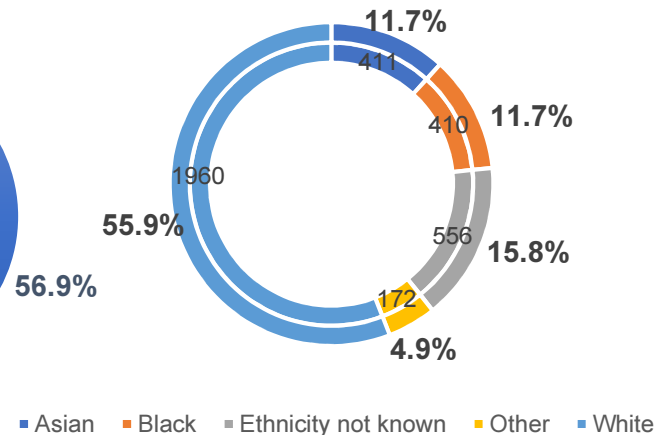
Age



Gender

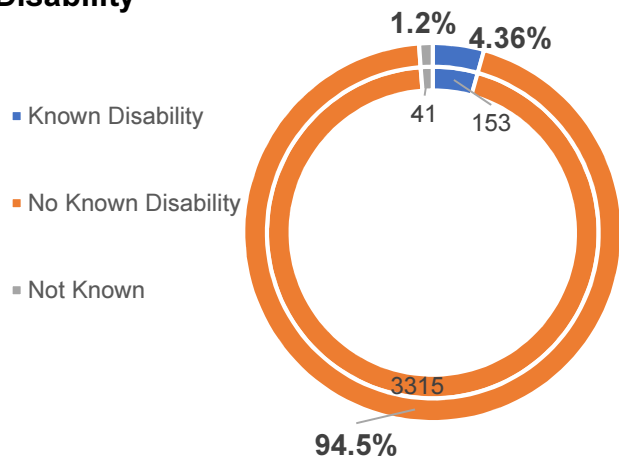


Ethnicity

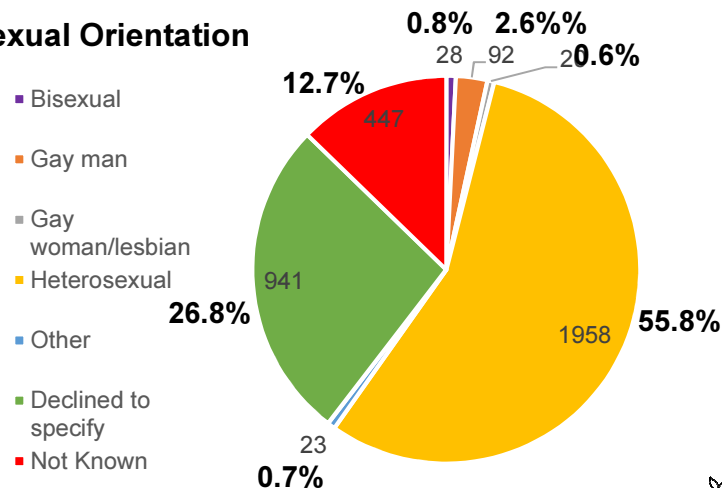


Page 52

Disability



Sexual Orientation



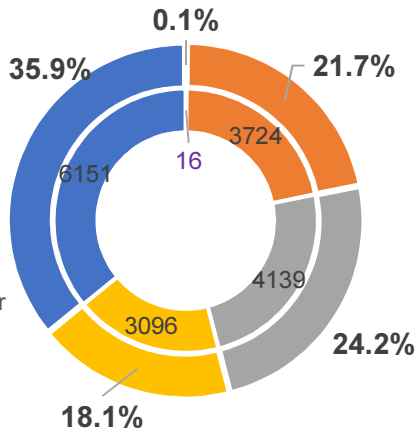
London South Bank University

Source: HESA data 2017-18, Permanent (1551) and Fixed term staff (1958)

5. Student dashboard

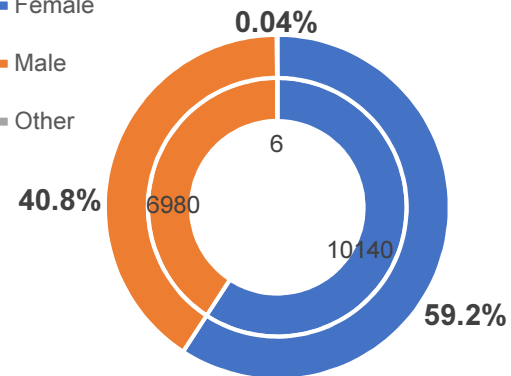
Age

- 17 years and under
- 18-20 years
- 21-24 years
- 25-29 years
- 30 years and over



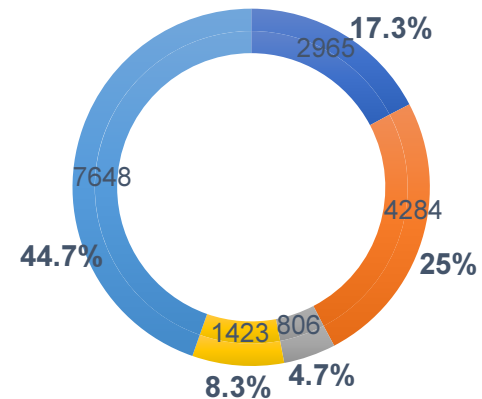
Gender

- Female
- Male
- Other



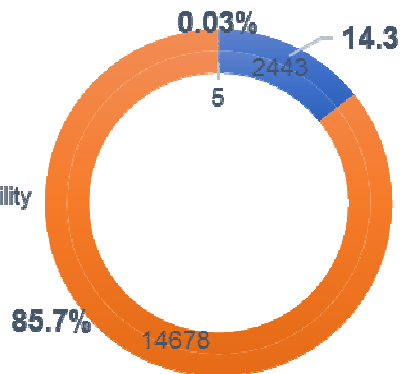
Ethnicity

- Asian
- Black
- Ethnicity not known
- Other
- White



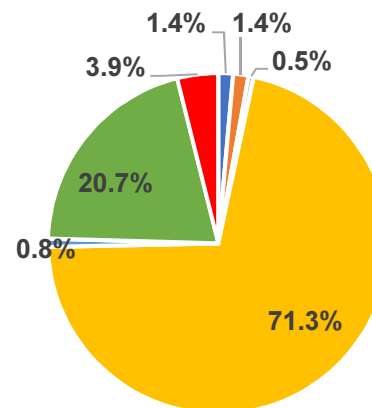
Disability

- Known Disability
- No Known Disability
- Not Known



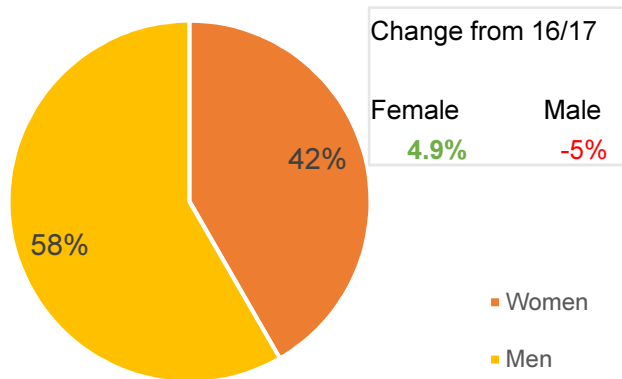
Sexual Orientation

- Bisexual
- Gay man
- Gay woman/Lesbian
- Hetrosexual
- Other
- Information refused
- Not Known

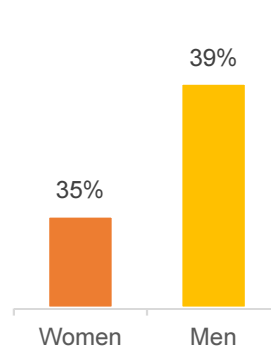


6. Academic Promotions

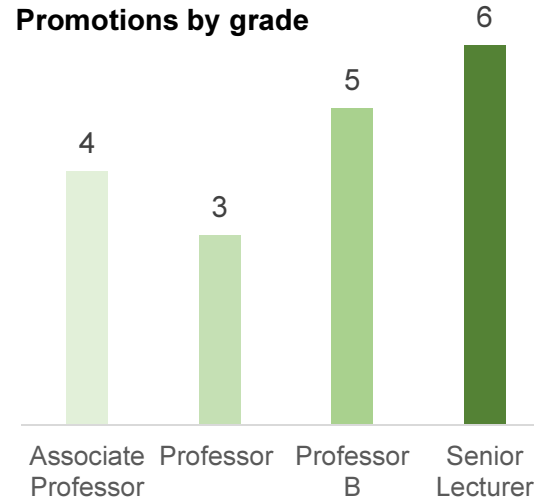
In 2018 48 people applied for promotion



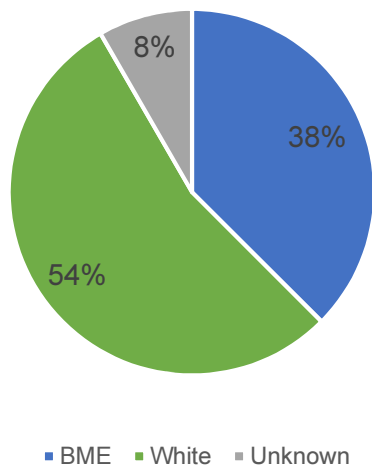
Promoted 18/48



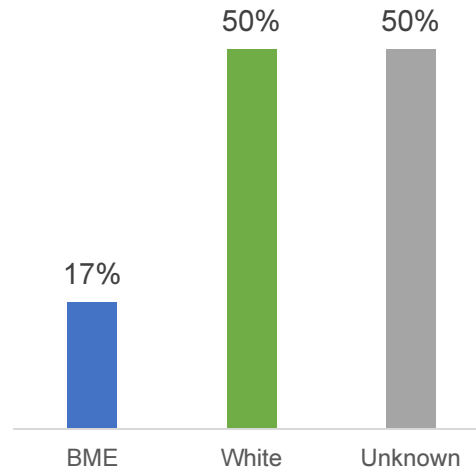
Promotions by grade



Applications by Ethnicity



% of applications promoted

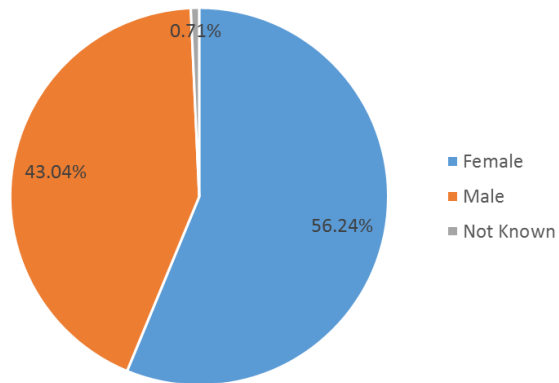


Note: Going forward we are developing a system which will enable us to collate and measure promotions within our Professional Services Groups

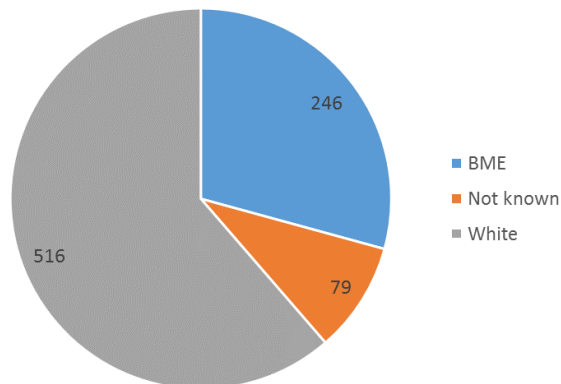
7. Learning & Development

841 staff members, including Hourly Paid Lecturers (HPLs), attended classroom-based Equality & Diversity training. With our new HR system, we now able to report completion rates on gender and ethnicity.

Gender Breakdown of EDI Training 2017/2018



Ethnicity Breakdown of EDI Training 2017/2018



School/PSG	Completed
Enterprise	18
PSG - Academic Related Resources & Support	106
PSG - Estates and Academic Environment	57
PSG - Executive Office	15
PSG - Finance and Management Information	63
PSG - International	11
PSG - Marketing, Admissions and Communications	24
PSG - People and Organisation	23
PSG - Research Enterprise and Innovation	19
PSG - Student Support and Employment	76
PSG - Teaching Quality and Enhancement	30
School of Applied Sciences	13
School of Apprentices	4
School of Arts and Creative Industries	22
School of Business	37
School of Engineering	55
School of Health and Social Care	181
School of Law and Social Science	25
School of the Built Environment and Architecture	62
Grand Total	841

EDI online training completion rate 72%



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8. Student satisfaction

77% of students completed the National Student Satisfaction (anonymous) Survey.

Findings:

- ➔ BME students had a better experience than their white counterparts, especially in the areas of assessment and feedback, and academic support.
- ➔ Our results are different compared to the national picture with white students having higher satisfaction.

However we find that BME students have lower rates of attainment in comparison to their white counterparts.



8. Student satisfaction

National Student Satisfaction Survey Results

NSS Question	17/18 % Agree	16/17 % Agree	Non-white % Agree	16/17 % Agree	Not known % Agree	16/17 % Agree	White % Agree	16/17 % Agree
The teaching on my course	80.95	82.56	82.98	85.51	73.61	84.7	78.95	78.77
1. Staff are good at explaining things.	84.26	86.82	85.85	88.79	75.93	95.52	82.86	83.72
2. Staff have made the subject interesting.	78.07	78.8	78.46	80.97	72.22	83.58	77.94	75.76
3. The course is intellectually stimulating.	81.6	82.64	84.21	85.77	77.78	76.12	78.69	79.3
4. My course has challenged me to achieve my best work.	80.02	82.11	83.68	86.7	68.52	83.58	76.32	76.37
Learning opportunities	82.36	83.11	83.3	85.83	80.86	85.57	81.3	79.59
5. My course has provided me with opportunities to explore ideas or concepts in depth.	80.61	83.16	81.61	85.36	83.02	88.06	79.26	80.07
6. My course has provided me with opportunities to bring information and ideas together from different topics.	83.46	82.36	83.9	86.04	79.25	86.57	83.18	77.53
7. My course has provided me with opportunities to apply what I have learnt.	83.07	83.91	84.55	86.11	79.63	82.09	81.49	81.35
Assessment and feedback	69.62	71.1	71.01	73.41	63.89	70.52	68.29	68.3
8. The criteria used in marking have been clear in advance.	71.22	73.6	71.63	76.11	64.81	71.64	71.11	70.66
9. Marking and assessment has been fair.	68.74	68.47	67.91	68.88	64.81	62.69	69.98	68.41
10. Feedback on my work has been timely.	67.75	70.06	71.56	73.31	51.85	69.7	64.11	66.08
11. I have received helpful comments on my work.	70.87	72.3	72.91	75.38	74.07	77.27	68.21	68.14
Academic support	75.22	79.12	77.03	81.18	70.37	84.08	73.34	76.19
12. I have been able to contact staff when I needed to.	79	82.92	80.69	84.13	75.93	84.85	77.15	81.29
13. I have received sufficient advice and guidance in relation to my course.	75.55	79.07	77.83	82.18	70.37	83.58	73.11	74.88
14. Good advice was available when I needed to make study choices on my course.	71.14	75.66	72.6	77.29	65.38	83.58	69.7	72.98
Organisation and management	67.99	70.22	72.63	75.26	72.22	72.39	62.13	63.88
15. The course is well organised and running smoothly.	60.49	63.02	67.7	69.42	68.52	72.73	51.3	54.43
16. The timetable works efficiently for me.	72.64	75.69	74.58	79.51	74.07	71.64	70.2	71.33
17. Any changes in the course or teaching have been communicated effectively.	70.79	72.25	75.64	77.22	74.07	73.13	64.78	66.08
Learning resources	83.54	86.95	85.79	88.99	81.48	84.58	80.94	84.63
18. The IT resources and facilities provided have supported my learning well.	80.52	85.47	84.93	88.13	75.93	86.36	75.49	82.14
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.	86.57	89.92	88.06	91.6	79.63	89.39	85.18	87.91
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	83.98	85.63	84.9	87.19	88.89	77.27	82.57	84.37
Learning community	76.45	78.21	79.92	81.81	63.89	78.36	73.02	73.78
21. I feel part of a community of staff and students.	68.07	69.76	72.48	75.67	51.85	71.64	63.74	62.37
22. I have had the right opportunities to work with other students as part of my course.	85.11	86.72	87.32	88.05	75.93	84.85	82.97	85.23
Student Voice	71.92	73.62	74.91	76.75	71.6	78.11	68.33	69.45
23. I have had the right opportunities to provide feedback on my course.	82.24	82.94	82.99	84.62	79.63	83.58	81.5	80.84
24. Staff value students' views and opinions about the course.	72.2	74.72	75.66	78.05	70.37	79.1	68.11	70.29
25. It is clear how students' feedback on the course has been acted on.	61.53	63.23	66.38	67.66	64.15	71.64	55.48	57.16
Overall satisfaction	79.03	81.22	81.46	84.83	74.07	79.1	76.39	76.96

8. Student satisfaction

➔ **The attainment gap** – the difference between BME and White students attaining a first or 2:1 class degree has been a major challenge for the HE sector over the past 10 – 15 years. LSBU 2017/18 gap is **14.3%** down 4.5% from 2016/17. The gap across the UK HE is **13.2%**.

A challenge moving forward is how we (and the sector) tackle this issue.

We are taking a number of positive steps to tackle this issue head on through the implementation of initiatives and groups. The LSBU Quality & Standards Committee are working on BME attainment, whilst the Race Equality Chartermark Steering & Advisory Group work underway has resulted in pan-institutional engagement to understand our data, processes and culture with a view to embedding long term change.

➔ **Employability:** The Destination of Leavers from Higher Education (DLHE) collates details of graduates entering the job market. Of those who completed the survey, it shows a steady year on year improvement of students who secured graduate-entry level jobs.

As a part of her role in providing external expertise to the LSBU EDI Steering Group, Dr Marie Stewart was commissioned to produce and publish a report looking at student retention and success at LSBU, which has since been used to shape our work on attainment and outcomes.

8. Student satisfaction

➔ Beyond the statistics, we are proud of our students' professional success. We engage with our alumni and involve them in inspiring current students, through events and activities.

2017/18		Employment performance Indicator (EPI) (UK domiciled full-time first degree leavers who say they are working or in study)
		In graduate level work or study
Total students		88%
Gender		
Female		90%
Male		84%
Age		
18-20 years old		79%
21-24 years old		85%
25-29 years old		91%
30+ years old		94%
Disability		
Known disability		90%
No known disability		87%
Ethnicity		
BME		85%
White		91%
Ethnicity not known		82%



Karl's story (ENG): <https://youtu.be/67MTYPGtw1Y>



Nureen's story (APS): https://youtu.be/vFMs7hgQ_M



Joao's story (ENG): <https://youtu.be/ChucRlgrX8>



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



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



9. Key Partnerships

With the support of our EDI Steering Group, LSBU has worked with a range of external partners and stakeholders to promote diversity and inclusion across our university.



We have participated in various peer reviews and contributed to surveys such as '*Equality, Diversity & Racism in the Workplace*', the largest research study of its kind in the UK with over 24,000 responses.



We work with the Leadership Foundation (now Advance HE) to identify and fund BAME staff that may benefit from attending the 'Diversifying Leadership' programme. LSBU had the largest presence on the programme in 2017/18. We are currently identifying staff to attend the 2019 programme.



We worked with this organisation to introduce new policies such as our Reasonable Adjustment policy, as well as helped strengthen our Flexible Working policy to incorporate best disability equality practice. We also worked together to shape the Disability Action Plan. BDF has adopted a member of our Executive Team, Executive Director of People and Organisation, as one of its partner champions to speak positively about disability equality at external events. We continue to work with BDF to help educate our employees to be disability smart.



9. Key Partnerships



We worked extensively during 2016-17 with the ECU (now part of Advance HE). We have participated in Athena SWAN and Race Equality Charter Marks, attended key events and submitted staff members to become assessor/panel members for future external assessment panels. LSBU was selected to take part in an ECU-facilitated national research studies about women and men in STEMM subjects. Over 100 academics from LSBU partook in this survey, which has provided valuable insights for our Athena SWAN submission. LSBU is also participating in one of ECU's BME Leadership Programmes, which will form part of a study for the Leadership Foundation and ECU in 2017-18.



In 2017, LSBU became a Global LGBT+ Diversity Champion in recognition of our work worldwide, with educational partners in North America and Africa. We contributed to the Global Index and we also participated in the annual Workplace Equality Index.



10. Key Achievements

The University made significant progress in promoting diversity and inclusion



The Equality Chartermark is facilitated by the ECU, this national award monitors Higher Education Institutions progress towards Race Equality for both students and staff. Although on this occasion we did not achieve the bronze award, during 2017-18 we initiated a full programme of work to embed the key principles of Race Equality.

Our Race Equality work included:

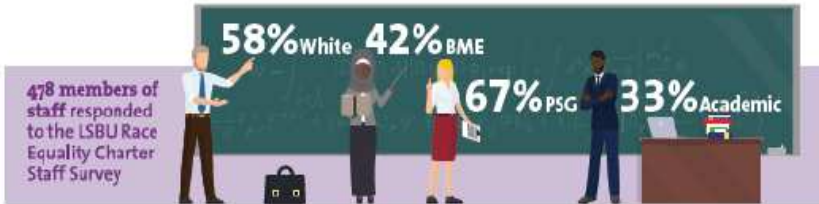
- ➔ Delivering race-specific training in 14 town hall staff meetings and 20 professional services staff meetings
- ➔ Conducted student and staff consultation to drive engagement across the institution in the race equality agenda via student survey, recruitment and training of 5 student ambassadors, 6 focus groups to explore key themes creation of briefing packs with support from the Pro Vice Chancellor of Education and Student Experience to reinforce the importance of the consultation work
- ➔ Worked with our staff network, EquiNet to promote and encourage participation in the staff survey and then worked in collaboration with Business in the Community to address the findings. The findings were then presented to 7 schools and 10 professional service departments.
- ➔ Designed institution wide specific race equality action plan in collaboration with 10 Heads of Service, School of Arts Creative and the Student Union
- ➔ Collaborated with the School of Arts Creative Industries and the Student union to successfully produced a race equality recording 'Hear Our Voice' for distribution at the Staff conference



**London
South Bank
University**

EST 1892

Race Equality Charter Staff Survey Results



The ethnic diversity of LSBU impacts on my sense of belonging

33% of White Staff agreed 45% of BME Staff agreed

I find the appraisal process useful

57% of White Staff agreed 50% of BME Staff agreed

From what I have seen, LSBU undertakes recruitment and selection fairly and transparently

80% of White Staff agreed 49% of BME Staff agreed

There are opportunities to develop in my role

73% of White Staff agreed 53% of BME Staff agreed

I have been encouraged to apply for promotion

44% of White Staff agreed 33% of BME Staff agreed

I am progressing well on my course

91% of White Students agreed 83% of BME Students agreed

If I formally requested flexible working arrangements I am confident that the request would be granted if at all possible

70% of White Staff agreed 62% of BME Staff agreed

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

67% of White Staff agreed 51% of BME Staff agreed

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

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

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

Race Equality Charter Student Survey Results



I would recommend my institution to a prospective student

73% of White Students agreed 75% of BME Students agreed

The ethnic diversity of LSBU impacts on my sense of belonging

36% of White Students agreed 59% of BME Students agreed

I anticipate that I will graduate with Good Honours (1st or 2:1)

40% of White Students agreed 66% of BME Students agreed

I am progressing well on my course

91% of White Students agreed 83% of BME Students agreed

When relevant, issues of ethnicity and race are included in academic discussions

56% of White Students agreed 53% of BME Students agreed

I have a good understanding of the graduate employment opportunities available to me

51% of White Students agreed 61% of BME Students agreed

I regularly attend student union events

13% of White Students agreed 26% of BME Students agreed

Where relevant, I would consider a postgraduate course

67% of White Students agreed 51% of BME Students agreed

Where relevant, I would undertake a PhD

39% of White Students agreed 48% of BME Students agreed

"The university has helped me build so much confidence that I lacked in high school due to being one of only three black people in my whole year of over 300 students. I was so surprised when I came to LSBU. It opened my eyes and made me so comfortable. It brought out the real me"

"I am a minority in my cohort but have made friends with everybody without exception, these people are open, intelligent and giving and I'm proud to know them"

"LSBU may be ethnically diverse, but the interaction between students is based on ethnicity. Students tend to segregate themselves, and rarely mix during lectures"

Key Themes
 Anonymous marking could potentially address any bias
 A desire to see more BME professors
 More integration between students from different backgrounds
 LSBU has an inclusive and welcoming environment
 LSBU professors are very knowledgeable and helpful

10. Key Achievements



Athena SWAN: Facilitated by the Equalities Challenge Unit (ECU) this national award benchmarks the steps LSBU has taken to progress gender equality (see also Section 3, 'Policies'). The Self-Assessment Team (SAT), which is integrated in our governance framework continue to progress the Athena SWAN Institutional action plan to ensure we deliver positive outcomes. We have already undertaken key activities and continue to work towards achieving institutional Bronze in 2019.

Our Gender equality work included:

- ➔ Introduce KPI's that were agreed and supported at Board level
- ➔ EDI committee and Board working hard to ensure Athena SWAN actions align with wider EDI objectives and the corporate strategy
- ➔ Review and narrowing of the gender pay gap - 6.7% (mean), 5.4% (Median). The Higher Education sector benchmark is 12% amongst all academics.
- ➔ Improvement in the collation, monitoring and analysis of our data
- ➔ Putting processes in place to ensure diverse candidates are appointed
- ➔ Increased visibility of underrepresented groups by ensuring gender balance and intersectionality is considered in all events and marketing material.
- ➔ Continued efforts with providing practical wellbeing support to staff via Dignity at Work programme and made improvements to working parents provisions.

11. Highlights

Some of our highlights across the year

International Women's Day

A combination of career, health and wellbeing Events were held across the institution between 5-9th March many of which was run by our staff network **GenderNet**. The university also published a Press for Progress Video that was communicated via the intranet and social media channels.



Our staff network **EquiNet** put on a large programme of events across the university to celebrate including keynote speakers, celebration of dance, music and food. The network has over 240 members.

SONET our staff LGBT network handed out 1000 rainbow lanyards across LSBU. They also put on a variety of events to drive LGBT inclusion. This included keynote speaker events, LGBT History Month, celebration and entry in London Pride

11. Highlights



Dignity at Work: Since the scheme launched in January 2017 we now have 11 full trained and equipped Dignity at Work Advisers from across the university. The scheme, the first of its kind here at LSBU, has a diverse range of Advisers. It aims to support staff who feel they are not being treated with dignity, respect and courtesy; advise staff if they feel they are being bullied and harassed; and signpost staff to further support.



To help foster an inclusive culture we delivered 9 workshops. Topic examples:

- Understanding Reasonable Adjustments
- Unconscious bias
- Inclusive Curriculum Framework
- How do we make our students experience more inclusive



We had a category of Excellence in Diversity & Inclusion where we received 17 nominations. We recognised three outstanding members of staffs contributions.



We also organised our third successful annual Staff Networks BBQ, this year's was the largest to date. The purpose of the event is to celebrate the key achievements the staff networks have undertaken in promoting the equality agenda. Over 100 colleagues attended to support the event.



TEAM LSBU



12. Key Themes Arising

(from benchmarking tools)

Stonewall workplace equality index

- HR policies are not fully inclusive in the language used
- Absence of transgender guidance from the organisation
- Ally programme
- Missing evidence on activities and impact



Race Equality Charter

- Ally programme
- Career progression
- Contract types
- Student Attainment



Athena SWAN

- Career progression for women
- Ally programme
- Lack of role models
- Contract types



13. Key Priorities

Upon review of our quantitative and qualitative data going forward we shall be focusing on:

- Reducing the attainment gap and other achievement differentials between student demographic groups
- Implementing the action plans for race equality (REC) and gender (Athena SWAN) advancement including addressing pay gaps
- Address employee survey themes via a cross organisational approach in order to attract, retain and develop our diverse community of talented staff

To achieve these will require commitment from leadership, staff resources, investment in staff development and a can-do approach to career pathways.

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	CONFIDENTIAL
Paper title:	Student Voice Reports
Board/Committee:	Student Experience Committee
Date of meeting:	15 May 2019
Sponsor(s):	Pat Bailey, Provost
Purpose:	To note

Executive Summary

Attached are the following Student Voice reports:

1. December 2018
2. January 2019
3. February 2019
4. March 2019
5. April 2019

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Student Voice Report, December 2018

Methodology

Each month, London South Bank Students' Union (LSBSU) convene a Course Rep Forum bringing together a range of Course Reps from within the total recruited pool of approximately 650 reps, each representing a minimum of 10 students within a single year group, and in many cases 50-100 students. These forums raise collective issues identified by Reps across the University, and therefore collate feedback received from a large number of students.

Concerns raised in the December 2018 forum are outlined below, together with status (new issue, vs recurring issue, vs action being taken - either by LSBU or LSBSU via dialogue and campaigning with University staff members and business functions). In December, responses were received from approximately 15 Course Reps.

Issues raised covered multiple areas, spanning Course/Academic, Estates/Facilities, Student Services/Support, Timetabling and infrastructure and Miscellaneous Other. Most considerations were raised consistently across all Schools, however where specific to one course or School these concerns are flagged as appropriate.

Summary of issues raised

In general, Course Reps flagged a need for greater awareness of different service offerings, policies or facilities (e.g. lockers, mental health and extenuating circumstances). There is also a desire for more consistent academic support across Schools and Courses, ongoing requests for greater visibility of coursework deadlines in context of timetabling, and more timely slide provision following lectures. Reps are also keen to understand more about how to raise awareness of successes in context of problem solving and query resolutions.

Persisting Estates issues focus on power socket provision, as well as toilet faults. There is also desire for enhanced water fountain provision due to limited availability across campus.

Course and academic concerns, December 2018

Issue/concern raised	Issue status		
	New Issue	Recurring Issue	Action Being Taken
Delayed slide provision: Course Reps continue to raise concerns that lecture slides are not consistently provided to students in good time following lectures. This is a particular but not exclusive concern for DDS students, and LSBSU is actively liaising with the DDS team to aid solutions.			X
Poor academic support: Repeated Course Rep concerns regarding inconsistency of academic support across mentors, personal tutors and placement-related support. LSBSU VP Education is actively investigating to raise with LSBU due to inconsistency between Courses and Schools			X
Raising awareness of Extenuating Circumstances policy: Course Reps raised a lack of awareness of policies around Extenuating Circumstances for non-submission of work, or non-attendance of exams. LSBSU has referred Course Reps to policy information, or to raise questions direct with LSBSU or Course Directors.	X		
HSC: LSBSU following up on concerns: In response to enduring and repeated concerns raised around management of HSC courses and placements, LSBSU has directly contacted the HSC School and is making School responses available to Course Reps on request.			X

Student Services & Support concerns, December 2018

Issue/concern raised	Issue status		
	New Issue	Recurring Issue	Action Being Taken
Improving mental health awareness: Course Reps continue to press for greater Mental Health Awareness around campus across students and staff. LSBSU has met with LSBU Wellbeing to explore this in more detail.			X

Timetabling and Academic Infrastructure Concerns, December 2018

Issue/concern raised	Issue status		
	New Issue	Recurring Issue	Action Being Taken
Improving course deadline communication: Course Reps continue to report concerns that deadlines are not made available at sufficient notice, are too frequent and/or do not make information sufficiently visible. LSBSU is actively working with Course Directors and LSBU to improve visibility, particularly in context of information provision on timetables.			X

Estates & Facilities concerns, December 2018

Issue/concern raised	Issue status		
	New Issue	Recurring Issue	Action Being Taken
Improving plug socket availability: Course Reps continue to flag desire for more plug sockets. Estates continues to investigate interim solutions in addition to increasing provision as part of existing room refurbishment plans.		X	
Plumbing and toilet faults: Course Reps continue to raise concerns around toilet conditions and cleanliness. Estates Engineers check daily but are unable to act more frequently due to resource limitations. LSBSU has canvassed Course Reps for views running on-campus picture campaigns to highlight specific issues.		X	
Increasing water fountain provision: Course Reps reported desire for greater provision of public water fountains around campus. LSBSU has actively solicited feedback from the Course Rep body to give weight to campaigning with LSBU around this.	X		
Raising awareness of lockers: Course Reps suggested there was limited awareness around locker availability for students. Course Reps have been encouraged to contact School Administration and/or Student Services to understand where lockers are available.	X		

Miscellaneous Other concerns, December 2018

Issue/concern raised	Issue status		
	New Issue	Recurring Issue	Action Being Taken
Celebrating success: Course Reps were keen to know how best to share solutions and resolutions to queries where they have arisen e.g. via Course Boards, or other Lecturer involvement. LSBSU has encouraged Course Reps to bring these matters to attention in Forums in order to share best practice or solutions across the pool.	X		

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Student Voice Report, January 2019

Methodology

Each month, London South Bank Students' Union (LSBSU) convene a Course Rep Forum bringing together a range of Course Reps from within the total recruited pool of approximately 650 reps, each representing a minimum of 10 students within a single year group, and in many cases 50-100 students. These forums raise collective issues identified by Reps across the University, and therefore collate feedback received from a large number of students.

Concerns raised in the January 2019 forum are outlined below, together with status (new issue, vs recurring issue, vs action being taken - either by LSBU or LSBSU via dialogue and campaigning with University staff members and business functions). In January, responses were received from approximately 30 Course Reps.

Issues raised covered multiple areas, spanning Course/Academic, Estates/Facilities, Student Services/Support, Timetabling and infrastructure and Miscellaneous Other. Most considerations were raised consistently across all Schools, however where specific to one course or School these concerns are flagged as appropriate.

Summary of issues raised

In January, student support continued to be an important point of discussion amongst Course Reps, particularly around accommodation support and placement support for International students specifically. Some also felt that lecturers needed to adopt a more appropriate response to disruptive students. Wider issues around organisation and management (e.g. timetables) were also flagged.

Course reps raised issues around LSBU's estates and facilities, particularly around catering outlets and wider estates move considerations, with other course specific concerns raised by Course Reps from ENG and ACI, as well as ongoing concerns regarding HSC.

Course and academic concerns, January 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
HSC: persistent concerns: HSC students continued to report widespread concerns regarding course administration and timetable information including integrating lecturer, placement, online learning and module availability. HSC have advised a formal response will be published.		X	Yes	Action being taken
ENG: Civil Engineering and advance lecture content: Some Civil Engineering Course Reps reported unwillingness of some lecturers to upload lecture slides/content before lecture sessions, believing doing so will impact session attendance. However, LSBSU acknowledges the potential impact this may have on students with specific accessibility or DDS needs. LSBSU has therefore encouraged students to voice their concerns to their lecturers directly to seek a resolution.	X		Yes	To be assessed
Class disruption: Course Reps across Schools highlighted issues with some of their classmates, who are felt to be disrupting sessions, either by arriving late, misbehaving or failing to complete set work. They felt a more effective and robust response to this behaviour is needed from lecturers.	X		No	Action required

Student Services & Support concerns, January 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
Halls to housing support: Some Course Reps pressed for better support for students moving out of University halls and into privately rented accommodation. Some felt this should include refreshing LSBU's online support pages, which were felt to be outdated. LSBSU's VP Welfare is investigating what can be done to help support affected students.	X		Yes	Action required
BUS: Business Management International student support: Business Management Course Reps suggested greater support is needed for LSBU's International students looking for placement and work experience opportunities. LSBSU's VP Education will liaise with BUS and International Office.	X		Yes	Action required

Timetabling and Academic Infrastructure Concerns, January 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
Timetable accuracy: Further to previous complaints around timetable deadline provision, Course Reps flagged issues around content accuracy (e.g. lecture rooms). LSBSU confirmed action being taken University-wide between Timetable Workstream and LEAP.		X	Not required	Action ongoing

Estates & Facilities concerns, January 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
ACI: Elephant Studios: ACI Course Reps highlighted the need for additional information with regards to the upcoming Elephant Studios move. LSBSU are seeking to facilitate discussion between the School and its Reps to provide clarification and improve awareness.	X		Yes	Action required
Accommodation block issues: Course Reps raised concerns around often negative experiences with the University's student accommodation blocks, particularly with regards to interactions with halls' staff members. LSBSU's VP Welfare will seek to facilitate discussion with relevant Reps to understand the issue in greater detail and outline next steps.	X		Yes	Action required
LSBU catering outlets and opening times: Course Reps suggested that the University's catering outlets close too early, which particularly impacts students who have lectures scheduled to finish at 6pm. LSBSU's VP Welfare will seek to discuss with Elior regarding possible solutions.	X		Pending	Action required

Miscellaneous Other concerns, January 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
Bakery School shops: Course Reps from the National Bakery School were looking for further information around the status of their bakery shops, which are still not running following the Christmas break. LSBSU is seeking to facilitate discussions to provide clarification.	X		Yes	To be assessed
Raising difficult concerns: Course Reps raised concerns that it can be difficult to have challenging conversations, e.g. with lecturers, and to provide evidence of concerns. LSBSU advised they are able to provide support to enable productive conversations.	X		Yes	Not required

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Student Voice Report, February 2019

Methodology

Each month, London South Bank Students' Union (LSBSU) convene a Course Rep Forum bringing together a range of Course Reps from within the total recruited pool of approximately 650 reps, each representing a minimum of 10 students within a single year group, and in many cases 50-100 students. These forums raise collective issues identified by Reps across the University, and therefore collate feedback received from a large number of students.

Concerns raised in the February 2019 forum are outlined below, together with status (new issue, vs recurring issue, vs action being taken - both by LSBU and LSBSU via dialogue and campaigning with University staff members and business functions, as relevant). In February, responses were received from approximately 20 Course Reps.

Issues raised covered multiple areas, spanning Course/Academic, Estates/Facilities, Student Services/Support, Timetabling and infrastructure and Miscellaneous Other. Most considerations were raised consistently across all Schools, however where specific to one course or School these concerns are flagged as appropriate.

Summary of issues raised

In February, Course Reps continued to raise concerns around student support provisions, particularly with regard to DDS and Digital Skills support. LSBU estates also continued to be a touchpoint for many, with recurring issues around toilets and catering outlets causing frustration amongst students.

Course specific issues were also raised amongst some Reps, most concerning of which was around perceived racism/xenophobia flagged by International Business Management students, but reported as a wider general concern. Separately, organisation and management was an issue for LSBU's Nutrition Course Reps, who were left frustrated with last minute room changes and a lack of accompanying advanced notice/communication.

Course and academic concerns, February 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
APS: Room changes in Nutrition: Nutrition Course Reps were frustrated with frequent last minute room changes, which neither the students nor lecturers were informed about prior. This poor organisation and communication led to a loss of teaching time and subsequent confusion for those involved.	X		No	Action required

Student Services & Support concerns, February 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
Digital Skills support: Course Reps raised concerns around the responsiveness of LSBU's Digital Skills team, who they felt were too slow to respond to queries, and are generally too difficult to track down. LSBSU will seek to facilitate discussion with the Digital Skills team directly to reflect on this issue.	X		Yes	Action required
DDS support: A large proportion of February's Course Reps identified themselves as having DDS needs with a variety of concerns reported, specifically: A request for greater clarity around DDS service provision, e.g. in the LRC.	X		Yes	

<p>Confusion around DDS-specific examination support and reasonable adjustments e.g. extra time and alternative room provision. Reps reported slow processes to arrange these, and instances of process failure.</p> <p>Lack of clarity on who to contact and who is responsible for implementing adjustments – i.e. low awareness that DDS team is not able directly to implement adjustments and other teams are often responsible.</p> <p>LSBSU will continue to raise these issues, while LSBU's DDS team will attend March's forum to discuss these issues with affected Reps.</p>				<p>Action being taken</p>
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Timetabling and Academic Infrastructure Concerns, February 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
<p>BUS: Technology issues: Course Reps from Business flagged that their Bloomberg computers aren't operating. Course Reps have already flagged to Estates/ICT – BUS will need to follow up. If no action appears to be taken, LSBSU will provide further assistance to affected students.</p>	X		Pending	To be assessed

Estates & Facilities concerns, February 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
Vegetarian catering options: Course Reps were looking for better vegetarian options at LSBU's food outlets, and more reasonable pricing on items more broadly. Reps suggested that a separate 'vegetarian section' in the canteen would also be well received. LSBSU will seek to raise this issue with Elior in their regular meetings.		X	Yes	To be assessed
Toilets: Repeated concerns - Course Reps reported too many toilets being closed, with no information provided as to when they will be re-opened. Toilets which are functioning subsequently become busy and dirty due to overuse (especially gender neutral toilets). LSBSU will seek to facilitate discussion with Estates and continue to raise this issue.		X	Yes	Action required

Miscellaneous Other concerns, February 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
Racism/xenophobia concerns: Course Reps from International Business Management (not isolated to this one course, however) raised concerns that some students appear unwilling to work with students of different nationalities or races. Reps feel that lecturers are currently ill-equipped and unwilling to deal with these issues. LSBSU is going to follow up on this issue directly with relevant courses and will engage LSBU centrally to encourage wider conversations and action.	X		Yes	Action required

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Student Voice Report, March 2019

Methodology

Each month, London South Bank Students' Union (LSBSU) convene a Course Rep Forum bringing together a range of Course Reps from within the total recruited pool of approximately 650 reps, each representing a minimum of 10 students within a single year group, and in many cases 50-100 students. These forums raise collective issues identified by Reps across the University, and therefore collate feedback received from a large number of students.

In March, Course Rep Forum specifically focussed on DDS Support with representation from the DDS team, attending in response to a range of ongoing concerns raised in this area over past forums. As such, all issues highlighted in March relate to Student Support and are independent of School and Academic provision.

Concerns raised in the March 2019 forum are outlined below, together with status (new issue, vs recurring issue, vs action being taken - both by LSBU and LSBSU via dialogue and campaigning with University staff members and business functions, as relevant). In March, responses were received from approximately 10 Course Reps with specific interest in DDS issues.

Summary of issues raised

Recurring issues around exam support and library/LRC communications for DDS students were raised again in March's forum. Course Reps also raised a number of issues relating to DDS students' needs in March's forum, particularly with regards to concerns around the DDS team's capacity, as well as lecturer preparedness in dealing with DDS students' specific queries/needs.

Student Services & Support concerns (DDS-specific), March 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
Autism Spectrum Disorder support: Course Reps enquired about the prospect of running workshops for students with Autism Spectrum Disorder (LSBU's DDS team currently supports 42 students with the Disorder). LSBSU assured these Reps that new workshops for these students could be developed, provided the Union had the necessary student input around planning.	X		Pending	To be assessed
Improving query response times: Course Reps flagged that DDS students are currently waiting too long when receiving responses/information from the DDS team. DDS stressed that they currently operate on a 7-day turnaround when responding to queries. To make this process more efficient, they are investigating the possibility of training other staff members in Student Services in order to handle more basic enquiries.	X		Not required	Action being taken
Improving lecturer responsiveness around DDS needs: Both Course Reps and the DDS team agreed that there is a need for a University-wide strategy on disability and inclusivity practice, especially with regards to lecturer training around these areas. With LSBSU currently delivering LGBT+ training to staff, the Union suggested that DDS training could be the next step in improving the University's approach around disability and inclusivity practice.	X		Pending	To be assessed
DDS team capacity: Given the increase in student demand for its services, Course Reps raised concerns around the current size of the DDS team and its capacity for dealing with student queries. While DDS stressed that there are no plans in place to increase staff numbers within the team, they assured Reps that the LEAP programme is looking to streamline processes and technology to make working practice more efficient – which will hopefully benefit the way in which DDS operates.	X		Not required	Action ongoing

<p>Exam support for DDS students: As was raised in February's forum, Course Reps flagged concerns around exam support for DDS students. In response to this issue, DDS have put into place new DDS-specific workshops on exam support and strategies, which are due to launch in May 2019. There will also be a suite of new emails to DDS students, with information about exams and exam provision.</p>		X	Not required	Action being taken
<p>Library services and DDS: As raised in February's forum, Course Reps felt that communications around the upcoming move of the library and LRC were lacking. In response to this, LSBSU will seek to liaise with the LLR team, flagging concerns around the need for clearer communications, as well as resourcing for DDS students (e.g. e-book and physical book provisions).</p>		X	Yes	Action required
<p>Moodle difficulties: Course Reps flagged that students' assignments which have been granted 2-week extensions are being highlighted as overdue on Moodle. Both LSBSU and the DDS team will seek to facilitate discussion with the Moodle team about how this technical issue can be fixed.</p>	X		Yes	Action required
<p>Extension confusion: Some Course Reps were unclear around the extension-granting process (i.e. are 2-week extensions a global offer for DDS students, or do these students need to apply for an extension per module?). The DDS team were similar unclear about this, and assured Course Reps that they will investigate this query further.</p>	X		Not required	To be assessed
<p>Dropping in: Some Course Reps simply raised the desire for more frequent communication (or 'checking in') between the DDS team and DDS students. While this always may not be possible given resourcing, DDS assured Course Reps that they always respond to issues raised by DDS students.</p>	X		Not required	Not required
<p>Allocating DDS mentors: Some Course Reps highlighted the desire for mentors for DDS students. In response to this, LSBSU stressed that they're keen to look at mentoring across a range of areas. The Union is happy to work directly with DDS to identify feasibility and what this may look like in practice, provided there is adequate demand for this type of provision.</p>	X		Yes	To be assessed

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Student Voice Report, April 2019

Methodology

Each month, London South Bank Students' Union (LSBSU) convenes a Course Rep Forum bringing together a range of Course Reps from within the total recruited pool of approximately 650 reps, each representing a minimum of 10 students within a single year group, and in many cases 50-100 students. These forums raise collective issues identified by Reps across the University, and therefore collate feedback received from a large number of students. In April, in context of ongoing concerns raised about Student Support and Wellbeing, the Wellbeing team attended forum to allow reps to pose questions direct to officers.

Concerns raised in the April 2019 forum are outlined below, together with status (new issue, vs recurring issue, vs action being taken – both by LSBU and LSBSU via dialogue and campaigning with University staff members and business functions, as relevant). In April, responses were received from approximately 15 Course Reps.

Issues raised covered multiple areas, spanning Course/Academic, Estates/Facilities, Student Services/Support, Timetabling and infrastructure and Miscellaneous Other. Most considerations were raised consistently across all Schools, however where specific to one course or School these concerns are flagged as appropriate. Given the attendance of Wellbeing, reported Student Support concerns in April all focus on this area.

Summary of issues raised

Some recurring queries were flagged by Course Reps in April's forum – around exam support, microwave provisions and the launch of the Bakery Shop specifically.

More widely, separate course specific issues were raised for ACI, HSC and BUS, while Course Reps felt that more support is needed for students in a variety of forms (e.g. halls/accommodation support and out-of-hours services). Concerns around facilities and current resource provisions were also raised by Course Reps (e.g. lecture capture software, slow computers, lack of laptops).

Course and academic concerns, April 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
Film Practice Macs: Course Reps studying Film Practice raised concerns with the storing of their Macs over the summer break, and whether they would still have access to them over this period. LSBSU will raise this issue with Paul Ivey.	X		Yes	To be assessed
HSC expenses: HSC Course Reps flagged that some students are still waiting for their expenses to be paid from the Christmas period. This issue will be brought forward into discussions around new systems as part of LEAP.	X		Yes	Action required
A+F access to papers: Course Reps from Accounting and Finance noted that they are unable to access the same volume of academic papers off campus as they can on campus. LSBSU will raise this issue with the Library and Learning Resources team.	X		Yes	To be assessed

Student Services & Support concerns (Wellbeing Q&A), April 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
Out of hours' student support: Course Reps flagged that student support isn't available round the clock, which can affect students on placements especially. The Wellbeing Team did note that self-service support on Silvercloud is available online 24/7. Advisor appointments can also be made over the phone, however these are still limited to the hours of the physical service.	X		No	To be assessed

Changing advisors: Course Reps queried whether it's possible to switch Wellbeing advisors. The Wellbeing Team informed these Reps that it is possible, and LSBSU recommended doing so if affected students feel there is a need.	X		No	Not required
Halls and accommodation support: Course Reps flagged the need for more readily available support for students with halls/accommodation specific issues. The Wellbeing Team clarified that the main contact point for halls support is Residential Life Coordinators (RLCs), while highlighting that the Wellbeing Team's services are available to all students, whether they're in halls or not.	X		No	To be assessed
Confidentiality concerns: Some raised concerns around confidentiality and privacy of student support data. The Wellbeing Team reassured Course Reps that student support records are only accessible by the Wellbeing Team. While records can be shared if there is seen to be a significant risk to the student, this only occurs in rare cases. The Team advised there is a full privacy statement in relation to this service, which can be found on the Wellbeing webpage.	X		No	Not required
Extra exam support: In response to concerns raised around exam support, the Wellbeing Team assured Course Reps that there will be pop up stalls occurring around campus to provide exam support, exam tips and other useful information in preparation for the exams period. A 'top tips' email will also be going out to all students.		X	No	Action being taken

Timetabling and Academic Infrastructure Concerns, April 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
Outlook and timetable sync: Course Reps asked around the delivery of LSBU's online timetable and Outlook synchronisation. LSBSU assured Reps that a trial of the system has been run, and the link does work. However, it won't be fully rolled out until the new academic year to ensure the system is fully functional before launch.	X		No	Action ongoing

Deadline clashes: Course Reps flagged that academic deadlines are placed too close together between modules with little coordination between lecturers. LSBSU suggested that affected Reps should raise this issue with relevant course boards or course directors early so that deadlines can be moved or changed to coordinate at course level.	X		No	Not required
Short notice lecture cancellations: Course Reps again flagged that lectures are being cancelled with no prior warning or communication from lecturers. This affects part-time students particularly, who may only come to campus one day per week. LSBSU assured affected Reps that lectures cannot be cancelled completely and must be rescheduled. The Union suggested that affected students follow up with lecturers directly around scheduling a new lecture date, as students are entitled to a certain number of hours of teaching per week. New text messaging software could also be rolled out in the new academic year to help alleviate some of these issues around communication.		X	No	Action required

Estates and Facilities concerns, April 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
Microwaves still not ready: The desire for microwaves was raised again by Course Reps in April's forum. LSBSU assured students that they are coming – a specific location for microwaves has been agreed in principle and LSBSU is waiting for Estates to finalise logistics.		X	Yes	Action being taken
Slow computers: Course Reps flagged that computers across campus are slow and ineffective, with slow log in times. Computers with specialist software, e.g. Macs in library were also said to be not powerful enough to run software effectively. LSBSU will seek to raise these issues with IT to agree a solution.	X		Yes	Action required
Lecture capture effectiveness: With new lecture capture software due to be rolled out in the new academic year, some Course Reps raised concerns around how this software would work for more practice based courses (e.g. Baking) and courses deemed “too	X		Yes	To be assessed

sensitive” for lecture capture (e.g. Forensics). LSBSU will seek to facilitate discussion with relevant teams around lecture capture software and its implementation.				
More laptops wanted: Course Reps asked around laptop availability and provisions. The LLR team is actively seeking a larger supply of laptops, but face budget restrictions. LSBSU assured Reps that there is an ongoing restructure of University funding (i.e. ALIGN), and that the LLR team will be seeking additional resources in the future.	X		No	To be assessed

Miscellaneous Other concerns, April 2019

Issue/concern raised	Issue status		Action status	
	New Issue	Recurring Issue	SU Action Being Taken?	LSBU Action status
Bakery shop launch: Course Reps queried the launch of the Bakery Shop. LSBSU assured Reps that there will be a Thursday shop and Tuesday free giveaway, followed by a soft launch sometime in the near future. Full launch of the Shop is intended for September.		X	No	Action being taken
“Try a Course Day”: Course Reps suggested the launch of a day where students could experience each other’s courses. They felt this would help to boost understanding of each other’s experiences, while providing opportunities to socialise with people outside of their regular programme. LSBSU responded by saying they will take this suggestion into consideration.	X		Yes	To be assessed
Staff information on Moodle: Course Reps flagged that some staff profile pages are blank on Moodle. LSBSU will raise this issue with the relevant team.	X		Yes	To be assessed

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	INTERNAL
Paper title:	Halls of Residence Disciplinary Procedure for Student Residents 2018-2019
Board/Committee:	Student Experience Committee
Date of meeting:	15 May 2019
Author(s):	Antonia Goodyer, University Solicitor and Head of Legal Services
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The committee is requested to note the updated Halls of Residence Disciplinary Procedure for Student Residents 2018-2019.

Executive Summary

Attached is the Halls of Residence Disciplinary Procedure for Student Residents 2018-2019.

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EST 1892

**London
South Bank
University**

Halls of Residence Disciplinary Procedure for Student Residents 2018-2019

Halls of Residence Disciplinary Procedure for Student Residents

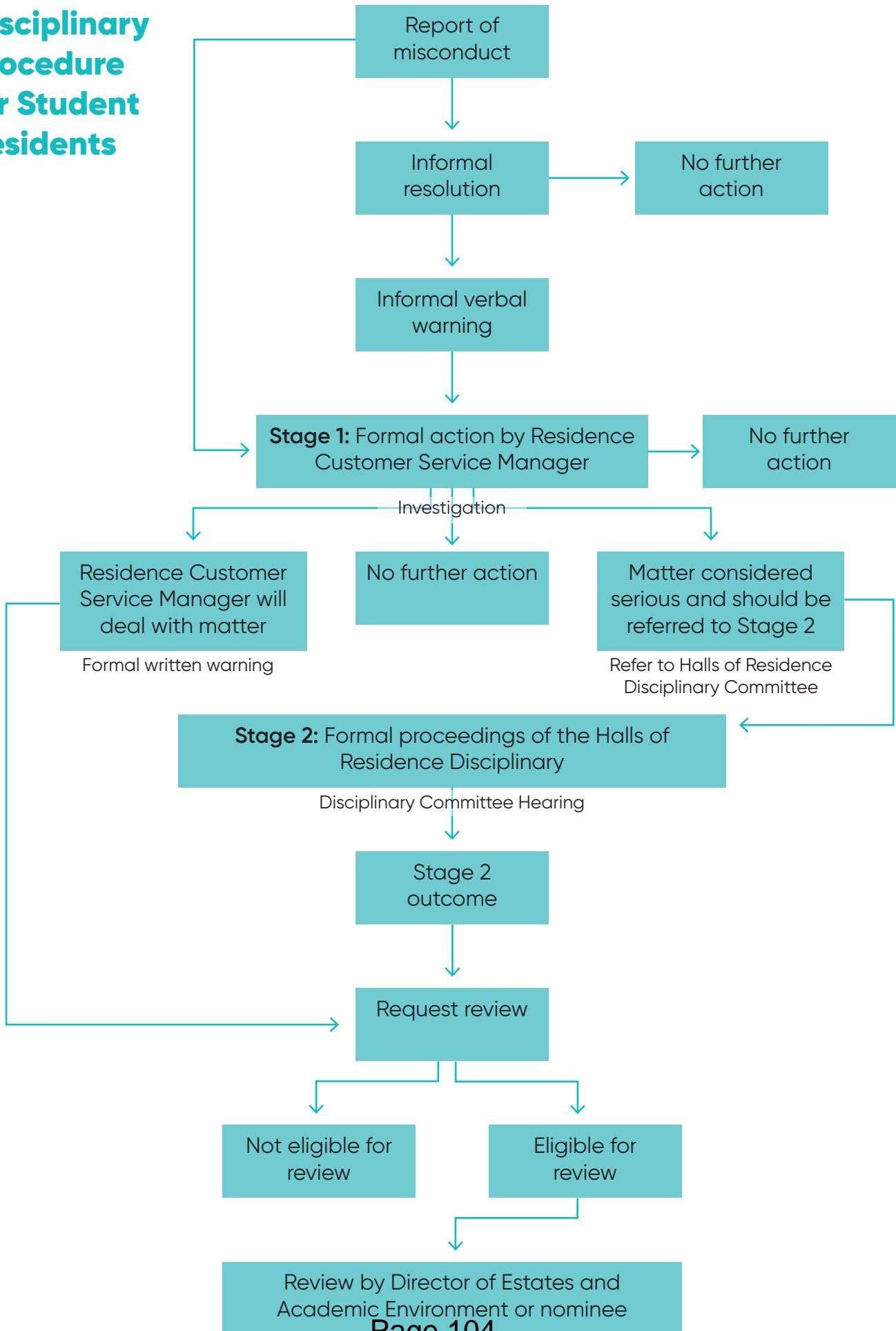


Table of Contents

In an emergency	3
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?	4
4. Disciplinary process	5
5. Support for students	5
6. Reporting misconduct	6
7. Reporting matters to the police	6
8. Student conduct under police investigation	7
9. Informal resolution	8
10. Stage 1: Formal action by Residence Customer Service Manager	8
11. Stage 2: Formal proceedings of the Halls of Residence Disciplinary Committee	9
12. Penalties	11
13. Stage 3: Review	12
14. Independent external review	14
15. Record keeping and notification	14
16. Use of data	14
Appendix A: Support for students	16

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).

1. Introduction – the principles behind this 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). 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. Students against whom allegations have been made will be presumed to be innocent until proven to have committed misconduct on the balance of probabilities.
- 1.6 Allegations of misconduct considered under this procedure will be dealt with as allegations of breaches of the University's own internal regulations and policies 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. Students against whom allegations have been made will be presumed to be innocent until proven to have committed misconduct. The possible sanctions and outcomes are those described in this procedure.

- 1.7. Unless otherwise notified, the address for delivery to the Resident shall be the room currently occupied by him/her in halls of residence, and the Resident will be deemed to have received a letter on the date it has been delivered to the room. Copies of correspondence will be sent by first class recorded mail marked "Confidential – Addressee only" to the Resident's home address.

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

- 2.1 Conduct in halls of residence is governed by the Accommodation Agreement which you sign and accept when taking up a room in halls of residence. Once you have done this, you become a Resident.
- 2.2 This procedure applies if you are a Resident 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.
- 2.3 The University reserves the right to carry out and/or complete the disciplinary process if you cease to be a Resident whilst the process is ongoing.
- 2.4 If your registration as a student of the University has been terminated (for example following action under the Student Disciplinary Procedure and the conclusion of any review process), this procedure will not apply and the Head of Student Accommodation will take action to remove you from your accommodation.
- 2.5 Where more than one Resident is involved in a case of suspected misconduct, the University may choose whether to take joint or separate action against them under this procedure.
- 2.6 Unacceptable conduct in halls of residence may be dealt with additionally and/or independently of this procedure under the Student Disciplinary Procedure and/or the Fitness to Practise Procedure.
- 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 Director of Estates and Academic Environment 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. The Director of Estates and Academic Environment has jurisdiction under this procedure, and shall nominate one or more Residence Customer Service Managers who are responsible for operating the disciplinary process and making decisions about individual cases.
- 3.3. The Student Accommodation Administrator is responsible for co-ordinating and centralising the disciplinary process and keeping a record of all disciplinary incidents and outcomes.

4. Disciplinary process

- 4.1 You may be subject to a formal disciplinary process under this procedure if you are suspected of having committed misconduct which amounts to a breach of the terms of your Accommodation Agreement or a breach of this procedure.

5. Support for students

- 5.1 You are encouraged to seek advice and support regarding this procedure from the LSBU Students' Union Advisory Service.
- 5.2 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.
- 5.3. 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.
- 5.4. 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).
- 5.5. Further details of support services offered both by the University and externally are set out at Appendix A.

6. Reporting misconduct

- 6.1 All University staff and students are responsible for reporting misconduct by a Resident which they witness or of which they have evidence.
- 6.2 Any person who becomes aware of misconduct by a Resident should report the matter to the Residence Customer Service Manager. Reports should be made using the form available at <http://www.lsbu.ac.uk/about-us/policies-regulations-procedures> under the heading, "Halls of Residence Disciplinary Procedure" . Completed forms should be sent to:
- **McLaren House Reception:** 1 St George's Circus, London, SE1 0AP
Telephone 020 7815 7360 or email mclaren@lsbu.ac.uk
 - **Dante Road Reception:** 2 Dante Place, London, SE11 4RX
Telephone 020 7820 8052 or email dante@lsbu.ac.uk
 - **David Bomberg House Reception:** 282-302 Borough Road High Street, Student Halls of Residence Complaints Procedure 2017/18 | 5 London, SE1 1JJ
Telephone 020 7815 7380 or email bomberg@lsbu.ac.uk
 - **New Kent Road Reception:** 83 New Kent Road, London, SE1 6RD
Telephone 020 7407 9174 or email newkent@lsbu.ac.uk
 - **Accommodation service:** 103 Borough Road, London SE1 0AA
Telephone 020 7815 6417/6412/6424 or email accommodation@lsbu.ac.uk

Relevant documentary evidence must be attached to the report where appropriate.

- 6.3 University staff who become aware of misconduct by a Resident 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.
- 6.4 Anonymous reports of misconduct will not usually be accepted by the University

7. Reporting matters to the police

- 7.1 Students who witness or who have evidence of misconduct by a Resident 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.

- 7.2 The University will put no pressure on the reporting student in relation to any of the options.
- 7.3. 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.
- 7.4. 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.

8. Student conduct under police investigation

- 8.1 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.
- 8.2 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.
- 8.3. 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.
- 8.4. 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 accommodation arrangements 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.

9. Informal resolution

- 9.1 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 formal disciplinary process. Staff who observe conduct that may give cause for concern if repeated may inform the Residence Customer Service Manager, 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 verbal warnings may be held on the Residence Customer Service Manager's file until the Resident leaves the halls of residence.

10. Stage 1: Formal action by Residence Customer Service Manager

- 10.1 On receipt of a report of misconduct, the Residence Customer Service 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.
- 10.2 If there is no conflict of interest, the Residence Customer Service Manager will review the report and determine whether the misconduct, if proven, could be considered a breach of the Accommodation Agreement. If so, the Residence Customer Service Manager will conduct an investigation. If not, the Residence Customer Service Manager may decide to take no further action.
- 10.3 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.
- 10.4 As part of the investigation the Residence Customer Service 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).
- 10.5 The Residence Customer Service 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.
- 10.6 If you fail to attend the investigatory interview without good reason, or are unable to do so on more than two occasions, the Residence Customer Service 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 Residence Customer Service Manager shall decide in his/her discretion what constitutes "good reason".

- 10.7. 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 Resident in support of his/her case.
- 10.8. The Residence Customer Service Manager may:
 - a) decide that s/he should deal with the matter; or
 - b) decide that no further action should be taken; or
 - c) decide that the matter is more serious and should be referred to stage 2 of this procedure.
- 10.9. If the Residence Customer Services Manager decides that s/he should deal with the matter, s/he will issue either a formal written warning. Detailed notes will be kept on the Residence Customer Service Manager's file recording breaches, the name of the Resident, the date the breach occurred and the action taken. The notes will be kept for the duration of one full academic year following the date of the incident and will be destroyed when the Resident leaves the hall of residence.
- 10.10. If the Residence Customer Service Manager decides that formal disciplinary action should be taken at stage 2 of this procedure, he/she will refer the matter to the Halls of Residence Disciplinary Committee under paragraph 11. Cases will usually be referred to the Halls of Residence Disciplinary Committee if you have previously been given a written warning and the conduct is repeated, or the Residence Customer Services Manager considers the matter to be complex or one which may warrant termination of the Accommodation Agreement.
- 10.11. You will be informed of the decision of the Residence Customer Service Manager within 5 working days of the conclusion of the investigation. If you have been given a written warning, you will also be informed of your right to request a Review under paragraph 13.

11. Stage 2: Formal proceedings of the Halls of Residence Disciplinary Committee

- 11.1. Hearings of the Halls of Residence Disciplinary Committee are undertaken when the Residence Customer Services Manager refers the case under paragraph 10.10.
- 11.2. The Student Accommodation Manager will, within 10 working days of the referral by the Residence Customer Service Manager, invite you to attend a Disciplinary Committee 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

5 working days' notice to prepare your case based on the information provided by the University.

- 11.3 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.
- 11.4 The notice 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.
- 11.5 You will be invited to respond to the allegations in writing. All written documents you wish to rely on must be received by the Student Accommodation Manager at least 2 working days prior to the disciplinary hearing.
- 11.6 The Disciplinary Committee shall consist of:
- a) a Residence Customer Service Manager from a different halls of residence or another senior member of staff who will act as Chair;
 - b) the Student Accommodation Administrator or nominee;
 - c) a representative of the Students' Union.
- 11.7 Where you have disclosed a disability, the University's Disability and Dyslexia or Mental Health and Wellbeing Team will be notified and asked to advise the Disciplinary Committee on making reasonable adjustments for your particular disability and other relevant matters.
- 11.8. If you or your companion cannot attend the disciplinary hearing, you should inform the Chair of the Disciplinary Committee 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 in itself be treated as a disciplinary matter leading to action under this procedure. 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 Committee shall decide in his/her discretion what constitutes "good reason".
- 11.9. At the disciplinary hearing, the Residence Customer Service Manager who made the initial referral 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.

- 11.10. Both you and the Residence Customer Service Manager may ask relevant witnesses to appear at the disciplinary hearing. You need to give the Disciplinary Committee 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 questions.
- 11.11. 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.
- 11.12. Following the disciplinary hearing the members of the Disciplinary Committee will consider whether the allegation made against you has been proven on the balance of probabilities.
- 11.13. If the allegation has not been proven, the Disciplinary Committee will write to you to confirm the outcome and the reasons.
- 11.14. If the allegation is considered to be proven, depending on the nature of the disciplinary offence, the Disciplinary Committee will ask you to submit any evidence in mitigation in order to decide on the appropriate penalty as set out in paragraph 12 below.
- 11.15. A member of the Disciplinary Committee will notify you in writing of the outcome of the disciplinary hearing, the reasons for the decision and (where relevant) any penalty imposed within 5 working days of the hearing. You will also be provided with a copy of the minutes of the hearing and informed of your right to request a Review under paragraph 13.

12. Penalties

- 12.1 The Halls of Residence Disciplinary Committee shall have discretion in choosing the appropriate penalty for any misconduct under this procedure. The reasons for the choice of penalty shall be recorded in writing and shared with you and the Residence Customer Service Manager.
- 12.2 Penalties under this procedure are as follows:
 - a) an oral warning; and/or;
 - b) an action plan and conditions for improvement of your conduct (to be reviewed within 2 months of being issued); and/or
 - c) a formal written warning; and/or
 - d) community service; and/or
 - e) a fine (up to £200) payable on <http://trade.lsbu.ac.uk>; and/or
 - f) payment of clearing up/repair costs; and/or
 - g) relevant training; and/or

- h) revocation of the permission for the Resident to have guests in their room; and/or
- i) relocation to alternative accommodation; and/or
- j) reference to the Deputy Vice-Chancellor Education if, in the opinion of the Disciplinary Committee, the misconduct additionally constitutes a serious breach of discipline under the Student Disciplinary Procedure; and/or
- k) reference to the Dean of the School of Health and Social Care if, in the opinion of the Disciplinary Committee, the misconduct may raise questions about your fitness to practise; and/or
- l) termination of the Accommodation Agreement and withdrawal of all rights of access to the halls of residence. You will usually be given notice to leave your accommodation in accordance with the terms of the Accommodation Agreement.

Illegal substances

- 12.3. The University has a zero tolerance approach to illegal substances.
- 12.4. Possession or use of illegal substances, or the trade, supply or distribution of illegal substances, may lead to termination of the Accommodation Agreement and withdrawal of all rights of access to the halls of residence.
- 12.5. In addition to any penalty imposed you may, in appropriate circumstances, be referred to the University's Mental Health and Wellbeing services.
- 12.6. In exercising discretion in deciding on a penalty, the Disciplinary Committee shall have regard to:
- a) 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); and
 - b) 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.
- 12.7. If there is clear evidence that material loss or damage was caused by your conduct, the Disciplinary Committee may require you to pay financial compensation to the person or persons who suffered the loss or damage.

13. Stage 3: Review

- 13.1. If you are dissatisfied with a decision at Stage 1 or Stage 2 of the disciplinary procedure (i.e. the decision of the Residence Customer Services Manager to

issue a written warning, or the decision of the Halls of Residence Disciplinary Committee), you have 10 working days to request a Review of that decision by submitting a request to the Head of Student Accommodation in writing, by email at hallsdisciplinaryappeal@lsbu.ac.uk or by letter. The University will normally acknowledge your request within 5 working days of receiving it.

- 13.2 A requests for a Review will be granted on limited grounds, namely:
- a) there was a procedural irregularity (e.g. there was a material failure by the University to follow the Halls of Residence Disciplinary Procedure for Student Residents, 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 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.
- 13.3 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 13.2.
- 13.4 The Head of Student Accommodation 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.
- 13.5 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 13.9 below for further information).
- 13.6 If he/she believes that one or more of the grounds for Review apply to your case, it will be referred to the Director of Estates and Academic Environment or their nominee. 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).
- 13.7 The outcome of the Review will be that the Director of Estates and Academic Environment or nominee either upholds the original outcome, or makes a different finding which overturns the outcome. He/she may remit the matter to the same or a different Residence Customer Services Manager or Halls of Residence Disciplinary Committee to consider again, or may reduce the penalty.
- 13.8 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.

- 13.9 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.

14. Independent external review

- 14.1 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.

15. Record keeping and notification

- 15.1 A formal disciplinary penalty imposed in accordance with paragraph 12.2 shall be a permanent part of your student record.
- 15.2 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 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.
- 15.3 The University reserves the right to disclose any penalty imposed on you in any references provided to third parties, or in order to comply with any regulatory reporting requirements.
- 15.4 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.
- 15.5 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.

16. Use of data

- 16.1. 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.

16.2. The data used by the University for the purposes in paragraphs 16.1 will be anonymised. Your personal data, special categories of personal data and data about any criminal conviction ("Personal Data") as defined by the Data Protection Act 2018 (the "DPA") 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: 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
- 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.
- 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.



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