

Meeting of the Academic Board

12.00 pm - 13.00 pm on Thursday, 8 July 2021
in MS Teams - MS Teams

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		DJ
2.	Declarations of interest <i>Members are required to declare any interest in any item of business at this meeting</i>		DJ
Items for discussion			
3.	OfS Proceed Metric	3 - 14	KM
4.	KEF Update	15 - 20	NP
5.	Developmental Peer Observation of Teaching	21 - 26	DJ

Date of next meeting

2.00 pm on Wednesday, 27 October 2021

Members: Deborah Johnston (Chair), Maxwell Smith, Ricardo Domizio, Asa Hilton Barber, Gilberto Buzzi, Alessio Corso, Geoff Cox, Gary Francis, Steve Faulkner, Nadia Gaoua, Marc Griffith, Steve Hunter, Paul Ivey, George Ofori, Jenny Owen, Luke Murray, Carrie Rutherford, Md Fazle Rabbi, Tony Roberts, and Warren Turner

Apologies: Ian Albery, Helen Aston, Craig Barker, Patrick Callaghan, Kate Ellis, Rosie Holden, Sarah Moore-Williams, Nicki Martin, Anthony McGrath (sent representative), and Helen Young

In attendance: Dominique Phipp (Secretary), Rachel Picton, John Cole, Sally Skillett-Moore, Martina O'Brien (for Anthony McGrath), Antony Moss, Karen Mclernon (for item 3), and Neil Pearce (for item 4)

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	INTERNAL
Paper title:	OfS Projected Completion and Employment from Entrant Data (Proceed) metric
Board/Committee:	Academic Board
Date of meeting:	16 June 2021
Author(s):	Strategy, Planning & Performance (SPP) team
Sponsor(s):	Deborah Johnston, Pro Vice Chancellor (Education)
Purpose:	For Discussion
Recommendation:	Academic Board to discuss this new metric, LSBU's scores and relative position and to consider recommendations to monitor and improve student outcomes

Executive summary

The OfS published a new experimental measure, “**Projected completion and employment from entrant data**” (**Proceed**), on 19 May 2021. This measure combines projected completion rates and graduate outcomes of UK domiciled, full-time, first degree students into a compound percentage score which is intended to provide prospective students with an understanding of student outcomes across the whole student lifecycle. The Proceed measure was published by provider overall and at CAH2 subject level.

- LSBU's overall Proceed score of **52.9%** is -8% below sector average and equates to rank 96 out of 131 providers (73rd percentile).
- LSBU's overall score is **-5.4%** below the OfS benchmark, with 9 out of 13 subject scores also below benchmark and all 13 subjects below sector average.
- Among London Moderns LSBU is mid-ranked 5th out of 11 but has the second highest adverse variance to benchmark after London Met and the third highest proportion of subjects below benchmark.
- Based on our internal analysis of 2019/20 entrants' continuation rates and GO Year 2 data, we do not expect LSBU's Proceed score to improve in the next iteration of the metric.

While the OfS has stated there are no immediate plans to use Proceed for regulatory purposes, the publication must be viewed in context of the DfE and OfS aim to eliminate low quality provision. It also has reputational implications given the extensive media coverage which focussed on low performing institutions, in particular those with scores below 50% (The Times: “At 25 universities, fewer than half of students who begin a degree can expect to finish and find professional employment or further study within 15 months of graduation”).

Initiatives to improve student outcomes, including continuation and graduate outcomes, are a high priority in LSBU's 2020-2025 Strategy. LSBU's Proceed results re-emphasise the need for urgent action.

Projected completion and employment from entrant data (Proceed) – Performance Report

1. Context

The OfS has released an experimental measure to bring together projected data for full-time first degree students who complete their studies (projected completion rates) and the progression of recent graduates to employment, further study and other activities (graduate outcomes) by HE provider. The resulting metric aims to give incoming undergraduates an estimate of the likelihood that they will gain an award and progress to graduate level employment, with scores expressed as a percentage and available by provider and subject area across providers. Combining the two measures is thought to show the cumulative effect and avoid masking the overall chance of success if looked at in isolation.

This experimental metric has been rebranded as “**Projected completion and employment from entrant data**” (**Proceed**). This follows the publication of the anonymised first iteration of this measure in December 2020, under the name “Progression from Entry to Professional Employment” (EPE), and prior to that called “Start to Success” (S2S). The May 2021 release includes the most recently available datasets and refines the approach to statistical uncertainty to improve understanding of the statistical reliability of the data. The OfS made a number of refinements to the methodology in response to HE provider and data user feedback which have benefited LSBU's score (now 52.9%, +7.9% compared to the EPE version).

The OfS has stated that it has no immediate plan to use this data for regulatory purposes - for example, to identify and address “low quality” courses and note the data is experimental and should be considered alongside the OfS research report 'Projected completion and employment from entrant data (Proceed)'¹. However, there is a likelihood that the data, although experimental, could be used by league table compilers, as the experimental Graduate Outcomes data has been. There has also been coverage of the metric in the press, for example the Times have reported on the Institutions with a Proceed score of less than 50%:

“At 25 universities, fewer than half of students who begin a degree can expect to finish and find professional employment or further study within 15 months of graduation.”²

This gives an indication of how the dataset may be interpreted. This report includes an overview of performance and comparison of the Proceed metric to existing datasets.

¹ <https://www.officeforstudents.org.uk/publications/proceed-updated-methodology-and-results/>

² <https://www.thetimes.co.uk/article/graduates-face-tougher-job-hunt-after-psychology-and-business-degrees-data-suggests-cpbr0bpmb>

2. LSBU Performance

a) Summary

- LSBU's Proceed score of **52.9%** is -8% below the sector average of 61% and equates to rank 96 out of 131 providers (73rd percentile). This position is similar to LSBU's 2021 Guardian league table rank of 93 out of 121.
- LSBU's overall score is -5.4% below the OfS benchmark, with 9 out of 13 subjects also scoring below benchmark.
- 12 subject scores are suppressed due to low populations.
- Among London Moderns LSBU is mid-ranked 5th out of 11 but has the second highest adverse variance to benchmark after London Met and the third highest proportion of subjects below benchmark.
- These scores are based on 2018/19 entrants' Projected Completion multiplied by Graduate Outcomes of the 2017/18 graduating cohort (GO Year 1) for UK domiciled, full-time, first degree students. Full methodology details are in the Appendix.
- Based on our internal analysis of 2019/20 entrants' continuation rates and GO Year 2 data (sector results due to be published in July), we do not expect LSBU's overall Proceed score to improve in the next iteration of the metric.

b) Performance against the Sector and Competitors (Table 1)

LSBU has a Proceed score of **52.9%** and is ranked 96/131 (73rd percentile) overall. This is based on a projected completion score of 72.0% of 2018/19 entrants and a graduate outcome score of 73.5% of 2017/18 graduates (Year 1 of the GO survey). LSBU's Proceed score is -5.4% below the OfS benchmark, with projected completion -4% adverse and graduate outcomes -3.2% adverse.

The average sector score is 61%, spanning a wide range of results from 4.5% (Norland College) to 91.7% (Imperial College).

47, or 26.4%, of providers had their results suppressed due to low populations. Of the 131 providers with reported scores, the Million Plus mission group has the lowest results.

The following London Moderns are ranked above LSBU (see table 1):

- University of Greenwich – **60.4%** (51st percentile)
- St Mary's University, Twickenham – **60.3%** (52nd percentile)
- Kingston University – **59.0%** (55th percentile)
- University of the Arts, London – **54.1%** (68th percentile)

Only the top three London Moderns exceeded their OfS benchmark scores. LSBU's underperformance of -5.4% is the second largest of the group after London Met (-5.6%). The remaining competitors' variances are less than -3%.

c) Subject Performance (Tables 2-4)

LSBU has results for 13 subjects at CAH level 2, but results should be treated with caution for 3 of the 13 subjects due to the low response rates for the graduate outcomes measure (see tables 2 and 3, highlighted in grey).

All 13 subjects score below sector average, by up to -27%, see table 3.

The Proceed score is above the OfS benchmark in the following 4 subjects:

- Education and teaching – **61.1%** (+5.5%)
- Architecture, building and planning – **58.8%** (+2.7%)
- Medical sciences – **72.4%** (+0.9%)
- Sociology, social policy and anthropology – **47.0%** (+0.5%)

The other 9 subjects perform below benchmark, with the largest adverse variances in:

- Performing arts – **35.6%** (-17.4%)
- Engineering – **41.4%** (-9.6%)
- Creative arts and design – **48.5%** (-9.7%)

The results of 12 subjects taught at LSBU are suppressed due to either low populations or missing data. This includes some large subjects such as Computing, Sport and exercise science and Media, journalism and communications (see table 3).

Overall, 1260 (50.2%) out of a total of 2508 provider/subject combinations have been suppressed in the OfS dataset. This, in combination with the 47 suppressed institution scores mentioned above, indicates that the Proceed metric does not provide a comprehensive and representative picture of the sector as a whole and is therefore not ideally suited as an information source for prospective students.

Sector wide, 55% of subject/provider combinations with a reported score are above OfS benchmark and 45% are below benchmark. For London Moderns, these proportions are reversed, see table 4. As reported above, LSBU's subject scores are 31% above and 69% below benchmark (4 vs 9 subjects). Only UAL and Roehampton have a higher proportion of subjects that score below benchmark.

d) Performance compared to HESA PIs and internal datasets (Tables 5 and 6)

- LSBU's score for projected completion at 72% under the Proceed methodology is **5.2% higher** than the HESA PI for projected completion for the same year (2018/19).
- LSBU's Graduate Outcome score at 73.5% is **4% higher** under Proceed than the OfS B3 definition internally reported for the same year (2017/18 graduates).

e) Projected Performance

- Based on the 2018/19 Graduate Outcome results, following the Proceed methodology would result in a score of approximately **67.2%** which is a 6.3% year-on-year decline in score compared to the published Proceed score for Graduate Outcomes.
- It is not possible to replicate HESA transition matrix in order to calculate projected completion at this time, however, the 2019/20 new entrant semester 1 continuation is available internally (excluding transfers to other institutions). For the UK domiciled full-time first degree cohort the internally calculated continuation figure is **88.6%** (based on 3566 new entrants) which is a 5.8 percentage point improvement compared to the final measure in 2018/19.
- Despite this improvement in Continuation, we would not expect the LSBU provider level Proceed score to improve in the next iteration given the large drop in the GO result.

3. Methodology changes from the December 2020 publication (Table 7)

Provider feedback on the EPE publication centered on the lack of benchmarks and the narrow definition of a positive graduate outcome. LSBU was represented in a round-table discussion with the OfS organised by HESPA on this topic in January 2021.

In the Proceed publication, the OfS made the following significant changes compared to the Dec 2020 anonymised report:

- Benchmarks and standard deviations have been provided. Provider-specific benchmarks were calculated consistent with the TEF methodology. See Appendix for details.
- Within the GO data, travelling, caring for someone or retirement now count as positive rather than negative graduate outcomes.

- Projected completion data has been updated to the latest dataset, using transitions between 2018-19 and 2019-20. Transferring students no longer count as negative for their original provider.

4. Recommendations

Academic Board previously agreed to the introduction of the Curriculum Framework which will be implemented from September 2022 and begin to affect Graduate Outcome results from late 2026.

In the meantime, the following actions are recommended:

- Regular reporting of these issues and metrics to Academic Board, including progress against targeted priority metrics at School level;
- QSC to assure Academic Board that it has implemented regular monitoring of student outcomes at course level;
- Academic Board requests DESEs to reflect and report on the drivers of these student outcomes metrics in each School;
- Academic Board asks for regular progress reports on institutional initiatives such as the Graduate Outcomes improvement project and teaching sabbaticals.

Tables and Appendix

Table 1: London Moderns overall performance and rank

Table 2: LSBU subject performance and rank

Table 3: LSBU overall and subject performance against benchmarks and Sector

Table 4: London Moderns subject performance – variances to OfS benchmarks

Proceed vs existing datasets:

Table 5: Projected Completion for 2018/19 – Proceed vs HESA T5

Table 6: Graduate Outcomes 2017/18- Proceed vs internal measure for EPI

Table 7: Methodology update, Proceed vs EPE

Appendix: Methodology and data suppression

Table 1: London Moderns overall performance and rank (out of 131)

Provider name	Completion		Graduate Outcomes				Composite measure	
	Number of starters	Projected to obtain a degree (%)	Number of qualifiers	Response rate (%)	Progression rate (%)	Response rate below 50%?	Proceed (%)	Rank
University of Greenwich	3,790	80.3	2,870	58.1	75.1	No	60.4	67
St Mary's University, Twickenham	1,035	82.8	985	55.4	72.8	No	60.3	68
Kingston University	3,630	80.6	2,930	52.6	73.2	No	59.0	72
University of the Arts, London	2,535	84.4	2,125	49.9	64.2	Yes	54.1	89
London South Bank University	3,215	72.0	1,915	55.2	73.5	No	52.9	96
The University of West London	2,385	73.8	1,595	56.0	69.4	No	51.2	103
The University of Westminster	3,510	77.2	2,375	56.4	66.1	No	51.0	105
Roehampton University	3,325	75.3	1,465	50.9	64.7	No	48.7	110
Middlesex University	3,875	72.3	1,765	53.9	65.7	No	47.5	114
London Metropolitan University	2,420	61.9	1,415	49.7	64.3	Yes	39.8	125

Grey = metric is based on a Graduate Outcome (Progression) score with a response rate below 50%

Table 2: LSBU subject performance and rank

Subject name	Completion		Graduate Outcomes				Composite measure (Proceed)			
	Number of starters	Projected to obtain a degree (%)	Number of qualifiers	Response rate (%)	Progression rate (%)	Response rate below 50%?	Proceed (%)	Rank	Total Ranked	Percentile Rank
Sociology, social policy and anthropology	100	71.8	70	58.5	65.5	No	47.0	35	63	56%
Medical sciences	120	76.3	65	60.6	95.0	No	72.4	9	15	60%
Education and teaching	110	89.5	95	45.8	68.2	Yes	61.1	31	46	67%
Creative arts and design	225	71.3	115	50	68.0	No	48.5	47	58	81%
Allied health	160	75.6	70	60.3	78.7	No	59.5	43	49	88%
Law	170	68.8	75	52.1	72.0	No	49.6	59	67	88%
Psychology	140	71.8	90	58.5	55.6	No	39.9	68	77	88%
Business and management	550	72.0	245	51.4	52.6	No	37.9	78	88	89%
Architecture, building and planning	125	65.6	70	57.4	89.7	No	58.8	23	25	92%
Nursing and midwifery	635	75.1	505	60.3	92.6	No	69.5	45	48	94%
Engineering	330	65.4	190	61.4	63.4	No	41.4	51	53	96%
Performing arts	80	80.9	65	44.6	44	Yes	35.6	63	65	97%
Biosciences	75	61.9	65	43.9	58.6	Yes	36.3	55	55	100%

Table 3: LSBU overall and subject performance against benchmarks and Sector

(Subjects in descending order of LSBU Proceed score)

CAH2 subject code	Subject name	Completion						Graduate Outcomes						Composite measure (Proceed)				
		Number of starters	Projected to obtain a degree (%)	Benchmark projected to obtain a degree (%)	Variance to Benchmark	Sector: Projected to obtain a degree (%)	Variance to Sector	Number of qualifiers	Progression rate (%)	Benchmark Graduate Outcomes progression rate (%)	Variance to Benchmark	Sector: Progression rate (%)	Variance to Sector	Proceed (%)	Benchmark Proceed (%)	Variance to Benchmark	Sector: Proceed (%)	Variance to Sector
CAH02-05	Medical sciences	120	76.3	79.3	-3.0	88.4	-12.1	65	95.0	90.2	4.8	84.9	10.1	72.4	71.5	0.9	75.1	-2.7
CAH02-04	Nursing and midwifery	635	75.1	82.8	-7.7	82.8	-7.7	505	92.6	93.9	-1.3	95.0	-2.4	69.5	77.7	-8.2	78.6	-9.1
CAH22-01	Education and teaching	110	89.5	82.6	6.9	85.9	3.6	95	68.2	67.3	0.9	73.9	-5.7	61.1	55.6	5.5	63.5	-2.4
CAH02-06	Allied health	160	75.6	76.0	-0.4	84.5	-8.9	70	78.7	79.9	-1.2	85.2	-6.5	59.5	60.7	-1.2	72.0	-12.5
CAH13-01	Architecture, building and planning	125	65.6	70.1	-4.5	81.0	-15.4	70	89.7	80.0	9.7	85.6	4.1	58.8	56.1	2.7	69.3	-10.5
CAH16-01	Law	170	68.8	75.3	-6.5	84.7	-15.9	75	72.0	68.5	3.5	73.9	-1.9	49.6	51.6	-2.0	62.6	-13.0
CAH25-01	Creative arts and design	225	71.3	79.5	-8.2	82.5	-11.2	115	68.0	73.2	-5.2	68.1	-0.1	48.5	58.2	-9.7	56.1	-7.6
CAH15-01	Sociology, social policy and anthropology	100	71.8	78.0	-6.2	79.1	-7.3	70	65.5	59.6	5.9	60.8	4.7	47.0	46.5	0.5	48.1	-1.1
CAH10-01	Engineering	330	65.4	70.5	-5.1	81.4	-16.0	190	63.4	72.3	-8.9	83.5	-20.1	41.4	51.0	-9.6	67.9	-26.5
CAH04-01	Psychology	140	71.8	77.0	-5.2	84.9	-13.1	90	55.6	60.8	-5.2	63.6	-8.0	39.9	46.8	-6.9	54.0	-14.1
CAH17-01	Business and management	550	72.0	73.1	-1.1	76.6	-4.6	245	52.6	61.5	-8.9	70.3	-17.7	37.9	45.0	-7.1	53.9	-16.0
CAH03-01	Biosciences	75	61.9	68.2	-6.3	85.6	-23.7	65	58.6	64.7	-6.1	74.0	-15.4	36.3	44.2	-7.9	63.4	-27.1
CAH25-02	Performing arts	80	80.9	80.1	0.8	81.0	-0.1	65	44.0	66.2	-22.2	68.5	-24.5	35.6	53.0	-17.4	55.5	-19.9
	Overall	3215	72.0	76.0	-4.0			1915	73.5	76.7	-3.2			52.9	58.3	-5.4	61.0	-8.1

Key:

Green= metric is above the benchmark or sector score

Red = metric is below the benchmark or sector score

Grey = metric is based on a Graduate Outcome (Progression) score with a response rate below 50%

Table 4: London Moderns subject performance – variances to OfS benchmarks

Provider	No. of subjects with Proceed scores	thereof:	
		above benchmark	below benchmark
Kingston University	13	69%	31%
St Mary's University, Twickenham	5	60%	40%
University of Greenwich	16	56%	44%
The University of West London	8	50%	50%
Middlesex University	10	40%	60%
London Metropolitan University	8	38%	63%
The University of Westminster	11	36%	64%
London South Bank University	13	31%	69%
Roehampton University	7	29%	71%
University of the Arts, London	4	0%	100%
<i>London Modern average</i>		44%	56%
<i>Sector average</i>		54%	46%

Proceed metric vs existing datasets:

The LSBU score for projected completion at 72% for the Proceed methodology is **5.2% higher** than the HESA PI for the same year (2018/19), the variance from benchmark is also reduced by 2.4%. The population of starters is higher in the Proceed measure due to the adjustments made to the HESA PI definition to account for intercalation years, students qualifying in previous years and non-standard academic years.

Table 5: Projected Completion for 2018/19 – Proceed vs HESA T5³

Measure	Number of starters	Benchmark projected to obtain a degree (%)	Projected to obtain a degree (%)	Variance to Benchmark
Proceed Completion	3,215	76.0	72.0	-4.0
HESA T5 Completion	3,150	73.2	66.8	-6.4

The LSBU Graduate Outcome score at 73.5% is **4% higher** for the Proceed methodology than the OfS B3 definition internally reported for the same year (2017/18 graduates). This is mainly due to the differences in the populations – the Proceed measure does not exclude any data based on incomplete information and includes ‘Other, retired, caring for someone, and travelling’ in the population and as a positive outcome. The definition of a positive outcome also differs as described in the methodology section above. The main difference is that all further study is counted, those in the ‘Other’ category are included and counted positively with the exception of those ‘doing something else’, and those in employment but insufficient information to SOC code are also counted positively. Furthermore, the cohort is different in that the Proceed measure counts apprenticeships as full-time rather than part-time.

Table 6: Graduate Outcomes 2017/18- Proceed vs internal measure for EPI

Measure	Number who responded to the survey	Benchmark Graduate Outcomes progression rate (%)	Progression rate (%)	Variance to Benchmark
Proceed Graduate Outcome (EPI+UK,FD Apprentices)	1,055	76.7	73.5	-3.2
OfS Graduate Outcomes Definition (EPI cohort)	938	NA	69.5	NA

³ Note, HESA have announced that the next set of UKPIs, as used in Proceed, will be the last. Some of the data will migrate into standard HESA datasets, but not the benchmarks which will be discontinued in their current form. An indicator linked to Graduate Outcomes will not be developed.

Table 7: Methodology update, Proceed vs EPE

Category	Measure	Original 'Progression from Entry to Professional Employment' (EPE) definition - Dec 2020	'Proceed' definition update - May 2021
Completion	Projected to obtain a degree (%)	<p>LSBU score: 69.0%</p> <ul style="list-style-type: none"> -2017/18 starters completion rates projected. -Completion likelihood of a first degree is projected through an algorithm that uses progression patterns at a provider over a 15 year time horizon. -Includes student transfers as negative outcomes with respect to a student's original provider. 	<p>LSBU score: 72.0%</p> <ul style="list-style-type: none"> -2018/19 starters completion rates projected. -Completion likelihood of a first degree is projected through an algorithm that uses progression patterns at a provider over a 15 year time horizon. -Any recent amendments to records (as of January 2021) have been incorporated. -Minor adaptations to account for intercalation years, students qualifying in previous years and non-standard academic years. -Excludes transferring students from the original institutions population of starters -Includes benchmarks to be viewed alongside the main data.
Graduate Outcomes	Progression rate (%)	<p>Score: 65.0%</p> <ul style="list-style-type: none"> -2017/18 graduate outcomes (Year 1 of GO) reported. -Highly-skilled employment are roles in SOC groups 1-3. -Any respondents with Employment as their main activity but a missing SOC code are apportioned between highly-skilled and medium-/low-skilled categories based on the known SOC codes. -All further study counts as a positive outcome. -Interim study is excluded. -Population includes graduates in other activities such as travelling, caring for someone and doing something else, these are counted as a negative outcome. 	<p>Score: 73.5%</p> <ul style="list-style-type: none"> -2017/18 graduate outcomes (Year 1 of GO) reported. -Highly-skilled employment are roles in SOC groups 1-3. -Including those travelling, caring or retired as positive graduate outcomes. -All further study counts as a positive outcome. -Includes interim study as a contextual measure and benchmarks to be viewed alongside the main data.

APPENDIX

Methodology:

This data concerns **full-time, first degree level, UK-domiciled** students registered at English higher education providers.

The projected completion and employment from entrant data (Proceed) rates are based on the projected percentage of 2018-19 full-time first degree starters in the subject at the provider who will obtain a degree **multiplied** by the percentage of the provider's 2017-18 full-time first degree graduates from the subject who had progressed into a positive activity after graduation (Graduate Outcomes survey).

Additional contextual information has been provided to aid interpretation of the data, including additional data on interim study undertaken by graduate outcomes respondents and sector-adjusted benchmarks for the component and composite measures.

Projected Completion:

Projected completion outcomes for UK-domiciled full-time first degree starters in 2018-19. These outcomes have been calculated using the Higher Education Statistics Agency's (HESA's) UK Performance Indicators Table T5 methodology (transition matrix*), with **minor adaptations** to account for intercalation years, students qualifying in previous years and non-standard academic years. Technical information on the Table T5 methodology can be found at: <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/outcomes/technical>

*The transition matrix summarises the pattern of progression among students at the provider following HESA's Table T5 methodology. The number of students contributing to the transition matrix is the total number of students used to calculate the projected completion outcomes. The "enders" are the students entering an end-state in the transition matrix (qualified, transferred or absent).

The methodology looks as far back as 2014-15 to find the earliest record. This will not be early enough for all students but should be for a large majority of those contributing to the transition matrix.

Projected Completion Benchmarking:

As for the Table T5 outputs, entry qualifications, subject and age on entry are the factors used within the sector-adjusted average calculation. Additionally, ethnicity and POLAR4, an area-based measure of young participation in higher education, have also been used. This combination of factors has been chosen to be as consistent as possible with those used for the full-time continuation metric in the Teaching Excellence and Student Outcomes Framework (TEF).

Graduate Outcomes:

This the destinations of UK-domiciled full-time⁴ first degree qualifiers reported in the Graduate Outcomes survey responses 15 months after leaving higher education in 2017-18. Graduate activities considered positive for this measure are: professional employment, in employment but missing a SOC code, all further study, retired, caring for someone, and

⁴ This includes full-time apprenticeship students but not apprenticeship students returned as part-time.

travelling. Results considered negative are: non-professional employment, doing something else, and unemployed.

The OfS has stated: Graduate outcomes and Proceed data are shaded grey where the survey response rate was less than 50%. This data should be treated with extra caution as it is at an increased risk of response bias.

Graduate Outcomes Benchmarking:

Benchmark values for the professional employment or further study rates have been calculated according to the benchmarking methodology used by the UKPIs and TEF. The factors used within the sector-adjusted average calculation match the factors that were used to benchmark the TEF full-time professional employment or further study metric, which was calculated from data from the DLHE survey. These factors are the same as those listed for projected completion above, but with the addition of sex and disability status.

Drawbacks of the methodology:

- Some students may progress into professional employment or further study without qualifying with a first degree at their original provider (for example after qualifying with a lower-level award), but these paths are not counted positively by the compound measure.
- The projected completion rates are reported for students starting their first degree in 2018-19, and the employment rates are reported for a cohort of students who achieved their qualification in 2017-18. The cohorts of students considered by the two measures are therefore non-overlapping and could differ in a way that could create misleading results if cohorts have changed over time.

Rounding and Suppression of Data:

- Suppressed data is shown as '-' throughout.
- Completion - The projected outcomes rates have been suppressed where there are fewer than 70 starters, 70 enders* or more than 5% of the starters not projected to transfer to a new provider are projected an unknown outcome. All projected completion data has been suppressed for De Montfort University due to issues with the 2018-19 and 2019-20 HESA Student records for that provider.
- Graduate outcomes - If the number of graduates who responded to the survey is less than 25 then the remaining columns in the table have been suppressed. Additionally, outcomes with fewer than 3 responses have also been suppressed.
- Proceed - The completion and graduate outcomes data has been suppressed according to the rules outlined above. The Proceed rates have been suppressed where either the percentage projected to obtain a degree or the graduate progression rate have been suppressed.

	INTERNAL
Paper title:	KEF Update
Board/Committee:	Academic Board
Date of meeting:	16 June 2021
Author(s):	Patrick Callaghan Dean of Applied Sciences and Chair of URC; Neil Pearce, Head of Knowledge Exchange.
Sponsor(s):	Peter Doyle, Director of Research Framework
Purpose:	For Information
Recommendation:	The Board is requested to note the results from our KEF submission.

Executive summary

The Knowledge Exchange Framework (KEF) is an annual assessment of Universities knowledge exchange activities. The first KEF exercise occurred in 2020, and the results were published earlier this year. The attached slides report the results of LSBU's KEF submission. The results show: **LSBU overall decile score is highest in Cluster J and higher than most in Cluster E. We had exactly the same score as UCL in Cluster V (normalised on income!). In 4 out of 7 assessments LSBU was in the top 30% of all UK HEIs. On Intellectual Property/ commercialisation, research and public / third sector work, LSBU could be better.**

Overall we are a relatively small, well 'balanced' KEF focussed University. Going forward, LSBU needs to grow research & enterprise income. (currently 10% of total – 2025 20% of total), have more effective Business-to-Business (B2B) engagement and strategic partners (NCUB evidence), capitalise current enterprise portfolio – risk capital and investment partners, and, to build on this baseline, re-position resources and transform our profile.

Work currently in progress is the development of Centres for Enterprise (incl. research for commercialisation) with a STEM & Health focus, strategic Partnerships – identification and offer, and enhancing our work showcasing and better marketing of successes.

Knowledge Exchange Framework

Neil Pearce

LSBU University Research Committee 19th May 2021

KEF Assessment

Why

- To provide universities with a useful source of information and data on their knowledge exchange (KE) activities, for the purposes of understanding, benchmarking and improving their own performance.
- To provide businesses and other users (and potential users) of university knowledge with another source of information, which may increase visibility of potential university partners and their strengths, and contribute to their internal decision making processes.

How

- Quantitative data via the annual HE-BCI (Higher Education Business and Community Interaction) survey. (HE-BCI & HESA drives HEIF income)
Narrative support statements

University Clusters

“Focus on similar structural characteristics rather than performance, value judgement - one cluster is not better than any other”

Cluster M - Small Universities, portfolio mainly in non-STEM and a limited level of research. (Winchester)

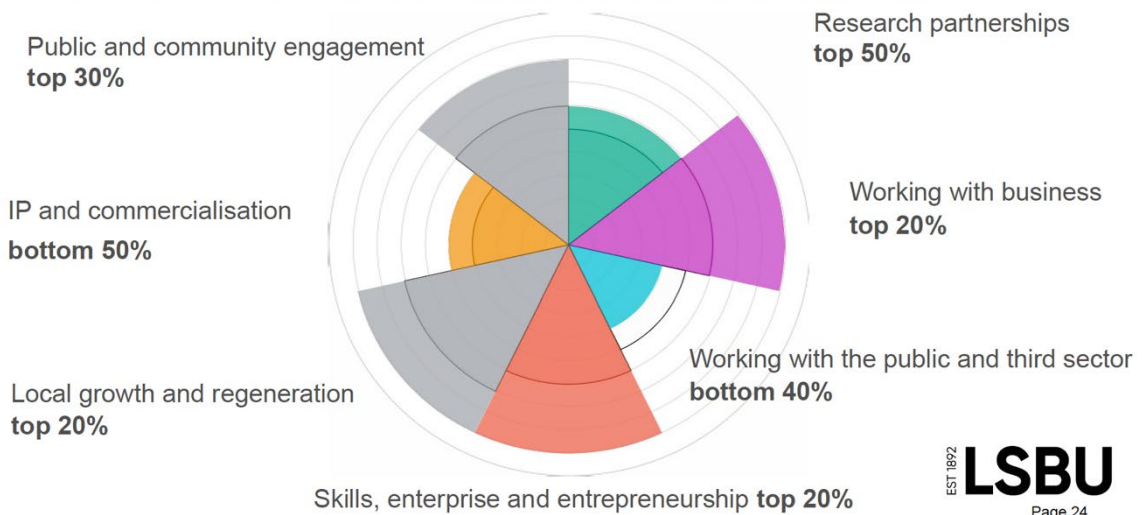
Cluster J – Medium Universities, portfolio in STEM and non-STEM and a limited level of research. (LSBU)

Cluster E – Large Universities, portfolio in STEM and non-STEM and a limited level of research. (Aston)

Cluster X - Large Universities, portfolio in STEM and non-STEM and a high level of research. (Brunel)

Cluster V - Very large Universities, portfolio in Medical, STEM and non-STEM and a very high level of research. (Oxford / Cambridge)

LSBU 2021 Baseline Assessment



HEI Structural (Cluster) Impact

Average of 3 Year Decile Cluster	E (6)	J (6)	M (4)	V (8)	X (6)
IP and commercialisation	6	4	5	9	7
Local growth and regeneration	6	7	6	5	6
Research partnerships	6	5	3	9	7
Skills, enterprise and entrepreneurship	6	6	5	4	5
Working with business	6	6	4	9	6
Working with the public and third sector	5	5	3	9	8
Public and community engagement	6	6	4	9	5

LSBU Cluster J Perspective Performance

Perspective	London South Bank University	Teeside University	University of Chester	Leeds Beckett University	The University of Wolverhampton	Birmingham City University	University of Derby	Staffordshire University	The University of Northampton	Cambridge Christ Church University	The University of Sunderland	University of Gloucestershire	London Metropolitan University	The University of East London	University of Worcester	Roehampton University
IP and commercialisation	5	3	3	4	8	7	4	4	4	4	4	4	4	4	3	3
Local growth and regeneration	9	8	8	4	10	8	10	4	8	10	10	10	10	10	4	10
Research partnerships	6	7	10	7	4	4	4	4	4	10	4	4	4	4	4	4
Skills, enterprise and entrepreneurship	9	10	7	4	4	4	4	4	4	4	4	4	4	4	4	4
Working with business	9	8	8	7	7	10	4	4	4	4	4	4	4	4	4	4
Working with the public and third sector	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4
Public and community engagement	8	8	5	5	10	4	4	4	4	4	4	4	4	4	4	4
Average Decile Score	7.1	7.1	6.3	6.1	6.9	6.4	6.0	5.7	5.9	5.9	5.9	5.4	5.1	4.9	3.9	4.1
Rank in Cluster J	1	1	5	6	3	4	7	11	8	8	8	12	13	14	16	15

LSBU Perspective & Metric Performance

Perspective	Metric	London South Bank University	Teesside University	University of Chester	Leeds Beckett University	The University of Wolverhampton	Birmingham City University	University of Derby	Staffordshire University	The University of Northampton	Canterbury Christ Church University	The University of Sunderland	University of Gloucestershire	London Metropolitan University	The University of East London	University of Worcester	Roehampton University
IP and commercialisation	Average external investment per formal spinout	3	3	8	8	3	9	3	3	3	3	3	3	3	3	3	3
	Estimated current turnover of all active firms per active spinout	6	6	5	5	9	5	5	5	5	5	5	5	5	5	5	5
	Licensing and other IP income as a proportion of research income	4	5	4	4	4	10	4	4	4	4	4	4	4	4	4	4
Local growth and regeneration	Regeneration and development income from all sources normalised by HEI income	9	9	8	4	10	8	10	6	10	9	9	9	9	9	9	9
	Co-authorship with non-academic partners as a proportion of total outputs	6	7	5	5	4	4	4	4	4	4	7	4	4	4	5	5
Research partnerships	Contribution to collaborative research (cash) as a proportion of public funding	8	4	10	10	5	3	9	9	8	10	10	4	4	9	4	4
Skills, enterprise and entrepreneurship	HE-BCI CPD/CE income normalised by HEI income	7	9	7	6	2	9	9	9	7	3	4	4	4	3	3	3
	HE-BCI CPD/CE learner days delivered normalised by HEI income	10	10	8	4	1	9	1	1	1	1	1	1	1	1	1	1
Working with business	HE-BCI graduate start-ups by student FTE	9	7	3	4	8	9	9	8	10	8	4	4	4	4	4	4
	HE-BCI consultancy and facilities income with non-SME business normalised by HEI income	4	5	10	8	6	4	3	2	7	3	3	2	2	2	2	2
	HE-BCI consultancy and facilities income with SME business normalised by HEI income	9	7	8	9	9	2	1	7	1	2	2	9	8	6	3	3
	HE-BCI contract research income with non-SME business normalised by HEI income	5	5	8	6	5	1	4	4	4	4	4	4	4	4	4	4
Working with the public and third sector	HE-BCI contract research income with SME business normalised by HEI income	8	8	5	7	6	4	3	7	5	4	8	5	3	4	4	4
	Innovate UK income as a proportion of research income	10	10	8	9	9	10	10	10	7	10	8	6	10	8	3	3
	HE-BCI consultancy and facilities income with the public and third sector normalised by HEI income	5	10	6	10	8	6	1	10	9	9	3	1	3	4	4	6
Public and community engagement	HE-BCI contract research income with the public and third sector normalised by HEI income	4	5	3	8	3	3	4	8	7	8	7	6	4	4	4	6
	Self-assessment based metric - optional in year 1	8	3	8	5	10	5	3	7	8	3	9	6	10	5	7	7
Average Decile Score		7.1	6.9	6.7	6.6	6.6	6.4	6.4	6.2	6.2	5.8	5.8	5.6	5.5	5.3	4.8	4.7
Rank in Cluster J		1	2	3	4	4	6	6	8	8	11	11	12	13	14	15	16

LSBU positioning

- LSBU overall decile score is highest in Cluster J and higher than most in Cluster E.
- LSBU has exactly the same score as UCL in Cluster V (NB normalised on income!)
- Good news - 4 out of 7 assessments in top 30% of all UK HEIs.
- *IP / commercialisation, research* and public / third sector work – need to do better.
- **However, overall we are a relatively small, well ‘balanced’ KEF focussed University**

Work to do

UKRI - clusters identify a structural 'capability base', which can change through investments in research, teaching and related physical capital. Assessments of KE performance indicates how well a university, given its knowledge and physical assets (capability base), is able to pursue KE opportunities and, through these, deliver socio-economic impacts.

So....we

- **Need to grow research & enterprise income. (currently 10% of total – 2025 20% of total)**
- **Need more effective B2B engagement and strategic partners (NCUB evidence).**
- **Need to capitalise current enterprise portfolio – risk capital and investment partners.**
- **Need to build on this baseline, re-position resources and transform our profile.**

Work in progress

- Centres for Enterprise (incl. research for commercialisation) STEM & Health focus
- Strategic Partnerships – identification and offer
- Roll out successes

	INTERNAL
Paper title:	Peer Learning Exchange: a new model for developmental peer observation of teaching at LSBU.
Board/Committee:	Academic Board
Date of meeting:	08 July 2021
Author(s):	Deborah Johnston, Isobel Bowditch, Marc Griffith, Gary Francis, David Barker
Sponsor(s):	Deborah Johnston
Purpose:	For Approval
Recommendation:	The Board is requested to approve the proposal to establish a developmental peer observation of teaching framework.

Executive Summary

This paper outlines a proposal for establishing a developmental peer observation of teaching framework at LSBU.

We have institutional obligations, for example, through our Advance HE accreditation, Ofsted requirements and PSRB expectations to ensure and develop the quality of teaching across LSBU. Peer observations provide an evidence based mechanism for this.

The proposed Peer Learning Exchange draws on a successful model already in place as part of Achieve (our Advance HE accredited route to Fellowship). The ethos of the framework, like that in Achieve, is to provide a developmental opportunity for academic colleagues rather than a judgement on practice.

Guidance and support will be provided. Participants will be asked to highlight innovative practice and/or suggest areas for staff development activities. Outputs will be anonymised before making available to management and others and will be used to identify good practice and to inform academic staff development provision at LSBU.

We propose a staged approach to development and roll out of the Peer Learning Exchange across the institution, starting with a small scale initiative in the context of Apprenticeships in September 2021. Learning from this, the Achieve model and other case studies will inform the best approach for a roll out in September 2022 to the wider LSBU group.

Peer Learning Exchange: a new model for developmental peer observation of teaching and Themed Learning Walks at LSBU.

This paper outlines a proposal for establishing a developmental peer observation of teaching framework supported by themed learning walks at LSBU, starting within Apprenticeship degrees.

Research shows that peer observation encourages the sharing of good practice, the development and awareness of new approaches to teaching as well as fostering a community of practice.ⁱ

Phil Race, one of the UK's leading commentators on learning and teaching in Higher Education, identifies peer observation of teaching as a key mechanism for improving the student experience of teaching.ⁱⁱ

We recognize that this practice can be perceived negatively as a performance management tool. However, the proposed framework will draw on a successful model already in place as part of Achieve (our Advance HE accredited route to Associate Fellowship, Fellowship and Senior Fellowship) where peer observation is carried out in a supportive and non-hierarchical way for developmental purposes only. Similarly, we see this proposed scheme very much as a learning opportunity rather than judgement on practice, which is why we use the term 'Peer Learning Exchange' in place of 'observation'.

Rationale

LSBU is committed to enhancing students' learning through the provision of high quality teaching; the UK Professional Standards Framework underpins a sector-wide approach to ensuring the quality of teaching and learningⁱⁱⁱ. Our institutional Advance HE accreditation requires that we provide a mechanism to enable existing Fellows of the Higher Education Academy at LSBU to maintain good standing with the framework. This objective can be met, in part, by a commitment to engage in regular review of practice through Peer Observation. Although the university already encourages all academic staff involved with teaching and assessment to engage annually in a peer

observation process as an observer and observee, outside of Achieve, there is currently no framework to enable staff to participate.

The rationale for proposing to start this on Apprenticeships is that Ofsted require that there is a mechanism within Apprenticeships to ensure and develop the quality of teaching. The Peer Learning Exchange would provide one such mechanism.^{iv} This will be an opportunity to learn from colleagues participating in the Apprenticeship observation scheme and to build familiarity, confidence and expertise in the practice. The expectation is that this would be the first step in a staged approach to establishing a group-wide framework.

We believe the benefits of teaching observations will become increasingly important as the new curriculum framework at LSBU is embedded, as this will require more collaboration and interdisciplinary working amongst academics. In addition, most, if not all, PSRBs would encourage this activity as a way reflecting on professional practice and in concordance with registrations. This can contribute to revalidation process such as those for the Nursing & Midwifery Council).

This initiative will enable us to develop a teaching observation practice that aligns with our LSBU ethos and learning and teaching priorities across the LSBU family.

Proposed model

Learning from the Apprenticeship initiative, the Achieve model as well as other case studies will inform the best approach for the LSBU group. ^v

Learning Walks or “Deep Dives” is one established model which already forms part of the Ofsted Education Inspection Framework for apprenticeships. These could provide useful insights to the characteristics of the provision across the university.

Similar to our proposition around peer observations, Themed Learning Walks are not assigned to teacher performance or appraisal but rather focussed on peer exchange and learning and the development of a positive, enthusiastic, and inquisitive teaching team.

Learning walks may be themed around areas such as questioning for learning, effective plenary, sequential learning, inclusive teaching, employability opportunities and so on.

Individuals such as academic colleagues either from within or outside of the discipline, or PSGs working in Quality or the support of learning – but no management - would be invited to take part in Learning Walks. These would take place over a period of time, for example, a week of teaching. In the first instance, TQE would identify themes and potential examples of practice through established quality processes. Observers for the Learning Walks would then contact the academics in question and arrange to drop in to their session.

Typically, Learning Walks would last no more than 20 minutes. Guidance, support and documentation would be the similar to the Peer Learning Exchange initiatives (as identified below) and align to the National Education Union Policy (NUE).^{vi}

Outline of proposed Peer Learning Exchange

In the first instance, the proposed scheme in the context of Apprenticeship degrees would be open to colleagues in teaching and learning related roles, including leaders and skills tutors.

Participants will be self-selecting and will choose an observer to work with. They would also choose the area of practice they would like to be the focus of the observation.

Schedule

- **September 2021.** Colleagues in Apprenticeships are invited to introductory sessions to find out more and discuss the proposal. This may include a demo observation and participation from those who have already participated in peer observations (e.g. through Achieve) to talk about their experience.
- **October 2021- January 2022.** Pilot runs with a maximum of 20 participants in the first instance.
- **January – February 2022.** Evaluation of the first cycle based on qualitative data from participants, gathered through one-to –one interviews and written feedback.
- **September 2022:** Roll out of framework in consultation with LSBU group.

Time and resource commitment

The estimated time commitment for observations is 2.5hrs. This includes meetings prior to and following the observation, the observation itself and completing any documentation/notes.

Guidance and support

We will provide guidance and templates to support participants, adapted from Achieve, which will include:

- A template to record the observation process and discussion. This remains confidential between participants, with the exception of one part of the form where we ask participants to highlight innovative practice and/or suggest areas for staff development activities. Outputs will be anonymised before making available to management and others and will be used to identify good practice and to inform academic staff development provision at LSBU.
- Guidance, framed within the hybrid delivery context, will help colleagues plan their observation with suggestions and guidance on aspects of practice to focus on and a series of prompts or questions with links to relevant resources (from CRIT and elsewhere). These are not exhaustive and there is scope for interpretation and can be adapted to suit context.

Deborah Johnston
Isobel Bowditch
Marc Griffith
Gary Francis
David Barker

ⁱ Alexandra L. Johnston , Chi Baik & Andrea Chester (2020): Peer review of teaching in Australian higher education: a systematic review, Higher Education Research & Development, DOI: [10.1080/07294360.2020.1845124](https://doi.org/10.1080/07294360.2020.1845124) .

Bell, A., Mladenovic, R. The benefits of peer observation of teaching for tutor development. *High Educ* **55**, 735–752 (2008). <https://doi.org/10.1007/s10734-007-9093-1>

iii <https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf>

iv Apprenticeships use different models of observations such as Learning Walks where Senior Managers, Employers and others drop into classes/sessions and feedback on practice (anonymously). Additionally Ofsted inspections may entail ad hoc audits of provision.

v One case study we may draw on is from Roehampton where Helen Powell (ACI) ran a successful peer observation scheme prior to joining LSBU. They used a CPD ‘exchange’ format where colleagues identified three areas of their teaching practice around which they would like to support colleagues and three areas of practice identified for their own staff development. This allowed for the matching of colleagues across a wide range of activities and ensured reciprocity in the process.

It may also be introduced as part of conversations/inductions with new staff, as happens in other institutions. Schools and Divisions, may also wish to identify champions who can advocate for and provide guidance on the practice.

vi <https://neu.org.uk/advice/learning-walks-model-policy>