

**Meeting of the Educational Character Committee,
at 4pm* on Thursday 9 May 2013,
in room 1B33, Technopark, London Road, SE1**

* Visit to the Student Union for committee members at 3pm

A G E N D A

<i>Item</i>	<i>Paper</i>	<i>Presenter</i>
1. Welcome & Apologies		Chair
2. Minutes of the meeting of 13 February 2013 (for publication)	EC.07(13)	Chair
3. Matters Arising		Chair
4. Faculty pro formas (to discuss)	EC.08(13)	PVC(A)
5. HESA performance indicators (to discuss)	EC.09(13)	PVC(A)
6. Postgraduate faculty monitoring reports (to discuss)	EC.10(13)	PVC(A)
7. Annual reports on academic misconduct and appeals (to discuss)	EC.11(13)	PVC(A)
8. Annual committee plan (to note)	EC.12(13)	Sec
9. Date of next meeting – 4 December 2013		Chair

Members: Steve Balmont (Chair), Barbara Ahland, Anisa Ali, Douglas Denham St Pinnock and Andrew Owen

Apologies: Hilary McCallion

With: Vice Chancellor, Pro Vice Chancellor (Academic), Executive Dean – Faculty of Arts and Human Sciences, University Secretary and Governance Officer.

	PAPER NO: EC.07(13)	
Board/Committee:	Educational Character Committee	
Date:	9 May 2013	
Paper title:	Minutes of the meeting of 13 February 2013	
Author:	James Stevenson, University Secretary and Clerk to the Board of Governors	
Board sponsor:	Steve Balmont, Chairman of the Educational Character Committee	
Recommendation:	To approve the minutes and the proposed redactions for publication	
Aspect of the Corporate Plan to which this will help deliver?	N/A	
Matter previously considered by:	N/A	N/A
Further approval required?	N/A	N/A
Communications – who should be made aware of the decision?	Published on the University's website	

Executive Summary

The committee is requested to approve the minutes of the meeting of 13 February 2013 and authorises their publication. No redactions are suggested.

Minutes of a Meeting of the Educational Character Committee
held at 4pm on Wednesday, 13 February 2013
in Room 1B33, Technpark, London Road, London SE1

Present

Steve Balmont	Chair
Anisa Ali	SU President
Douglas Denham St Pinnock	
Andrew Owen	

In attendance

Prof Martin Earwicker	Vice Chancellor and Chief Executive
Dr Phil Cardew	Pro Vice Chancellor (Academic)
Prof Mike Molan	Executive Dean, Arts and Human Sciences
James Stevenson	University Secretary and Clerk to the Board of Governors
Michael Broadway	Governance Officer

Welcome and Apologies

1. Apologies had been received from Barbara Ahland.
2. The Chairman reported that the committee members had just had an informative pre-meeting in the Faculty of Health and Social Care.

Minutes of the last meeting

3. The minutes of the meeting of 10 December 2012 were confirmed as a correct record (paper **EC.01(13)**). The minutes were approved for publication.

Matters Arising

4. There were no matters arising which were not covered elsewhere on the agenda.

Faculty Pro Formas

5. The committee discussed the proposed faculty pro forma which will be used by committee members to better understand the scope and nature of each faculty (paper **EC.02(13)**). It was recommended that the information in these

is updated annually and brought to the committee at its first meeting of each calendar year.

6. The committee requested the pro forma to include detail on the number of students, staff and courses with the short term goals and key risks for each faculty. The committee requested that a revised version for the Arts and Human Sciences faculty with this additional information added is circulated to the committee for approval.
7. The committee requested an updated version for each faculty for the next meeting.

Undergraduate Faculty Monitoring

8. The committee discussed the undergraduate faculty monitoring report (paper **EC.03(13)**). It was reported that these reports were reviewed by the Quality and Standards Committee to ensure academic standards remain high across the university and that external quality requirements are met.
9. The committee requested that, while the report was useful, it would be helpful to receive a report which addressed issues of interest for the committee and allowed constructive challenge by the committee.

Annual report on external examiners

10. The committee noted the annual report on external examiners (paper **EC.04(13)**).

Statistical report on student demographics

11. The committee noted a report on student demographics (paper **EC.05(13)**). The committee noted that overall the student population was getting younger. It was reported that this was partly the result of the university working more closely with feeder schools as well as fee increases.

Report on complaints

12. The committee noted a report on internal complaints and cases taken by students to the Office of the Independent Adjudicator (OIA) (paper **EC.06(13)**). It was noted that the number of complaints was broadly comparable over the last three years and that the number of 'justified' OIA cases was below the sector average.

13. It was noted that there was a high number of complaints from the Health and Social Care faculty which was largely due to issues on placement and financial and career implications for students if they do not progress.

Any other business

14. The committee requested that prior to their next meeting they would like to meet the Student Union and course representatives.
15. The committee requested that its annual plan is a standing item on the agenda.

Next Meeting

16. The date of the next meeting was confirmed as Thursday 9 May 2013 at 4pm, preceded by a visit to the Student Union.

Confirmed as a correct record

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Chair

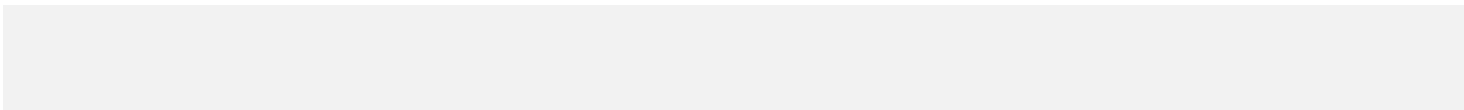
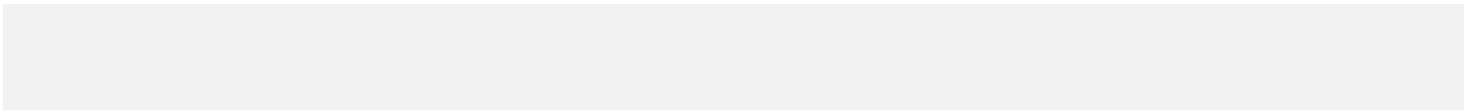
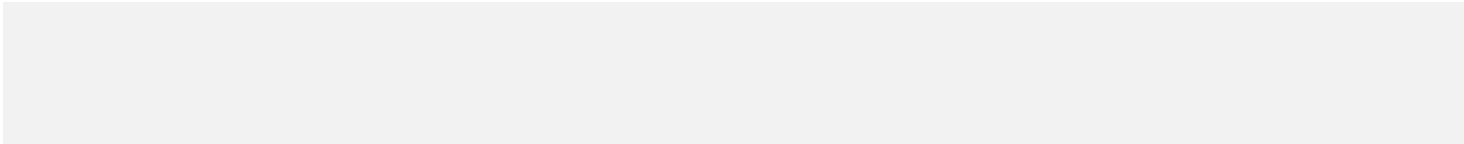
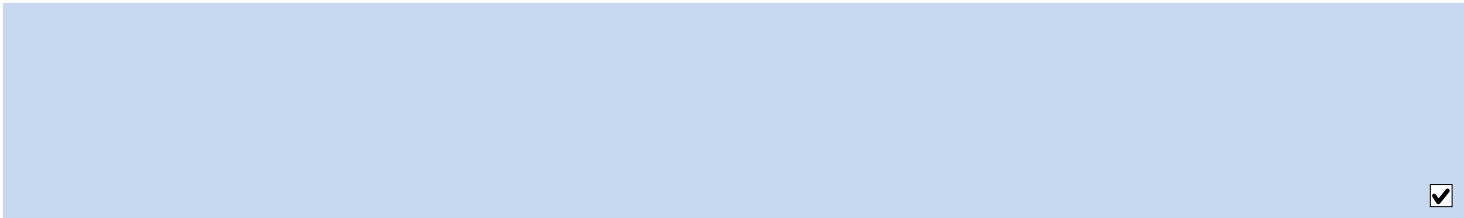


Committee Action Points

02 May 2013

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Committee	Date	Minute	Action	Person Res	Status	
Educational Character	13/02/2013	3	Publication of amended minutes	Secretary		<input checked="" type="checkbox"/> Completed
Educational Character	13/02/2013	5	Faculty pro formas to the first meeting of each calendar year	PVC - A	Ongoing - added to committee plan	<input checked="" type="checkbox"/> Completed
Educational Character	13/02/2013	6	Updated AHS faculty pro forma to be circulated to committee	PVC - A		<input checked="" type="checkbox"/> Completed
Educational Character	13/02/2013	7	Updated faculty pro forma to next meeting	PVC - A	On agenda for 9 May 2013	<input checked="" type="checkbox"/> Completed
Educational Character	13/02/2013	9	Amendments to undergraduate faculty monitoring report	PVC - A	Ongoing	<input type="checkbox"/> Completed
Educational Character	13/02/2013	14	Next visit to SU with course reps	PVC - A		<input checked="" type="checkbox"/> Completed
Educational Character	13/02/2013	15	Annual plan to be standing item on agenda	Secretary	Ongoing - added to annual plan	<input checked="" type="checkbox"/> Completed



	PAPER NO: EC.08(13)	
Board/Committee:	Educational Character Committee	
Date:	9 May 2013	
Paper title:	Faculty pro formas	
Author:	Executive Deans	
Executive sponsor:	Dr Phil Cardew, Pro Vice Chancellor (Academic)	
Recommendation by the Executive:	That the committee notes the faculty pro formas	
Aspect of the Corporate Plan to which this will help deliver?	N/A	
Matter previously considered by:	Educational Character Committee	On: 13 February 2013
Further approval required?	N/A	On: N/A
Communications – who should be made aware of the decision?	N/A	

Executive Summary

At its last meeting the committee discussed a revised faculty pro forma for the Faculty of Arts and Human Sciences and requested versions for the other faculties to be presented at the next meeting for discussion. The pro formas for AHS and the Faculty of Business are attached. Pro formas for ESBE and HSC will follow.

These pro formas will be updated annually and brought to the committee at its first meeting of each calendar year.

Educational Character Committee
Faculty Briefing Document: Faculty of Arts and Human
Sciences 2012/13

Key Staff:

Dean: Professor Mike Molan

Pro Deans: Professor Suzy Kerr-Pertic; Dr Hazel Willis

Faculty Director of Research: Professor Ian Albery

Faculty Managers: Nicola Hallas & Sharon Holmes

Academic Departments

Department	Head of Department	Key disciplines
Education	Jane Courtney	Initial Teacher Training (primary)
Arts & Media	Professor Richard Sawdon-Smith	Digital film and photography; games culture; digital media arts; sonic media
Culture, Writing and Performance	Dr Jenny Owen	Drama, creative writing, media studies, journalism and arts management
Law	Andy Unger	UG & PG legal education with a strong applied focus
Urban, Environmental and Leisure Studies	Ruth Richards	Town planning Housing studies Hospitality and Tourism
Psychology	Professor Nick Braisby	UG and PG psychology with specialisms in addictions and forensic psychology
Social Sciences	Dr Dave Edwards	Criminology, sociology, development and refugee studies.

Research Centres

Centre	Centre Head	Specialisms
Centre for Educational Research	Professor Sally Inman	Citizenship, equality and sustainability; Mathematics and Numeracy Education; Education, culture and ideology; Innovation in learning and teaching
Centre for Media and Culture Research	Professor Phil Hammond	Global memory; electronic dance cultures; news coverage of post-Cold War conflicts; practice-based research on artists' books, experimental film, and photographic self-portraits.
Centre for Research in Psychology	Professor Lucy Henry	Investigative Forensic Psychology; Psychological Applications in Culture and Society; Developmental Disorders.
Weeks Centre for Social and Policy Research	Professor Yvette Taylor	Gender, sexualities and families; International Development; Crime and Criminal Justice

The Course portfolio by Department

Department	Link to portfolio
Education	http://prospectus.lsbu.ac.uk/courses/course_level_list.php?DepartmentID=31&FacultyID=4
Arts & Media	http://prospectus.lsbu.ac.uk/courses/course_level_list.php?DepartmentID=11&FacultyID=4
Culture, Writing and Performance	http://prospectus.lsbu.ac.uk/courses/course_level_list.php?DepartmentID=109&FacultyID=4
Law	http://prospectus.lsbu.ac.uk/courses/course_level_list.php?DepartmentID=12&FacultyID=4
Urban, Environmental and Leisure	http://prospectus.lsbu.ac.uk/courses/course_level_list.php?DepartmentID=34&FacultyID=4

Department	Link to portfolio
Studies	
Psychology	http://prospectus.lsbu.ac.uk/courses/course_level_list.php?DepartmentID=13&FacultyID=4
Social Sciences	http://prospectus.lsbu.ac.uk/courses/course_level_list.php?DepartmentID=33&FacultyID=4

KPIs

National Student Satisfaction Survey 2012

	Overall I am satisfied with the quality of the course	Sector overall score by JACS 3
Cinematics and Photography	57	74
Design Studies	69	77
Drama	80	82
English Studies	79	90
Imaginative Writing	58	82
Initial Teacher Training	88	85
Law	88	88
Media Studies	81	77
Planning	83	84
Politics	91	87
Psychology	84	87
Sociology	84	85
Tourism, Transport and Travel	76	79

Employability – Destination of Leavers from Higher Education ('DLHE') 2010/11

Department	Total Responses	Unavailable /Refusals Etc.	%	Unemployed	%	Active	%	Active as % of those declaring (the EPI)
Arts & Media	86	18	21%	17	20%	51	59%	75%
Culture, Writing and Performance	90	19	21%	11	12%	60	67%	85%
Education	5	0	0%	0	0%	5	100%	100%
Law	59	14	24%	5	8%	40	68%	89%
Psychology	49	8	16%	8	16%	33	67%	80%
Social Sciences	74	11	15%	17	23%	46	62%	73%

Department	Total Responses	Unavailable /Refusals Etc.	%	Unemployed	%	Active	%	Active as % of those declaring (the EPI)
Urban, Environmental and Leisure Studies	35	9	26%	10	29%	16	46%	62%
Total	398	79	20%	68	17%	251	63%	79%
Previous Year								81%

Level 4 Progression 2011/12*

% of students progressing to L5 (after resits)

			2009/10	2010/11	2011/12
	UG/PG	FT/PT	Year 1	Year 1	Year 1
Arts & Media	UG	FT	66%	69%	69%
CWP	UG	FT	66%	70%	68%
Education	UG	FT	95%	80%	91%
Law	UG	FT	53%	55%	52%
Psychology	UG	FT	59%	65%	66%
SS	UG	FT	54%	62%	57%
UELS	UG	FT	69%	71%	73%

Faculty SWOT Analysis: Faculty of Arts and Human Sciences

<p>Strengths:</p> <ul style="list-style-type: none"> • Vocationally focused curriculum • Professional accreditation of qualifications • World class research • Excellent links with local schools and colleges • Improving student satisfaction ratings • Cost effective operation • Strong ITE exit survey data in Education • Competitive pricing of PG offer • Innovation and creativity in revamping the UG and PG curriculum 	<p>Opportunities:</p> <ul style="list-style-type: none"> • Instability at competitor HEIs • Existing providers withdrawing from market (e.g. Housing) • Expansion of overseas PG based on competitive pricing • Growth of USA semester abroad programme • Development of flagship Creative Arts centre and development of new programme areas • Development of Centre for the study of addictions
<p>Weaknesses:</p> <ul style="list-style-type: none"> • Retention and progression rates at L4 • Poor level of learning resources- especially in creative arts • Fragmented estates base • Poor NQT survey ratings in Education 	<p>Threats:</p> <ul style="list-style-type: none"> • Private providers in Law and Psychology • Move to Schools Direct for commissioning teacher training • Relaxation of cap on ABB/BBB numbers impacting on recruitment • LSBU league table position impacting on reputation • Lack of investment in teaching infrastructure • Decline in the mature/part-time student market • Poor outcomes from OFSTED inspection • Loss of market share in Creative Arts due to lack of facilities • Reduction in research funding if post REF allocations are concentrated in narrower range of large specialist institutions

2013/14 AHS Deliverables (to be delivered in 2013/14) and how success will be measured

Deliverable and link to 2011-14 LSBU corporate plan	What it requires	KPI measurement	Likelihood of success
1. Recruit to target September 2013	1. Continued work through open days, taster days and marketing initiatives, supported by reputational improvement as evidence by KIS data and League tables,	1. Recruitment targets met or exceeded	1. UCAS data for January 2013 suggests enrolments at 2012 levels are achievable but distribution of students between areas may be volatile.
2. Improved student satisfaction scores (NSS)	2. Departmental action plans that acknowledge NSS results and involve positive steps for improvement, especially in relation to timeliness and quality of feedback to students; student support and learning resources.	2.NSS – achieve minimum of 90% of benchmark in all 7 compulsory categories across all AHS JACS code areas by September 2014; NQT and Exit survey (Education) at least 90% of benchmark September 2014	2. For NSS - good – Deanery works closely with Departments to understand and disseminate data and agree key areas for action. Followed up during the year. All areas have a very clear picture of where they stand relative to their subject benchmarks. NQT survey in Education will be a challenge although Exit survey results are excellent.
3. Improved retention and progression	3. Continued provision of reliable and timely PAT data – ownership by HODs and course teams; effective intervention and change; review of student support, teaching quality, curriculum and assessment as appropriate ;	3. All courses achieving a minimum L4 progression rate of 65% for the 2013/14 intake	3. A challenge for Law and Social Sciences – already achievable elsewhere
4. Deliver on budget targets	4. Accurate budget planning with contribution targets identified for income streams (especially research and enterprise); recruitment and retention targets achieved; research activity levels maintained; continued enterprise activity tight control of costs; effective delegation of authority and accountability; regular monitoring of progress.	4.2013/14 budget targets met or exceeded as per year end data provided in October 2014	4. Realistic income lines and contribution rates agreed with Finance; staffing details established with budget holders – should be achieved

Deliverable and link to 2011-14 LSBU corporate plan	What it requires	KPI measurement	Likelihood of success
5.. Progress with development of research active staff to ensure UoAs are on track for REF submission	5. Close management of research outputs and progress by research centre heads and Director of ISSR. Maintenance of QR funding through internal bidding process; impact of research projects made evident through websites. Final preparation of REF submission process.	5.: UoA 40 – 25% of staff on track to be 4*, 50% on track to be 3*; UoA66 – 29% of staff on track to be 4*, 50% on track to be 3*; UoA44 – 37% of staff on track to be 4*, 63% on track to be 3*;	5. Current progress is good

AHS Key risks 2013/14

Risk Title	Cause & Effect	Inherent Risk Priority	Existing Controls	Residual Risk Priority	Action Required
AHS 12/13 V2 R1: Failure to develop and sustain appropriate accommodation base	Lack of fit for purpose teaching spaces-negative impact on student experience Poor appearance and state of estate has negative impact on recruitment and marketing Lack of investment in Borough Road building-poor environment for students and negative impact on staff [academic & support] engagement Lack of strategic estate plan-constraints on development of academic offer and ability to make best uses of resources Need to develop further specialist spaces in order to maximise course development	Medium	Pursuit of bids for short term improvement projects-has now become more important with additional space returned to Estates and Facilities. Close working with Estates and Facilities to ensure support dept. is aware of Faculty needs Reconfiguration of Faculty space to make use more effective and student friendly Establishment of Space Management Group to review the use of space around the University and to monitor the surrender and bids for space Monthly meetings between Faculty Manager [Sharon Holmes] and develop an	Medium	Work with Head of Estates and Facilities to ensure that Faculty aims and needs are reviewed and met within the emerging Estates Strategy Use faculty space group to monitor and report on issues at local level Completion of rehearsal space project by start of semester 2 Submit Occupier needs bid in relation to reconfiguration of faculty admin to ensure improvement of student facing services Review current office needs and consider plan for improvement

Risk Title	Cause & Effect	Inherent Risk Priority	Existing Controls	Residual Risk Priority	Action Required
	<p>and student satisfaction Need to reorganise office space to ensure clean and functional accommodation for staff [admin + academic] and to group depts. appropriately to help foster dept. and faculty identity Lack of dedicated teaching spaces for specific course needs-issues with portfolio development and student satisfaction</p>		<p>accommodation strategy for AHS Submission of AHS strategic space plan to Director of Estates</p>		<p>and reconfiguration Paper on AHS space needs submitted to the Director of E&F Preparation of occupier needs bids for 12/13 session</p>
<p>AHS 12/13 V2 R3: Failure to improve progression and retention figures</p>	<p>Cause: Failure of students to progress successfully through their programmes of study Effects: Impact on student recruitment and loss/instability of income Poor NSS scores and continuing low league table position Negative impact on student experience of those students remaining Negative impact on reputation</p>	<p>High</p>		<p>High</p>	

Educational Character Committee
Faculty Briefing Document: Faculty of Business

Faculty Management team:

Dean: Jane Houzer

Pro Deans: Professor Geoff Elliott (Academic) & Dilip Patel (External)

Head of Operations and Resources: Jonathan Tanner

Heads of Departments: Professor Jim Snaith (Business Studies), Mr Milo Crummie (Management), Dr Kevin Grant (Informatics), Dr Andrew Tuson (Interim Head for Accounting and Finance), *Dr. John Marchant National Bakery School*

Academic Departments

Department	Head of Department	Key disciplines
Management (BMAN)	Dr Milo Crummie	PG in area of Management, Civil Society, Marketing & HR, Not for Profit UG Marketing
Business Studies (BBS)	Professor Jim Snaith	PG International Business UG Business Studies, Business Administration
Accounting & Finance (BAF)	Dr Andrew Tuson	PG Accounting, Finance & Corporate Governance UG Accounting and Finance
Informatics (BINF)	Dr Kevin Grant	PG Information Systems UG Business information Technology, Computing studies

The Course portfolio by Department

Department	Link to portfolio
Management	http://prospectus.lsbu.ac.uk/courses/course_level_list.php?DepartmentID=35&FacultyID=1
Business Studies	http://prospectus.lsbu.ac.uk/courses/course_level_list.php?DepartmentID=2&FacultyID=1
Accounting & Finance	http://prospectus.lsbu.ac.uk/courses/course_level_list.php?DepartmentID=1&FacultyID=1
Informatics	http://prospectus.lsbu.ac.uk/courses/course_level_list.php?DepartmentID=36&FacultyID=1

NSS

National Student Satisfaction Survey 2012

	Overall Teaching Quality by JACS3		Overall Assessment and Feedback by JACS3	
	Faculty	Sector	Faculty	Sector
Marketing	85	80	70	66
Business Studies	69	80	62	68
Accounting & Finance	88	83	72	72
Computer Science	82	80	71	69
Food & Beverages	82	86	67	71

	Overall Satisfaction	
	Faculty	Sector Score JACS 3
Marketing	89	81
Business Studies	76	84
Accounting & Finance	91	88
Computer Science	84	80
(Food & Beverages)	72	86

Employability – Destination of Leavers from Higher Education ('DLHE') 2010/11

Department	Total Responses	Unavailable /Refusals Etc.	%	Unemployed	%	Active	%	Active as % of those declaring (the EPI)
BMAN	140	26	19	9	6	105	75	92
BBS	270	43	16	43	16	184	68	81%
BAF	200	39	19	35	18	126	63	78%
BINF	110	22	20	18	16	70	64	80%
NBS	36	6	17	5	14	25	69	83%
Total	756	136	18	110	15	510	67	82%
Previous Year								85%

Level 4 Progression 2011/12*

Progression from L4 to L5 (3 years).

			2009/10	2010/11	2011/12
Accounting & Finance*	UG	FT	66%	73%	82%
Business Studies	UG	FT	50%	52%	59%
Informatics	UG	FT	28%	44%	49%
Management^	UG	FT	59%	73%	61%
National Bakery School	UG	Other	76%	73%	91%

Faculty SWOT Analysis: Faculty of Business

<p>Strengths:</p> <ul style="list-style-type: none"> • Professionally focused and badged business education • Innovative curriculum delivery models (i.e. distance and blended e-learning) • Innovative and pro-active course development to meet market needs • Growing International income from franchise provision • Close geographic association with London as a world financial capital • Competitive financial performance compared to other Business Schools 	<p>Opportunities:</p> <ul style="list-style-type: none"> • Enterprise income from professional courses and associations • Niche provision of products and services to specific markets • Provision of named awards to meet market needs and provide market differentiation • Focus on International Curriculum • Employability embedded where relevant in the curriculum to meet market needs and in extra curricula activity
<p>Weaknesses:</p> <ul style="list-style-type: none"> • Declining student numbers in Postgraduate areas • Retention rates below the average in some areas pulling down overall Faculty average • Low research and scholarship base in the business areas • Poor teaching environment and facilities (LR not fit for purpose) • No differentiated Business School brand or accreditation 	<p>Threats:</p> <ul style="list-style-type: none"> • Many public and private competitors in London offering business education • Potential elasticity of demand, needing to diverge from University business model of standard UG fees • Decline of part-time students • Lack of investment in teach infrastructure including fit for purports IT

2013/14 Bus Deliverables (to be delivered in 2013/14) and how success will be measured

Deliverable and link to 2011-14 LSBU corporate plan	What it requires	KPI measurement	Likelihood of success
1. Recruit to target September 2013	1. To continue to develop the Faculty integrated marketing plan in collaboration with the UK/EU and International recruitment offices and the Marketing Team. To deliver postgraduate and International recruitment at least to stated target and to maintain undergraduate recruitment in line with SNC target.	1. To meet agreed conservative student recruitment targets.	1. UCAS applications have increased for three of the four departments but overall the outlook is the SNC target will be achieved. Applications from the EU are looking very promising. Postgraduate applications are challenging but the Faculty will be increasing and improving its PG keep warm processes and working closely with the Recruitment team. International recruitment is also challenging with the impact of UKBA regulations possibly having a negative impact. The Faculty is actively building external collaborations with reputable academic institutions in the Far East (India and beyond) and also in the EU.
2. Improved student satisfaction scores (NSS)	2. To maintain year-on-year engagement with students to contribute to the National Student Survey. To increase sample size and to continue to make academic staff aware of the critical factors affecting student satisfaction e.g. feedback, teaching quality, learning experience and academic support.	2.NSS – achieve minimum of 90% of benchmark in all 7 compulsory categories across all BUS JACS code areas by September 2014	2. Academic Department Heads to lead on staff engagement and outlining successes and identifying areas for improvement. Deanery to provide guidance and encouragement through implementation of communication plan and highlighting cross Faculty good practice.
3. Improved retention and progression	3. Continued provision of reliable and timely PAT data – ownership by HODs and course teams; effective	3. All courses achieving a minimum L4 progression rate	3. A challenge for Law and Social Sciences – already achievable elsewhere

Deliverable and link to 2011-14 LSBU corporate plan	What it requires	KPI measurement	Likelihood of success
	intervention and change; review of student support, teaching quality, curriculum and assessment as appropriate ;	of 65% for the 2013/14 intake	
4. Deliver on budget targets	4. Accurate budget planning with contribution targets identified for income streams (especially research and enterprise); recruitment and retention targets achieved; research activity levels maintained; continued enterprise activity tight control of costs; effective delegation of authority and accountability; regular monitoring of progress.	4. Set conservative budget all income streams and expenditure to be monitored on a monthly basis. International activities to be closely monitored and kept in line with International strategy and strategy of the International Office.	4. Prudent monitoring of income and expenditure. Realistic contribution to the centre.
5. Improve academic profile and scholarship	5. Heads to set aside a budget to encourage staff to publish in professional and academic journals and at conferences and engage in professional activities. To submit research active staff for the REF.	5. At least 30% of staff from each department to demonstrate as part of appraisal process activities that they have undertaken.	5. Starting from low base hence the minimum 30% of activity.
6. Improve Student Employability.	6. All undergraduate offering should have professional accreditation or recognition. Provide an environment to allow students to engage with professional bodies e.g. IOD initiative, CMI, CIM etc.	6. Monitoring of DLHE survey specifically: Aim to improve response rate to 800 graduating students (majority of students).	6. Working with the Employability Team to improve student employability profile e.g. CVs, working with academic departments, working with external companies, widening internship.
7. Improved retention and progression.	7. Staff to provide timely feedback to students. To ensure that there is professional provision which engages students and meets the needs of professional bodies. Academic Heads to monitor feedback, attendance and progression. To create and implement action plans as necessary and to feedback to Faculty Executive.	7. Minimum 60% retention across the faculty.	7. Through the Faculty Student Liaison Team, to actively monitor student attendance. To work in conjunction with Academic teams and the Student Life Centre teams on putting in place interventions to support students. To provide regular reports on retention

Deliverable and link to 2011-14 LSBU corporate plan	What it requires	KPI measurement	Likelihood of success
			activity and to take appropriate action.

Bus Key risks 2013/14

Risk Title	Cause & Effect	Inherent Risk Priority	Existing Controls	Residual Risk Priority	Action Required
BUS-BP-03 Failure of the Faculty.	Effect: Poor progression, achievement and completion impacting on University league table position.	Medium	Exam boards monitor progression. Using the Progression Analysis Tool at faculty and departmental level. Head's of Department are responsible for reporting on attendance, tracking progression and student numbers. Controls: Being driven by Pro-VC and Pro-Dean (Academic). Working groups on HESES Audit and Student Achievement and Satisfaction.	Medium	To review the Faculty applicant Keeping Warm process in order to ensure all applicants are contacted and conversion from applicant to enrollment and on-going progression can be tracked.
BUS-BP-10 Failure to maintain active relationships with key external stakeholders (including Friends of the Faculty), Local Authorities, collaborative partners, FE Colleges, key Government departments, funding bodies etc.	Cause: Failure to maintain active relationships with key external stakeholders (including Friends of the Faculty), Local Authorities, collaborative partners, FE Colleges, key Government departments, funding bodies etc. Effect: Reduction of student	Medium	Inclusion of stakeholders, events e.g. Friends of the Faculty, Open Days for colleges, Accords and head start events for potential students.	Medium	Scale-up activities and include a wider group of staff. Risk is now embedded into faculty operations and is being monitored by Pro-Dean.

Risk Title	Cause & Effect	Inherent Risk Priority	Existing Controls	Residual Risk Priority	Action Required
	recruitment and negative impact on accreditation of courses.				
BUS-BP-11 Failure to develop coherent Faculty estate and infrastructure strategy enabling development of fit for purpose teaching and business development environment	<p>Cause: Lack of quality of the London Road estate.</p> <p>Improvement of Faculty Infrastructure, lack of engagement with Heads of Academic Departments, lack of funds to support ongoing maintenance, lack of cross university engagement with estates and infrastructure projects by Faculty.</p> <p>Effect: Quality of infrastructure reduces, lack of investment, poor student feedback, reduction in satisfaction, reduction in market competitiveness.</p>	Medium	<p>Continued attendance at key LSBU committees and working groups including:</p> <ul style="list-style-type: none"> - ICT Users Group (ICTUG) - Estates and Facilities Stakeholder Group - Health and Safety Committee(s) <p>Weekly dialog with Estates and Facilities and other key departments.</p> <p>Resource prioritisation agreed by FMT and Estates and Facilities. Monitoring of estates implementation plans. Pro-actively monitoring estate on a weekly basis as part of Health and Safety activities.</p>	Medium	<p>Development of a cross Faculty infrastructure priority list.</p> <p>With new ICT management team develop and monitor appropriate ICT Faculty support.</p> <p>Establish annual office audit tied to Health and Safety and budgetary efficiency.</p>
BUS-O4-03 Failure to support students appropriately (including international students)	<p>Cause: lack of monitoring of actions of the Faculty Student Liaison Centre</p> <p>Lack of information relating to BUS students from key central LSBU services such as the International</p>	Medium	<p>Student Liaison Service activities are managed professionally</p> <p>Student Liaison Service activities are managed professionally and with the support of the Student Life</p>	Medium	<p>To ensure that the SLC staff are appropriately trained and are</p> <p>To ensure that the SLC staff are appropriately trained and are working closely with colleagues in the Student</p>

Risk Title	Cause & Effect	Inherent Risk Priority	Existing Controls	Residual Risk Priority	Action Required
	<p>Office and Student Support Centre. Failure of administrative teams to deliver appropriate services.</p> <p>Effects: Poor student satisfaction, increased retention problems, students take legal action.</p>		<p>Centre/Student Wellbeing teams. Staff are trained appropriately and there is an open dialog between the service and academic colleagues on student support issues including the Student Cause for Concern group. SLC provides information during student induction sessions. SLC collects data on referrals and reports on these in its annual report.</p>		<p>Life Centre / Wellness teams on current developments relating to legislation and other critical issues affecting students.</p>

	PAPER NO: EC.09(13)	
Board/Committee:	Educational Character Committee	
Date:	9 May 2013	
Paper title:	HESA KPIs 2009-2012: Key Trends	
Author:	Jo Ellett, Academic Quality Project Manager	
Executive sponsor:	Phil Cardew, Pro Vice Chancellor (Academic)	
Recommendation by the Executive:	To note	
Aspect of the Corporate Plan to which this will help deliver?	4. Student Success	
Matter previously considered by:	N/A	On:
Further approval required?	N/A	On:
Communications – who should be made aware of the decision?	N/A	

Executive summary

The Key Performance Indicators (KPIs) published by the Higher Education Statistics Agency (HESA) provide comparative data on the performance of publicly-funded higher education institutions (HEIs) in the UK in key areas including widening participation which is covered in this paper.

These indicators are designed to provide reliable information on the nature and performance of the higher education sector in the UK and a consistent set of measures of this performance. This will contribute to a greater public accountability by the sector,

as well as ensure that policy decisions can be made on the basis of consistent and reliable information.

This paper summarises the most recent publication (11/12) of LSBU's HESA KPIs and provides comparison against location-adjusted and national benchmarks.

The Committee should note LSBU recruits students from under-represented groups in line with or more than local HEIs, except for young part time students.

HESA KPIs 2009-2012: Key Trends

Widening Participation:

LSBU is equal to or above both benchmarks in the following areas:

- Young students from state sector (first degree, other UG, all FTUG)
- Young students from 4-7 NS-SEC (first degree, other UG, all FTUG)
- Students on Disabled Students' Allowance (DSA) (FT first degree, all FTUG, all PTUG)

LSBU is above the location-adjusted benchmark (but below benchmark) in the following areas:

- Young students from POLAR 2 (first degree, all FTUG)
- Young students from POLAR 3 (first degree, other UG, all FTUG)
- Mature students with no HE from POLAR 2 (first degree, all FTUG)
- Mature students with no HE from POLAR 3 (first degree, all FTUG)

We are below both benchmarks in the following areas:

- Young students from POLAR 2 (other UG) – only 0.7% below the location-adjusted benchmark
- Mature students with no HE from POLAR 2 (other UG) – only 0.6% below the location-adjusted benchmark
- Mature students with no HE from POLAR 3 (other UG) – only 0.3% below the location-adjusted benchmark
- **Young PT students from POLAR 2 – considerably below at 4.8% below the location-adjusted benchmark**
- Mature PT students from POLAR 2 – only 0.1% below the location-adjusted benchmark
- **Young PT students from POLAR 3 – considerably below at 3.5% below the location-adjusted benchmark**
- Mature PT students from POLAR 3 – only 0.2% below the location-adjusted benchmark

This is very similar to the data from the previous year (2010/11) except for the **young PT students**, which are below the location-adjusted benchmark and in the case of POLAR 2 data, are increasingly dropping below that benchmark.

Non-Continuation:

Please note that in 2010/11 our non-continuation following year of entry data in the table series T3 were suppressed as the University was unable to record activity of students on a number of courses. This had an impact on the non-continuation data used to produce table T3 and Table T5. T4 data were also affected. Therefore key trends have been drawn from comparison with data from 2009/10.

Resumption of Studies:

HESA will automatically suppress the resumption of studies data in tables 4a and 4b for 2011/12 following our suppression of non-continuation data in table series T3 last year.

Appendix 1:

Key to Categories:

Location-adjusted benchmark:

These benchmarks take account of where an institution's students come from, as well as their subject and entry qualifications. They are the result of work done by HEFCE to try and measure the effect of location on the access indicators in these tables.

4-7 NS-SEC:

The information on socio-economic classification is taken from the National Statistics Socio-Economic Classification. The classifications used are:

- 1 Higher managerial and professional occupations
- 2 Lower managerial and professional occupations
- 3 Intermediate occupations
- 4 Small employers and own account workers
- 5 Lower supervisory and technical occupations
- 6 Semi-routine occupations
- 7 Routine occupations

The performance indicator is the proportion of students from NS-SEC classes 4 to 7 out of those from NS-SEC classes 1 to 7.

POLAR 2:

The POLAR2 method is based on the HE participation rates of people who were aged 18 between 2000 and 2004 and entered a HE course in a UK higher education institution or GB Further Education College, aged 18 or 19, between academic years 2000/01 and 2005/06.

The POLAR2 classification is formed by ranking 2001 Census Area Statistics wards by their young participation rates for the combined 2000 to 2004 cohorts. This gives five young participation quintile groups of areas ordered from '1' (those wards with the lowest participation) to '5' (those wards with the highest participation), each representing 20 per cent of UK young cohort. Students have been allocated to the neighbourhoods on the basis of their postcode. Those students whose postcode falls within wards with the lowest participation (quintile 1) are denoted as being from a low participation neighbourhood.

POLAR 3:

POLAR3 is based on the HE participation rates of people who were aged 18 between 2005 and 2009 and entered a HE course in a UK higher education institution or English or Scottish further education college, aged 18 or 19, between academic years 2005/06 and 2010/11.

The method used to get the participation rates is broadly similar to the method for POLAR2.

FT First Degree									110	7.3	6.7	13.4
FTUG									120	7.0	6.5	13.6
Other FTUG									10	4.9	3.8	13.9
Mature students who have no previous HE qualification and come from a low-participation neighbourhood (POLAR2)												
FT First Degree	135	6.5	5.8	11.9	140	7.6	6.3	12.2	120	7.2	5.8	11.6
FTUG	165	5.4	5.2	12.0	175	6.5	5.5	11.8	130	6.3	5.4	11.1
Other FTUG	30	3.1	4.3	10.6	35	4.1	4.0	10.2	15	3.0	3.6	8.4
Mature students who have no previous HE qualification and come from a low-participation neighbourhood (POLAR3)												
FT First Degree									80	4.6	3.7	10.8
FTUG									85	4.0	3.3	10.4
FT Other UG									5	1.6	1.9	8.2
Students who come from a low participation neighbourhood and have no previous HE qualification (POLAR 2)												
PT Young	20	7.0	8.9	15.7	15	5.4	6.4	13.0	5	4.2	9.0	11.7
PT Mature	90	3.2	2.8	5.8	35	2.6	3.3	8.6	35	3.2	3.3	6.7
Students who come from a low participation neighbourhood and have no previous HE qualification (POLAR 3)												
PT Young									5	4.2	7.7	12.7
PT Mature									25	2.4	2.6	6.8
Proportion of students who are in receipt of the Disabled Students' Allowance (DSA):												
FT First Degree	130	1.7		5.7	520	6.1		6.4	580	7.0		7.0
FTUG	155	1.5		5.4	640	6.0		6.0	785	7.1		6.7
PTUG	80	1.7		2.3	120	4.8		2.6	125	4.8		2.7

	PAPER NO: EC.10(13)	
Board/Committee:	Educational Character Committee	
Date:	9 May 2013	
Paper title:	Postgraduate Faculty Monitoring Reports	
Author:	Margaret Hollins, Deputy Head of Department, Urban, Environment and Leisure Studies, AHS; Jon Warwick, Professor: Educational Development, BUS; Philip Lockett, Pro Dean (Academic), ESBE; Mary Saunders, Head of Department, Primary and Social Care, HSC	
Executive sponsor:	Phil Cardew, Pro Vice Chancellor (Academic)	
Recommendation by the Executive:	To note	
Aspect of the Corporate Plan to which this will help deliver?	Academic success, employment and student satisfaction. Ensuring that our underpinning business processes, systems, policies and investments create an environment that enables success.	
Matter previously considered by:		On:
Further approval required?	Quality and Standards Committee Faculty Academic Standards Committees	On: 19 th June 2013 On: various
Communications – who should be made aware of the decision?	N/A	

Executive Summary

The attached reports will be submitted to the Quality and Standards Committee, a sub-committee of the Academic Board, as part of the quality assurance process. These reports are submitted to the Educational Character Committee for information and to make it aware of any issues that are impacting on the University's educational provision.

The committee are requested to note:

- In Arts and Human Sciences, progression and award benchmarks are not currently met. The current Action Plan seeks to address this (point 5 of appendix 1).
- In Business, the uncertainties over student recruitment as this poses a risk for the Faculty and institution as a whole. The committee is asked to also note the improvements made in progression which will help to mitigate the risks posed by recruitment.
- In Engineering, Science and the Built Environment, the decrease in recruitment for 2012/13, the improved progression and the need to improve monitoring statistics. The Faculty aims to increase recruitment for 2013/14.
- Health and Social Care's action plan reflects issues identified from the reports and actions to address or strengthen the quality of the student experience or the monitoring of the quality process.

The Committee is requested to note the report.

Attachments:

- 1) Arts and Human Sciences
- 2) Business
- 3) Engineering, Science and the Built Environment
- 4) Health and Social Care

Appendix 1 – Arts and Human Sciences

1. Faculty Annual Overview

- 1.1 The Faculty of Arts and Human Sciences assures the Quality and Standards Committee that it has fulfilled all functions required of it with respect to the annual monitoring of academic standards and quality at postgraduate programme level during the academic year 2011/2012. All programmes in the Faculty have engaged appropriately with external examiners and reference is made in this report to external examiner comments of particular significance and to the responses to these comments.
- 1.2 Where programmes have been reviewed, and new programmes validated, the Faculty Academic Standards Committee has retained appropriate oversight of the responses to the conditions imposed and recommendations made during these processes and has ensured that they have been addressed to the satisfaction of review and validation panels. The FASC has maintained oversight of proposals for collaboration with partner institutions, both in the UK and overseas, and has ensured that all conditions imposed by approval panels have been met, and approved Memoranda of Cooperation are in place, before the commencement of programmes to be delivered collaboratively.

2. Quality Assurance at Faculty Level

- 2.1 The Faculty's Action Plan for the year focused upon the provision of appropriate levels of student support regarding academic writing and referencing, research methods, coursework briefing and feedback, access to DDS, access to and understanding of extenuating circumstances EC procedures.
- 2.2 The Faculty's **annual postgraduate programme monitoring and scrutiny process** is underway with the majority of programmes meriting findings of broad confidence, with or without conditions. The Faculty Academic Standards Committee (FASC) continues to monitor those programmes monitoring reports (PMRs) those with scrutiny conditions and those that have otherwise not been signed off.
- 2.3 **External examiners' (EEs') reports** continue to confirm satisfaction with standards set overall and that those standards were in line with other similar institutions. A number of reports identified areas of good practice and acknowledged improvements and innovations in terms of module delivery and assessment.

3. Overview of Faculty Progression and Attainment

3.1 There has been a small decline in progression for full-time postgraduate students and a larger drop regarding awards to **full time** students, as indicated by the table below (2010 – 2011 updated figures in brackets). While below benchmark, the Level 7 Year 1 progression rate for full-time students is higher than the University's overall full-time progression rate (76%). This is not the case for awards to full-time postgraduate students, however (84%).

PG FT	Benchmark	Average progress rate
L7 Yr 1 (progression)	90%	85% (87%)
L7 (awards)	90%	59% (75%)

The table below (2010 – 2011 updated figures in brackets) indicates overall attainment of AHS **part-time** postgraduate students against university benchmarks, with progression in Years 1 and 2 and awards at Year 3 down from the previous year. Only the Year 2 progression rate falls below the University's overall part-time progression rate, however (76%).

PG PT	Benchmark	Average progress rate
L7 Yr1 (progression)	90%	64% (76%)
L7 Yr2 (progression)	90%	67% (82%)
L7 (awards)	90%	63% (68%)

4. Overview of Faculty Recruitment

4.1 In 2011-12, AHS enrolled more Year 1 PG **FT** students than in 2010-11 (447 up from 430). In 2011-12, Year 1 PG **PT** student numbers continued to decline (278 down from 457). The differences between the FT PG student profile and the PT PG student profile are few.

5. Actions for the Coming Year (2012/13)

5.1 Faculty actions are based on the postgraduate Programme Monitoring Reports (PMR) and scrutiny thereof, on the Faculty and University priority areas of progression and awards and student survey results (PTES and DLHE).

	Action	Desired Outcome	Actioned by	Target Date
1	Implement PMR action plans to meet progression benchmarks. Paragraph 6	Progression rates in line with University benchmarks	HoDs / CDs / Course teams	October 2013
2	Raise profile of student surveys to final year postgraduates Paragraph 8	At least a 60% response rate in all Departments	Pro Dean / FMT / CDs/ LSBU	October 2013

The Committee is requested to note the Faculty Action Plan for 2012/13.

Margaret Hollins, Chair, Faculty Academic Standards Committee, Faculty of Arts and Human Sciences

Appendix 2 - Business

Annual Overview

1. With the exception of the Bakery School, all departments within the Faculty of Business have some postgraduate provision although the numbers of students enrolled onto these programmes is far smaller than for the equivalent undergraduate provision. Having undertaken a very significant curriculum modernisation process (CMP) during 2010-11, the remaining elements of Faculty provision were reviewed during 2011-12 so that, unless there were professional body restrictions in place, all courses are now operating within the 20 credit framework. Other significant developments included the end-of-cycle reviews of Accounting and Finance and also Management, and a new postgraduate award, the MSc Business Project Management. The Faculty Academic Standards Committee (FASC) will continue to monitor the operation of the new postgraduate curricula as they continue to be phased in.
2. No issues of standards or quality were raised by External Examiners or PSRB representatives in relation to our postgraduate programmes and awards were found to be securely located within the QAA Framework for Higher Education Qualifications.
3. This report is a supplement to the report relating to the Faculty's undergraduate provision and as such will only raise specific issues or actions which relate directly to our postgraduate provision.

Quality Assurance at Faculty Level

4. The postgraduate programmes that operate across the faculty offer a range of courses and tend to have relatively small cohorts of students although module sharing between the courses makes them efficient to run. This gives students an excellent choice of specialist provision within the subject areas and allows us to be somewhat fleet-of-foot in the way we can respond to market changes. The Faculty's postgraduate courses also benefit from extensive links with the relevant Professional Bodies and we offer a range of delivery styles with blended and distance learning opportunities complementing the more traditional learning styles.
5. Given the complex nature of the provision and the requirement to meet Professional Body requirements we are pleased to note that there have been no significant

issues of quality arising through quality assurance processes either with our home provision or at partner institutions.

Quality Assurance at Programme Level

6. Across the postgraduate programmes we are also pleased to report that External Examiners confirm that appropriate standards are established for courses and modules at Levels 7 and 8 within the Faculty, and that the appropriate external benchmark standards are in evidence. The faculty has been working to improve its assessment processes and we have made significant progress in this area. External Examiners have identified areas of excellent practice in the provision of feedback to students and in the way that assessments are set, marked and moderated. The challenge now is to ensure that this good practice becomes embedded across all courses and is reflected in the full range of assessment methods that we use.
7. Two minor issues have been raised by the external scrutiny process which cut across subject groupings and are mirrored also at undergraduate level: the first of these relates to the marking of dissertations, how we might encourage students to engage with the supervision process, ensure that all students experience a consistent level of supervision and the development of their work is documented; the second relates to the highly variable levels of English proficiency among students which is potentially confounding efforts to improve retention and progression through the Curriculum Modernisation Process. In those subject areas where this issue has been specifically identified staff will work with the available resources such as the Academic Writing Group to embed best practice within their courses and programmes.
8. Student satisfaction with postgraduate courses is generally good as evidenced by end-of-module questionnaires, Course Board meetings and other feedback processes. Coupled with this, comment from External Examiners and students has been overwhelmingly positive of the new 20 credit curriculum that is now in operation.

Recruitment, Retention and Progression

9. Recruitment to postgraduate courses remains challenging as has been recognised by most postgraduate courses across the university. Within the Faculty of Business the number of postgraduate students has dropped over the last 3 years but this has been partly compensated for by increased retention and progression rates.

10. In responding to the challenges of the postgraduate market for students the Faculty has been keen to refresh its course portfolio so that the changing needs of employers and students can be met. For example, in 2012 we validated a new MSc in Business Project Management which is distinctive in that it focusses on the management of business projects, by which is meant projects which are situated within the business environment and bring together resources, skills, technology and ideas to deliver business benefits or achieve business objectives. In addition to the development of project management skills, the course also develops skills in information analysis, the evaluation of risk, quality standards and the development of research skills for both personal development and the enhancement of project management practice. This course will be complemented by an equivalent undergraduate curriculum that will offer project management training at all levels.
11. All courses and programmes held board meetings as required although student attendance has sometimes been patchy. Issues raised include inconsistency in the use of the Virtual Learning Environment (Blackboard) across different modules, and the process for allocating dissertation supervisors in some areas. Issues relating to the consistent use of the VLE will be addressed through the introduction of the new VLE (Moodle to go live in September 2013) and associated minimum standards and staff training. Postgraduate course teams will be exploring ways of making the transition from the taught part of our Masters programmes to the dissertation component as seamless as possible for students, and this will include ensuring that the research methods modules provide the appropriate mix of research and technical skills required for research planning and implementation.

Actions for the Next Academic Year

12. No specific actions have been identified that relate specifically to our postgraduate provision. Issues that are mentioned above have been picked up already in the action plan relating to our undergraduate provision.

Appendix 3 – Engineering, Science and the Built Environment

Faculty Annual Overview

1. The Faculty of Engineering Science and the Built Environment assures the Quality and Standards Committee that it has fulfilled all functions required of it with respect to the annual monitoring of academic standards and quality at undergraduate programme level during the academic year 2011/2012 for all programmes. All programmes in the Faculty have engaged appropriately with external examiners and reference is made in this report to external examiner comments of particular significance and to the responses to these comments.

Quality Assurance at Faculty Level

2. The Faculty has implemented all courses that were reviewed as part of the Curriculum Modernisation Project (CMP). This involved implementing the changes in one year at all levels of our courses. The improved progression and retention figures are good evidence that the changes made have been beneficial.
3. The Faculty has placed Programme Specifications and Module Pro-Formas along with other QA documentation on SharePoint which is accessible to all ESBE staff. We will be working with the University to make this available to students, applicants and external bodies as appropriate.
4. Student access to timetables improved during 2011-12. However personalised timetables are still not available.
5. There were no other significant faculty wide issues raised in the annual cycle of review at undergraduate level.

Quality Assurance at Programme Level

6. The Faculty has monitored its courses and programmes in a number of ways. These include End of Cycle reviews, validations, professional body visits and the Programme Monitoring Review process (PMR).
7. During 2011-12 there were five End of Cycle reviews.
8. Also during 2011-12 there were three external accreditation visits and all were successful.

Recruitment, Retention and Progression

9. The Faculty had a shortfall in recruitment of 132 students at postgraduate level in 2012/13 when compared to previous year's recruitment. This was predominately under recruitment in part time student numbers. The Faculty will be reviewing its recruitment processes to increase recruitment for 2013-14.

ESBE recruitment summary 2012/2013

Course Level and Mode	Actual recruitment 2011/2012	Target recruitment 2012/2013	Actual recruitment 2012/2013
PG HOME/ EU FT	226	226	193
PG OS FT	85	85	99
PG HOME/ EU PT	242	242	140
PG OS PT	15	15	4

10. Most full time postgraduate programmes are completed in one calendar year. Hence progression does not happen on most of these programmes. The main exception is PgD Architecture which is a 2 year full time programme. All part time programmes last either two or three years depending on their intensity.

1st Year Postgraduate full time progression

Dept	Course	09/10	10/11	11/12
Built Environment	PgD Architecture	65%	67%	74%

1st Year Postgraduate part time progression

Dept	Course	09/10	10/11	11/12
Applied Sciences		68%	79%	94%

Built Environment	Masters Degrees	75%	78%	92%
	PgD Architecture	44%	58%	57%
Engineering and Design		83%	76%	79%
Urban Engineering		79%	59%	71%
ESBE Faculty Total		70%	70%	79%

Progression and retention have generally improved in ESBE in the last 3 years.

11. The data summarising awards provided by the central system (PAT Data) does not provided sufficient data to robustly monitor trends.

12. The limited evidence we have is that the proportion of students achieving their intended award in the expected time period is improving. This statement is based on local PMR statistics, which are not directly comparable between programmes, and no summary data is presented.

Actions for the Next Academic Year

	Action	Desired Outcome	To be actioned by	Target Date	Update
1	To ensure that PAT data provides the appropriate monitoring statistics for Postgraduate PMRs	That PMR authors do not have to generate any local data and solely make use of centrally provided data	Registry	November 2014	
2	All students to have access to personal timetables	All students to have access to personal timetables	ICT and Faculty Timetablers	June 2013	

3	Further develop central electronic management and availability of QA documentation	All staff, students and external bodies have appropriate access to QA documentation	Registry with support from PD (A), FAQSSO,	June 2013	
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Philip Lockett
Chair of ESBE FASC
April 2013

Appendix 4 – Health and Social Care

Summary of Key Aspects from Postgraduate Programme Monitoring Reports

1. Quality Guarantee

1.1 The Faculty of Health and Social Care will assure the Quality and Standards Committee that it has fulfilled all functions required of it with respect to the annual monitoring of academic standards and quality at postgraduate programme level during the academic year 2011-12. All programmes in the Faculty have engaged appropriately with external examiners and responses to the comments of individual examiners have been included in the annual monitoring reports.

1.2 The Faculty Postgraduate Monitoring Report is currently being collated prior to submission to QSC in June 2013 however all scrutiny reports have been received by FASC and final sign off of reports will occur at the next FASC in May 2013.

2. Progress on Action Plan for 2011-12

2.1 Key issues related to the need to have a more flexible approach to Masters programmes with pathways slower than the normal part time route achieved over 3 years to dissertation. In April 2013 a sub group of FASC was convened and developed a set of criteria for considering the development of slower pathways. So far 4 masters programmes have been approved to have slower pathways and this was approved at FASC. As each pathway will have a different course code it is envisaged that this will improve the student experience in a number of ways not least by enhancing the enrolment and fees processes but also by reducing the academic burden on students who are usually in very senior roles in the Health Service.

3. Quality and Standards at Programme and Faculty Level

3.1 All reports are scrutinised by FASC members using the same form. Currently all postgraduate reports have been through the scrutiny process and authors have been given feedback and are making amendments where necessary. All the reports achieved broad confidence or broad confidence with conditions. Some of the conditions related to absence of some documents and it would be helpful if PAT data could be embedded in the report and for all other necessary documents to be uploaded to one report. Some scrutiny reports requested a more evaluative approach from PMR authors.

3.2 The vast majority of external examiner reports are very positive and where any issues have been raised by external examiners these are addressed in the template response to the external examiner. There was one external examiner report that raised some quality issues and this was the second year that issues have been raised. A full investigation into the external examiner's concerns was undertaken after the first report and the investigation revealed a lack of clarity about where the external examiner had issues about the quality of the work given that he also made very positive comments. The action plan instigated a number of activities designed to further support student academic development. Although this has been actioned the external examiner still made similar comments in his final report this year and the course team continue to enhance the recruitment process of students (all of whom have a first degree), on-going tutorial and academic support and learning sets for students. Some of the problems are that students are unable to attend at any other times due to full time work commitments so support through the VLE is also a part of the strategy. Some of the external examiner comments have been very positive:

- *LSBU ranks well alongside other institutions. This is highlighted by some of the work-based developments in other parts of the country which are highly regarded and are likely to increase in popularity. Other HEIs have been slower to develop this. Alan Lewis (Careers Guidance and Education)*
- *The work produced by students on the masters course is very good and is comparable to students I have worked with at Durham University. Dr Sandra Wallis Social Work*
- *The assessments, the quality of the work, the marking and feedback are of a high standard and comparable to other HEIs. Styliani Gkika MSc Cognitive Behavioural Therapy*

4. Recruitment and Progression

The Postgraduate PMRs show good progression and award levels. So far the increase in fees does not appear to have had a noticeable effect on recruitment however it is likely that NHS CPD budgets will be cut for 2013-14 so it is unknown if this will impact on recruitment.

	PAPER NO: EC.11(13)	
Board/Committee:	Educational Character Committee	
Date:	9 May 2013	
Paper title:	Annual reports on academic misconduct and appeals	
Author:	Patrick Anderson, Assistant Registrar (Student Appeals), The Registry	
Executive sponsor:	Dr Phil Cardew PVC (Academic)	
Recommendation by the Executive:	To approve	
Aspect of the Corporate Plan to which this will help deliver?	4. Student Success	
Matter previously considered by:	Quality & Standards Committee	On: 6 March 2013
Further approval required?	N/A	
Communications – who should be made aware of the decision?	N/A	

Executive Summary

These reports are for information purposes only, and it is considered that no particular issues arising from them constitute any particular cause for concern.

It is not considered that any significant risks to the University arise from it.

The Committee is requested to approve these reports.

Attached: Annual report on academic misconduct
 Annual report on appeals

Academic misconduct investigations and outcomes in 2012: report on the annual monitoring of statistics at London South Bank University

1. Annual numbers of Academic Misconduct Investigations (AMIs)

1.1. Numbers of AMIs in 2012.

290 students were reported to, and/or investigated by, the central academic misconduct office located in the Registry in the calendar year 2012. Of these, 20 cases were reported centrally for further investigation and resolution through the University Academic Misconduct Panel. 240 completed cases were reported centrally, having been investigated and concluded locally by relevant Academic Integrity Coordinators (AICs). A further 10 initial cases were reported centrally and investigated locally but their final conclusion was not, or has not yet been, made known centrally. 22 investigations resulted in having the initial allegation withdrawn and/or having no case to answer.

1.2. Comparison of AMIs by year, 2001-2012

The 290 reported cases of academic misconduct in 2012 compares with 2011's total of 293 reported cases. A comparison of numbers of cases reported since 2001 is illustrated below in Figure 1.

Year	Total	Year	Total
2012	290	2006	257
2011	293	2005	260
2010	231	2004	204
2009	281	2003	175
2008	229	2002	105
2007	263	2001	190

Fig.1

2. AMI cases by Faculty in 2012

As in previous years, the Faculty of Business investigated the highest number of cases in 2012, with 157 investigations. The Faculty of Health and Social Care investigated the least number of cases of the four faculties, with 19 cases. The numbers of cases investigated by each faculty in 2012 were almost identical to the numbers investigated by the same faculties in 2011.

Faculty	Number of cases	% of all cases
Arts & Human Sciences	71	24%
Faculty of Business	157	54%

Engineering Science & Built Environment	43	15%
Health & Social Care	19	7%
Total	290	100%

Fig. 2

3. Academic misconduct investigations 2012 by type of misconduct

The most common type of misconduct is the commission of plagiarism, followed by infringement of examination rules. There were three reported cases of contract cheating in 2012.

Type of misconduct	Number of cases
Plagiarism (individual)	201
Plagiarism (collusion)	44
Plagiarism (contract cheating)	3
Cheating in an exam	28
Unknown offence	14
Total	290

Fig. 3

4. Seasonal distribution of AMIs in 2012 - all Faculties

Reporting of misconduct is normally seasonal, and most reports of cases and investigations follow the major assessment periods in the academic calendar – at the end of semester one and particularly at the end of semester two, as shown in Figure 4.

Month in 2012	No. of AMIs reported	Month in 2012	No of AMIs reported
Jan	9	July	38
Feb	33	Aug	15
March	19	Sept	16
April	8	Oct	20
May	82	Nov	7
June	36	Dec	7

Fig.4

4.1. Seasonal peaks & troughs for AMIs in 2012 - distribution by Faculty

Figure 5 below illustrates the numbers of appeals submitted by each Faculty per month throughout 2011.

2012	AHS	BUS	ESBE	HSC	Monthly total – all faculties

January	6	2	0	1	9
February	7	21	2	3	33
March	2	6	11	0	19
April	2	6	0	0	8
May	28	37	14	3	82
June	8	18	4	6	36
July	4	28	4	2	38
August	0	11	1	3	15
September	7	3	5	1	16
October	2	16	2	0	20
November	3	4	0	0	7
December	2	5	0	0	7
Annual total	71	157	43	19	290

Fig. 5

5. Academic misconduct investigations 2012 by outcome and penalty

The range of outcomes and penalties to AMIs in 2012 is given below in Figure 6. The most common penalty imposed was Penalty (iii), including all its variations, which requires the component of assessment involved to be redone for a capped mark. Penalty (iii) was imposed in 54% of cases. The second most common penalty was Penalty (ii), including all of its variations, which involves a reduction in marks, usually -- but not always – capping at the pass mark. This penalty was imposed in 18% of all cases. Penalty (v) – failure in all components of assessment to be redone for a capped module mark with repeat fees and attendance – was imposed in 7% of cases. Two students' studies were permanently terminated for the commission of academic misconduct alone.

Outcome/Penalty	Number of cases
No case to answer/allegation withdrawn	22
No penalty/unknown penalty/unresolved	10
Poor Academic Practice (+ no/unknown penalty)	15
Poor Academic Practice + penalty (i)	0
Poor Academic Practice + Penalty (ii)	9
Poor Academic Practice + Penalty (iii)	19
Misdemeanour Warning (no penalty &/ or unknown penalty)	0
Misdemeanour Warning + Penalty (i)	0
Misdemeanour Warning + Penalty (ii)	1
Misdemeanour Warning + Penalty (iii)	0
Misdemeanour Warning + Penalty (iv)	0
Misdemeanour Warning + Penalty (v)	0

Minor Academic Misconduct + Penalty (i)	1
Minor Academic Misconduct + Penalty (ii)	0
Minor Academic Misconduct + Penalty (iii)	0
Penalty (i)	11
Penalty (ii)	42
Penalty (iii)	138
Penalty (iv)	0
Penalty (v)	16
Penalty (vi)	3
Penalty (vii)	1
Penalty (viii)	0
Penalty (ix)	2
Total:	290

Fig.6

STUDENT APPEALS IN 2012

Report on the annual monitoring of statistics at London South Bank University

1. Students under appeal

1.1. Student appeals in 2012

764 student appeals were received in the calendar year 2012. This compares with 751 student appeals received in 2011 and 579 received in 2010, representing approximately 3.3% of the University's total number of 23,350 currently enrolled students.

Appeals in 2012 by faculty

The breakdown of appeals submitted by faculty in 2012 was as follows:

Faculty	No. of appeals in 2012	% of all appeals in 2012	% of all students enrolled by faculty in 2012, for comparison
AHS	223	29%	22%
BUS	134	18%	22%
ESBE	202	26%	24%
HSC	205	27%	31%
Total	764	100%	99% (+1% Other)

Fig.1

1.2. Numbers of appeals submitted by faculty 2004-12

The number of appeals submitted in each faculty in each calendar year, 2004 to 2012 is illustrated below in Figure 2.

	2004	2005	2006	2007	2008	2009	2010	2011	2012
AHS	51	78	64	92	117	112	166	205	223
BUS	63	69	71	104	62	114	118	134	134
ESB	35	48	36	92	95	84	115	183	202
HSC	159	174	172	161	201	183	180	229	205
CH	27	17	24	24	--	--	--	--	--
Total	335	386	367	473	475	493	579	751	764

Fig. 2

1.3. Increase/decrease in appeals by faculty 2011 to 2012

Faculty	Increase/decrease in appeals by Faculty 2011-12
AHS	9% increase
BUS	0% increase
ESBE	10% increase

HSC	10% decrease
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Fig. 3

1.4. Percentage (%) of all appeals submitted by faculty 2005-12

	2005 %	2006 %	2007 %	2008 %	2009 %	2010 %	2011 %	2012 %
AHS	20	17	19	25	23	29	27	29
BUS	18	19	22	13	23	20	18	18
CH	4	7	5	--	--	--	--	--
HSC	45	47	34	42	37	31	31	27
ESBE	12	10	19	20	17	20	27	26
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100%

Fig. 4

2. Outcomes of appeals

2.1. Outcome of appeals in 2012 - all faculties

Of this total of 764 appeals, 244 appeals were upheld, and 520 were not upheld:

% of appeals successful/ unsuccessful in 2012:	Number	%
Upheld	244	32%
Rejected	520	68%
Total	764	100%

Fig.5

2012's percentage of 32% of all appeals being upheld is the most significant dip below 50% since 2006. The annual success rate of appeals is illustrated in Figure 6 below, for the years 2004-12 inclusive.

Year	% appeals rejected	% appeals upheld
2012	68%	32%
2011	47%	53%
2010	41%	59%
2009	43%	57%
2008	45%	55%
2007	51%	49%
2006	62%	38%
2005	73%	27%

2004	61%	39%
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Fig.6

2.2. Outcome of appeals by individual faculty in 2012

These trends are nevertheless not entirely uniform among the individual faculties. Figure 7 below illustrates the success rates of appeals by individual Faculty in 2012. The variations in outcome, as measured between the faculty least likely to have its appeals upheld (AHS), and the faculty most likely to have its appeals upheld (BUS), is only 5%, which does not appear to be of great significance.

	Appeals submitted	Number of appeals rejected	Number of appeals upheld	% of appeals rejected	% of appeals upheld
AHS	223	156	67	70%	30%
BUS	134	87	47	65%	35%
ESBE	202	137	65	68%	32%
HSC	205	140	65	68%	32%

Fig. 7

2.3. Outcome of appeals by gender in 2012

57% of appeals in 2012 were by female students, and 43% were from male students. This is in line with the proportion of female and male students currently enrolled at the University, at 59% and 41% respectively. Nevertheless, appeals by female students were more likely to be successful: 34% of all appeals by female students were upheld in 2012, whereas only 28% of appeals by male students were upheld in 2012. Female appellants in ESBE were twice as likely to have their appeals upheld as male appellants in AHS. The respective success rates for appellants in each faculty are given below, in Figure 8.

	Total number of appeals in 2012	Total of appeals from women	Total of appeals from men	% of appeals from women upheld	% of appeals from women rejected	% of appeals from men upheld	% of appeal from men rejected
AHS	223	143	80	31%	69%	23%	77%
BUS	134	53	81	41%	59%	32%	68%
ESBE	202	57	145	47%	53%	27%	73%
HSC	205	179	26	31%	69%	42%	58%

Fig.8

2.4. Outcome of appeals by tuition fees status in 2012

In 2012, 87% of all appeals submitted were from Home based students, 6% of appeals were from EU students, and 7% of appeals were from International/Overseas students.

These figures are broadly in line with the proportions of Home based, EU and International/Overseas students enrolled at the University in 2012 at 91%, 3% and 6% respectively.

The success rates for the appeals of these 3 categories of students are set out below in Figure 9.

Tuition fee status	% appeals upheld	% appeals rejected
Home students	31%	69%
EU students	32%	68%
Overseas/International students	42%	58%

Fig.9

2.5. Outcome of appeals by disability in 2012

23% of all students who appealed in 2012 were formally registered with University as having a disability. 77% of all students who appealed in 2012 did not have a registered disability. Figure 10 below gives the breakdown by faculty in 2012.

	% of appellants with a registered disability	% of appellants with no registered disability
AHS	33%	67%
BUS	11%	89%
ESBE	13%	87%
HSC	29%	71%

Fig.10

All appellants in 2012	appeals won	appeals lost	% appeals won	% appeals lost
Disabled	70	103	40%	60%
Non-Disabled	174	285	29%	71%

Fig.11

As Figure 11 illustrates above, 40% of all appellants with a registered disability won their appeals in 2012, while 29% of all appellants without a registered disability won theirs. Nevertheless there is wide variation between individual faculties in this respect, as illustrated in Figure 12 below.

Appeals won	AHS		BUS		ESBE		HSC	
Registered disabled	24/71	34%	4/15	27%	20/27	74%	22/60	37%
No registered disability	38/147	26%	44/120	37%	46/176	26%	46/148	31%

Fig.12

2.6. Outcome of appeals by ethnicity in 2012

Tables 13 to 17 in the Appendices illustrate the submission of appeals in 2012 by ethnicity categories. No detailed breakdown figures for enrolment by ethnicity across the student population in 2012 were available for of this report. Some headline comparisons of the outcomes of appeals by ethnicity category have nevertheless been attempted in relation to the 3 largest general categories: Asian students, Black students, and White students.

	Total no. appeals in 2012	No. of appeals won	% of appeals won	No. of appeals lost	% of appeals lost
All Asian Students	123	44	36%	79	64%
All Black Students	351	105	30%	246	70%
All White students	170	56	33%	114	67%

Fig.13

2.7. Outcome of appeals by level of study

In 2012, 83% of all appeals were submitted by undergraduate students and 17% of all appeals were submitted by postgraduate students. This compares with a student population comprising 77% undergraduates and 22% postgraduates (and 1% students in Further Education). 30% of all undergraduate appeals were successful, while 41% of all postgraduate appeals were successful.

3. Seasonal peaks and troughs – all appeals by faculty

The overwhelming majority of appeals each year are submitted over the summer months, July to October, which is easily explained by annual sittings of the summer (June/July) and September resit award and progression examination boards. Most appeals received outside this July to October timeframe are appeals from HSC, which have award and progression examination boards sitting at different times of year. Figure 14 below illustrates the numbers of appeals submitted in each Faculty per month throughout 2012.

2012	AHS	BUS	ESBE	HSC	Monthly total – all faculties
January	4	6	3	1	14
February	6	4	9	14	33
March	7	3	4	24	38

April	2	1	2	5	10
May	2	2	2	14	20
June	5	1	13	5	24
July	101	38	96	27	262
August	18	4	16	30	68
September	40	32	20	40	132
October	34	33	35	31	132
November	2	2	0	10	14
December	2	9	2	4	17
Annual total per faculty	223	134	202	205	764

Fig.14

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

94 complaints from exhausted appeals were newly submitted back to the University by the OIA in the calendar year 2012. This compares with 33 similar OIA cases submitted in 2011, and 23 received in 2010. This almost threefold increase of cases submitted in the calendar 2012 over the previous calendar year 2011 appears to reflect the fact that the OIA has now managed to make significant inroads into its huge backlog of complaints which had not been investigated, which is understood to have first accumulated substantially in the years 2010 and 2011.

4.1. OIA complaints by faculty in 2012

	No. of OIA complaints received in 2012	% of all OIA complaints received in 2012
AHS	23	24%
BUS	11	12%
ESBE	14	15%
HSC	46	49%
Total	94	100%

Fig. 15

At 49% of the total, exhausted appeals from past or present students from The Faculty of Health and Social Care continue to constitute the highest number of OIA cases submitted among the four faculties, notwithstanding that only 27% of appeals submitted in 2012 were from past or present HSC students.

4.2. Outcomes of OIA complaints in 2012

By the date of the collection of this data (25.02.13), 47 of these 94 complaints had been resolved, while 47 were still in progress. The outcomes of these 94 cases are shown in Figure 16.

Outcomes of OIA complaints	AHS	BUS	ESBE	HSC
Not justified	4	4	4	16
Partly justified	1	0	0	3
No case	1	0	4	2
Awaiting decision	15	6	6	22
Fully justified	2	1	0	3
Totals	23	12	14	46

Fig.16

	PAPER NO: EC.12(13)	
Board/Committee:	Educational Character Committee	
Date:	9 May 2013	
Paper title:	Committee annual plan	
Author:	James Stevenson, University Secretary and Clerk to the Board of Governors	
Board sponsor:	Steve Balmont, Chairman of the Educational Character Committee	
Recommendation:	That the committee note their annual plan	
Matter previously considered by:	Educational Character Committee	On: At each meeting
Further approval required?	N/A	N/A
Communications – who should be made aware of the decision?	N/A	

Executive Summary

The committee are asked to note its annual business plan. This annual committee plan is intended to cover items regularly discussed by the committee. Other non-regular items will be considered by the committee when necessary.

Educational Character Committee – recurring/standing items

	Dec	Feb	May
Statistical reports on student achievement, disability and demography/ enrolment statistics	X		
National Student Survey Report	X		
Destination of Leavers of Higher Education Survey Results	X		
Validations Report	X		
Academic KPIs Review	X		
Annual Report on External Examiners		X	
Report on UG Student Progression		X	
UG Faculty Monitoring Reports		X	
Report on Complaints and OIA		X	
HESA Performance Indicators			X
Report on PG Student Progression			X (discussed in Dec 2012)
PG Faculty Monitoring Reports			X
Annual Reports on Academic Misconduct and Appeals			X
Faculty pro formas		X	
Business plan	X	X	X