

Academic Board meeting

LONDON SOUTH BANK UNIVERSITY

Schedule	Wednesday 23 February 2022, 2:00 PM — 5:00 PM GMT
Venue	MS teams
Notes for Participants	This meeting will last 3 hours and will include a break in the middle. On the day of this meeting, join by opening the Convene App and choosing "Join Meeting". This will prompt the opening of the MS Teams meeting within the Convene App and enable us to trial the 'live' features of Convene.
Organiser	Dominique Phipp

Agenda

2:00 PM	1. Welcome and apologies Presented by Tara Dean	(5 mins)
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2:05 PM	2. Declaration of interests Presented by Tara Dean	
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2:05 PM	3. Minutes of the previous meeting Presented by Tara Dean	(5 mins)
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2:10 PM	4. Matters arising Presented by Tara Dean	(5 mins)
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2:15 PM	5. Provost's report - Verbal report For Information - Presented by Tara Dean	(10 mins)
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2:25 PM	6. Update from the SBSU - Verbal report For Information - Presented by Max Smith and Md Fazle Rabbi	(10 mins)
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Items for approval

2:35 PM	7. Annual Education report to the Board of Governors For Approval - Presented by Deborah Johnston	(20 mins)
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Items for discussion

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| 2:55 PM | 8. London Moderns' student recruitment benchmarking and data analysis
For Discussion - Presented by Mehmet Tarhan | (15 mins) |
| 3:10 PM | 9. Investigation of distribution of apprenticeship funding and resources
For Discussion - Presented by Sammy Shumo | (15 mins) |
| 3:25 PM | 10. Academic portfolio and environment update: UUK guidance on portfolio review
For Discussion - Presented by Sally Skillet-Moore and Deborah Johnston | (15 mins) |
| 3:40 PM | 11. Reducing the racial awarding gap: Access and Participation Plan progress update
For Discussion - Presented by Tony Moss and Rachel Picton | (15 mins) |
| 3:55 PM | BREAK | (10 mins) |
| 4:05 PM | 12. Academic KPIs update
For Discussion - Presented by Deborah Johnston | (15 mins) |
| 4:20 PM | 13. Review of PGR provision
For Discussion - Presented by Patrick Callaghan | (15 mins) |
| 4:35 PM | 14. Review of PGT provision
For Discussion - Presented by Tara Dean | (15 mins) |
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Items for noting

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| 4:50 PM | 15. Review of Technical Support Services - Verbal report
For Information - Presented by Tara Dean | (5 mins) |
| 4:55 PM | 16. University's TEF submission - Verbal report
For Information - Presented by Deborah Johnston | (5 mins) |
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Supplementary items - for information

5:00 PM 17. NSS taskforce progress report
For Information - Presented by Tara Dean and Tony Moss

5:00 PM 18. Annual Research Ethics Report
For Information - Presented by Tara Dean

5:00 PM 19. Research Excellence preparations update
For Information - Presented by Tara Dean

5:00 PM 20. Reports from sub-committees
For Information - Presented by Dominique Phipp

Next meeting date:

8 June 2022 at 2pm (REVISED from 15 June 2022)

**Minutes of the meeting of the Academic Board
held at 10.00 am on Friday, 5th November 2021
via MS Teams**

Present

Tara Dean (Chair)
Alessio Corso
Anthony Moss
Asa Hilton Barber
Carrie Rutherford
Deborah Johnston
Geoff Cox
George Ofori
Helen Aston
Helen Young
Kate Ellis
Marc Griffith
Max Smith
Md Fazle Rabbi
Nicki Martin
Rachel Picton
Ricardo Domizio
Rosie Holden
Sarah Moore-Williams
Steve Faulkner
Steve Hunter
Tony Roberts
Warren Turner

Apologies

Anthony McGrath
Ian Albery
Luke Murray
Paul Ivey
Gilberto Buzzi
Craig Barker
Nadia Gaoua
Patrick Callaghan
Gary Francis
Jenny Owen

In attendance

Dominique Phipp (Secretary)
John Cole
Sally Skillett-Moore
Sam Mujunga
Sammy Shumo (for item 10)
Mehmet Tarhan (for item 11)
Ferdous Jannatul (for item 12)
Ralph Sanders (for item 13)

1. Welcome and apologies

The Chair welcomed the attendees to the meeting. The Board noted the apologies above.

The Committee noted that the time allocated for Board meetings would be extended in future to ensure there is sufficient time for discussion of items.

2. Declarations of interest

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

3. Minutes of previous meeting

The minutes from the previous meeting held on 16 June 2021 and the additional meeting of 8 July 2021 were approved as true and accurate records.

4. Matters arising

Academic algorithm – The Director of TQE explained that a task group would be formed in January 2022 to review the academic algorithm by July 2022. At present, work is ongoing to gather information on all the algorithms in use across the University.

Calendar consultation - The Director of TQE explained that the consultation is ongoing. The Board noted that he is preparing a report for the University Management Board to consider in December, which he would share with colleagues in mid-November 2021.

Education forum set up - The Director of TQE noted that the first Education Forum, focussed on employability, has been held and a second Forum is planned for December 2020. He added that a governance group has also been established to discuss developments of the curriculum framework.

5. Provost's report

The Provost shared updates with the Board on the external education landscape, key internal initiatives, recent awards of research funding, and student progression.

External education landscape

Following a spending review at the end of October, the government has maintained its commitment of funding for research and development (target is still 2.4% of GDP by 2027). UKRI has received an uplift of its budget to £1.2B p.a., whilst the Advance Research and Innovation Agency's budget has been confirmed as £800m.

Internal initiatives

- The University Management Board, replacing the University Management Committee, has been formed with broadly the same membership. Key changes to its membership include the newly appointed Associate PVC (Research) and the University DESE.
- All Course Directors have been invited to attend Course Director Forums from 15 November 2021.
- Further delays to the London Road development have caused the earliest expected completion date to be postponed to January 2022.
- The PVC (Academic Framework) and her team would be planning implementation of lecture captioning, in line with new legislative requirements.

- South Bank Innovation, replacing REI, launches in November 2021 with a new external website and branding.

Research grant developments

- The value of externally awarded research grants is £4.8m YTD (£4.7m YTD in 2020/21) and the number of bids won is broadly consistent with bids won in 2020/21. The University's QR block grant funding allocation is slightly less than in 2020/21, whilst its HEI funding allocation is slightly higher than in 2020/21.
- The Public Health Workforce Development Programme has received a further £1.5m in grant funding.

Student progression

- Whilst progression data is still being collated, data analysed to date indicates that progression rates fell during 2020/21 due to the pandemic and the IT outage. Progression rates were 73.7% for 2020/21 Y1-Y2 and 77.9% for Y2-Y3, which was considerably lower than in 2019/20 (80.5% and 89.1% respectively). Steps would be taken centrally to ensure that LSBU can address this downward trend as a matter of urgency. The Board noted that the fall in progression rates would have an impact on the University's league table position.

The Dean for the School of ENG asked whether the reduction in QR block grant funding to the University was due to the loss of the London Weighting. The Provost replied that it was not, and the reduction is only by a small amount.

The Board discussed the fall in progression rates. The PVC (Academic Framework) noted that her team would be analysing the progression data in more detail, when published in April 2022, to understand the characteristics of students that failed to progress and the likely reasons that contributed to this. The Committee noted that the data would be discussed by the QSC and STEX Committees when available, and that colleagues could contact the University DESE with any comments and questions.

The Dean for the School of ENG suggested that progression could have been impacted by the increase in academic misconduct cases seen in 2020/21. The PVC (Academic Framework) noted that there is a rising concern about academic misconduct, particularly for exams held online, but it is unlikely to have been a significant factor in non-progression rates.

6. Academic Board terms of reference, annual work plan, and draft Schedule of Matters Reserved

The Board approved its terms of reference with minor amendments.

It noted the annual work plan and draft schedule of matters reserved.

7. Terms of reference of reporting committees

The Board approved the Research and Student Experience committees' terms of reference without amendments and approved the Quality and Standards committee's terms of reference with minor amendments.

8. Academic Calendar 2022/23

The Director of TQE introduced the report, noting that the 2022/23 calendar is broadly the same as in previous academic years.

The Board noted that a review of the calendar is being carried out to consider changes for 2023/24.

The Board approved the academic calendar 2022/23.

9. Priorities for students and education

The PVC (Academic Framework) introduced the paper and summarised its recommendations.

The PVC (Academic Framework) highlighted the importance of having a 'live' view of metrics, which has not been possible in the past as the Board has historically relied on data published the following year. The Board was supportive of the recommendation to request regular reports to future meetings on leading indicators with the intention of improving monitoring of key metrics for students and education.

It was noted that the report focuses on the University's regulatory environment and doesn't respond to the known challenges that it struggles with, such as difficulties introducing new processes when colleagues are occupied with fixing existing issues. The PVC (Academic Framework) agreed and explained that she chose to focus on the list of priorities on what matters most to LSBU's external assessments.

10. Update on apprenticeship provision and recruitment in 2021/22

Sammy Shumo, the Group Director of Apprenticeships, joined the meeting.

The Group Director of Apprenticeships summarised the key points of the report, highlighting that the University achieved 111% of its apprenticeship recruitment target in 2020/21 and its apprenticeship provision was rated 'good' or 'excellent' by 94% of employers surveyed in 2020/21. He identified the key risks to LSBU's apprenticeship provision as follows;

- The growing apprentice-to-skills coaches gap; and
- A lack of resources to support the growing number of apprentices.

The Board noted that failure to mitigate these risks could result in lower apprenticeship achievement rates, higher apprenticeship drop-out rates, and non-compliance with the ESFA's requirements.

The Board discussed the 57% average achievement rates for apprentices, noting that in some programmes the rate is 100% and in others it is 25%. It noted that special input had to be put in by Deans and other academic colleagues to support skills coaches in 2020/21 to attain these achievement rates.

The PVC (Academic Framework) noted that an investigation is being undertaken into the distribution of apprenticeship funding to identify why insufficient resource is being allocated for new skills coaches. She suggested that the apprenticeships team should report to the UMB on the results of the investigation into financing and resources for apprenticeships. She requested that the report includes the current and a proposed ratio for the number of skills coaches to apprentices, and that it is shared with the Board at a future meeting to provide assurance that the area is adequately managed. The Board supported this suggestion.

The Board noted that recruitment of skills coaches is a competitive field and that there would be a time lag between the allocation of resource and the reality of a new skills coach filling a post at LSBU.

The Board noted that poor apprenticeship provision could result in reputational damage and loss of employer-partnerships.

The Board thanked the apprenticeships team for their hard work, noting that their efforts are a key reason for the improved apprenticeship achievement rates.

Sammy Shumo left the meeting.

11. Student recruitment

Mehmet Tarhan, the Head of Recruitment Planning and Operations, joined the meeting.

The Head of Recruitment Planning and Operations provided a presentation on student recruitment and the clearing process for the academic year 2021/22. He highlighted that LSBU achieved its recruitment targets despite a challenging year and his team's efforts had enabled LSBU to double its early recruitment during clearing.

The Board noted that recruitment in January 2022 is expected to grow due to an increase in overseas applications (expect to process 5.6k accepted offers in comparison to 3.8k in January 2021). The Board noted that the future landscape for recruitment at LSBU is likely to include greater integration with the LSBU Global team (campaigns, admissions, recruitment, and operations) and tailoring of customer journeys for different types of applicants.

The Head of Recruitment Planning and Operations thanked everyone involved in delivering clearing, in particular staff volunteers and the registry, IT, and estates teams.

The Dean for the School of Business questioned whether the student recruitment strategy for the University is supported by personalised marketing strategies for each School. She also questioned why the conversion rate between 'recruitment' and 'firm accepts' is declining and suggested that a review of terminology used across the University would be helpful to ensure that academic colleagues understand that 'recruitment' and 'firm accepts' of offers differ.

The Head of Recruitment Planning and Operations explained that LSBU's recruitment strategy does not have sub-strategies for each School and instead includes tailored marketing strategies for 15 different audience types. He clarified that the University has enrolment targets (i.e., 'firm accepts') based on financial budgets and recruitment targets (made up of students eligible to enrol).

The Board noted that recruitment data suggests that London Moderns, including LSBU, are losing market share to med-high tariff institutions during clearing. The Provost questioned whether better connectivity is needed between the Schools and the University's recruitment strategy to ensure that the strategies for recruitment and student outcomes are aligned. **It requested a report at the next meeting analysing London Moderns' student recruitment data and benchmarking LSBU's recruitment performance against its competitors.**

Mehmet Tarhan left the meeting.

12. LSBU's Decolonising the Curriculum approach

Jannatul Ferdous, the LSBSU's Vice-President (Welfare & Equalities), joined the meeting.

The University DESE introduced the report. The Board noted that, following hard work by many colleagues, the 'decolonising the curriculum' workstream has clear strategic direction now.

The SU VP (Welfare & Equalities) highlighted that many students are interested in the decolonisation workstream and would like the University's approach to be shared via a more public and transparent platform enabling greater student engagement.

The Board agreed that it is important for LSBU to decolonise other elements of its educational delivery in addition to the curriculum. It discussed the approach to decolonisation across the HE sector and noted that LSBU stays informed about initiatives at other institutions via its participation in the TAASO round table.

The Board requested that the PVC (Academic Framework) provides the latest racial awarding gap data at the next meeting for information.

Jannatul Ferdous left the meeting.

13. Evaluation of resource application for academic-facing activities

Ralph Sanders, the Director of Financial Planning, Reporting and Registry, joined the meeting.

The Director of Financial Planning, Reporting and Registry provided a presentation resource allocation to the Schools and Professional Service Groups (PSGs). He explained that two key factors affect Schools' resources:

- Total size of the Provost's budget; and
- Delivery of resources in-year when there is a need.

The Board noted that that investment per student and the ratio of students to staff have remained broadly consistent since 2017/18 despite rising costs, declining student numbers, and static staff costs.

The Board noted that resources for Schools' research activities are made up of income from external research and enterprise awards and their QR allocation.

The Director of Financial Planning, Reporting and Registry agreed with the Board that, as Schools' budgets are set ahead of development of Schools' plans, Deans are not incentivised to deliver over budget because any profit achieved is not reinvested in their School but instead reallocated centrally.

The Board asked whether PSGs' costs are aligned against Schools' benchmarks, as the contribution that Schools make to the central budget pays towards PSG operations. The Director of Financial Planning, Reporting and Registry replied that PSG costs are not yet aligned to Schools' benchmarks, but a procedure review would be undertaken in 2021/22 to evaluate how accounting procedures could be improved to reduce overinvestment in the central budget.

The Board noted that further questions on the presentation would be collected and responded to by the Director of Financial Planning, Reporting and Registry outside of the meeting.

Ralph Sanders, Sally Skillet Moore, Warren Turner, Nicki Martin, Rosie Holden, Helen Young, Asa Hilton Barber, Asa Hilton Barber, Rachel Picton, Steve Faulkner, and Tony Moss left the meeting.

14. NSS Key findings 2020/21 and action plan

The Board noted the report.

The Chair explained that an NSS taskforce, chaired by the Provost, is reviewing actions to respond to the survey and a strategy to approach future NSS is in development. She noted that a report on the taskforce's work would be brought to the next meeting.

15. LSBU league table position

The Board noted the report.

16. Academic portfolio update

The Board noted the report. The PVC (Academic Framework) asked that any questions or comments about the report be directed to her.

17. Students' union update

The SBSU President summarised the Union's current activities and plans for 2021/22, the student's academic experience YTD, and the most significant issues affecting students at present. He highlighted the activities of the SBSU's officers and outlined the key challenges for the SBSU in the coming year.

The Board noted that supporting students with IT usage for their online learning remains a key challenge. He explained that the issues go beyond the effects of the IT outage.

The Board noted that the SBSU's academic integrity campaign has shown that students don't feel confident contacting lecturers and discussing feedback on their assessments. The SBSU's VP (Education) explained that the student policies training module being developed by the OD team would help to mitigate this issue but added that a development programme is also needed to support academics with their student engagement. The PVC (Academic Framework) agreed and suggested that the University needs to promote shared expectations for student information and support with assessments and feedback. The Chair suggested that the Course Directors Forum should support work to set and communicate these expectations.

18. List of current Emeritus Professors 2021/22

The Board noted the list of Emeritus Professors appointed between October 2019 and October 2021.

19. Good news stories

The Board noted the summary of good news stories recently reported in the media about LSBU.

20. Reports from sub-committees

The Board noted the reports.

21. AOB

The Chair thanked everyone for their contributions to the meeting. She reminded the Board that the next Board meeting would be longer to allow for greater discussion time of agenda items.

Date of next meeting
2.00 pm on Wednesday, 23 February 2022

Confirmed as a true record

.....(Chair)

ACADEMIC BOARD - WEDNESDAY, 3 SEPTEMBER 2020 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
6.	Revised Degree Outcomes Statement	Set up a Task and Finish Group to agree how the degree algorithm should be reviewed in this academic year.	tbc	Deborah Johnston and Marc Griffith	In progress. Update during matters arising.
		Review the academic algorithm.	tbc	Task and Finish Group	In progress.

ACADEMIC BOARD - WEDNESDAY, 28 OCTOBER 2020 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
10.	Calendar consultation – update on planning for January starting courses	Begin full year calendar consultation.	tbc	Tara Dean, Marc Griffith, and the Task & Finish Group	Deferred until completion of portfolio and curriculum review work. Update during matters arising.

ACADEMIC BOARD – WEDNESDAY, 14 APRIL 2021 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
3.	Curriculum Framework	Set up an academic forum to share good practice and facilitate engagement with the Curriculum Framework. The forum should not be a decision-making committee.	16 June 2021	Marc Griffith, the Director of TQE and Tabby Hussain, the Project Manager (Portfolio and Curriculum Review)	Completed

ACADEMIC BOARD – WEDNESDAY, 8 JULY 2021 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
2.	OfS Proceed metric: projected completion and employment from entrant data	Seek a report from the UMC on the way in which resources are being applied to academic-facing activities and how the approach aligns with the Group Strategy.	November 2021	Deborah Johnston (Interim Chair) and Dominique Phipp	Completed

ACADEMIC BOARD – FRIDAY, 5 NOVEMBER 2021 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
10	Update on apprenticeship provision and recruitment in 2021/22	Report on the results of the investigation into financing and resources for apprenticeships, including proposed ratio of skills coaches to apprentices	February 2022	Sammy Shumo, David Barker, Deborah Johnston	On agenda
11	Student recruitment	Analyse London Moderns' student recruitment data and benchmark LSBU's recruitment performance against its competitors	February 2022	Mehmet Tarhan	On agenda
12	LSBU's Decolonising the Curriculum approach	Provide the latest racial awarding gap data at the next meeting for the Board's information	February 2022	Deborah Johnston, Rachel Picton	On agenda
13	Evaluation of resource application for academic-facing activities	Collect and respond to further questions on the presentation outside of the meeting	February 2022	Ralph Sanders	In progress. To be completed ASAP.

	INTERNAL
Paper title:	Annual Education Report 2020
Board/Committee:	Academic Board
Date of meeting:	23 February 2022
Author(s):	Deborah Johnston, Ahmad Alhusan, Marc Griffith
Sponsor(s):	Deborah Johnston, PVC Education
Purpose:	For Approval
Recommendation:	<p>To approve the paper to go to Board of Governors.</p> <p>To note the grade inflation in certain schools.</p> <p>TQE to implement the approved CMR approach identifying courses where student outcome indicators require improvements.</p> <p>To support and monitor the implementation of the CDP and curriculum framework to assess the effectiveness of initiatives for improving employability, combining academic and extra-curricula approaches that might most benefit our students</p>

Executive summary

The report contains key data on changes to our portfolio of courses and on student outcomes. There are issues for concern that academic board should be aware of. Board of Governors is likely to want assurance on the B1-B6 indicators that suggest key student outcomes are falling below benchmark standards.

Academic Board is asked to support:

- To approve the paper to go to Academic Board
- To note the grade inflation in certain schools
- TQE to implement the approved CMR approach identifying courses where student outcome indicators require improvements
- To support and monitor the implementation of the CDP and curriculum framework to assess the effectiveness of initiatives for improving employability, combining academic and extra-curricula approaches that might most benefit our students

Annual Education Report 2020: for Academic Board approval

Background

Board of Governors in a university have to provide an assurance to OFS that academic quality and standards are being maintained. It is common for the Board to receive in-year reporting of key variables plus a headline annual report. At LSBU, we provide a report to the Board in March of each year.

The indicators discussed in the report are the key indicators used by external agencies to assess whether quality and standards are being maintained. In this period, Academic Board are asked to consider how we have maintained academic standards, quality and student progression during the Covid19 pandemic, as well as our longer-term progress on key indicators.

Summary of courses approved during the year

The detail is shown in Appendix 1. The key findings are:

- Use of the online validation/revalidation process developed during lockdown was continued as it provided an effective, flexible method event during issues with the IT outage.
- Documentation and processes for validation were reviewed at the beginning of the year, enabling smooth running of the events.
- Greater awareness of CMA requirements is in evidence.
- The recommendations and conditions suggest a need for improvements in the paperwork for apprenticeships and January start courses. There is a general need to consider assessment patterns and weight.

External Examiner Reports

The detail is found in Appendix 2 and suggests that the Board should be assured that:

- The external examiner system continued to function efficiently through the year. External examiners were sympathetic to the IT issues experienced by the University and appreciated the extra work carried out by colleagues to ensure the appropriate scrutiny could still take place.
- External examiners were largely satisfied that academic standards were maintained.

Any overall changes to the pattern of course outcomes as the result of Exceptional Regulations will be fully evaluated by the end of October (this has been awaiting exceptional third re-sit results). However, the next section on grade inflation suggests that in some areas there has been an increase in the grade profile.

Grade inflation

Institutionally the change in the distribution of degree classifications (Appendix 3) is attributed to improvements to assessment practices and design, a narrowing of the awarding gap and policy changes designed to protect the interest of students given the context in which teaching was delivered. Combined the changes represent improvements in assessment practice leading to better outcomes and mitigations based on the impact of pandemic / lockdown and cyberattack.

Changes contributing to the impact on student outcomes include:

1. Systematic structural changes to assessment practice based on TESTA in the Schools of Business and Applied science;
2. Institutional focus on interventions to reduce the awarding gap;
3. The benefits of alternate \ online assessments for specific groups of students; and
4. Modification of our extenuating circumstances procedure to mitigate the impact of the impact of pandemic / lockdown and cyberattack

This academic year on campus delivery and assessment has resumed, and our standard procedures for assessment and ECs are restored. As a result any exceptional factors impacting 20/21 awards are not expected recur in 21/22, but we would expect to maintain the higher levels of attainment that result from our pedagogic interventions.

Performance against academic KPIs (covering B3 conditions);

The proposed OfS conditions for registration require that universities have to achieve a minimum Continuation, Completion and Progression (to Graduate Employment) rates across the whole provider, within each of a number of student characteristics, Level of study, Subject and Type of population. For the latest year, this report provides indicative measures, (as defined for the OfS B3 consultation document) on **Graduate Outcomes**, (Appendix 4), **Completion** (Appendix 5) and **Continuation** (Appendix 6).

Overall, the proportion of graduates at **professional employment or further study** fifteen months after graduation has improved by 1.8% in 2020/21 (70.7%) compared to (68.9%) in 2019/20. The Employment outcomes indicator only covers UK domiciled graduates. The average four years Graduate Outcome rate for FT Undergraduate with postgraduate components (64.0%) is flagged below the threshold (80%).

Overall, at institutional level, the **Completion** indicator for FT Undergraduate with postgraduate components (64.9%) are flagged below the threshold (80%) and YoY trends show they are flagged in all years including 2020/21.

Full-time first-degree **Continuation** indicator increased from 81.1% in 2018/19 to 86.3% in 2019/20. A similar trend is seen in **in-year Progression** for full-time, first-degree, which increased from 73.7% in 2018/19 to 79.4% in 2019/20. The indicative semester 1 figure is 74.6% in 2020/21. The final figure for 20/21 will not be available until semester 2 enrolment is completed at the end of Feb 2022.

Student experience as measured by the NSS

The 2021 sector results are the lowest in NSS history, reflecting the impact of the pandemic on the student experience. The Average % agree score declined from 77.7% to 71.9% (-5.8%) while Overall Satisfaction decreased more steeply from 82.6% to 75.4% (-7.2%).

While the majority of LSBU students remained satisfied with their course experience, the decline in LSBU's scores was more pronounced than the sector's driven by the combined

adverse impacts of the pandemic and cyber-attack. LSBU's Average % agree score fell from 75.9% to 67.1% (-8.8%); Overall Satisfaction declined from 79.5% to 66.3% (-13.2%). Other institutions reported as having suffered cyber-attacks also saw above-sector declines in Average score and Overall Satisfaction.

The Schools of Arts and Creative Industries and Engineering achieved Average scores above their subject sector benchmark. All other Schools scored below benchmark. The Provost will lead on the development of an institutional action plan to improve NSS scores.

Appendix 7 demonstrates the NSS results at Sector, LSBU and School level.

DEBORAH JOHNSTON

Appendix 1: Summary of courses approved through the year 2020/21

Total number of validations / revalidations in 2020/21	25
Full Validation Events	22
Low risk events	3
New Course Validations	18
Re-validations	7
Collaborative Validations	8
School of ACI	1
School of ASC	4
School of BEA	1
School of BUS	6
School of ENG	8
School of HSC	3
School of LSS	2
Total Awards	42*
Conditions	42*
Recommendations	15*
Commendations	34*

*not to be considered a final figure due to ongoing validation work

In 2020/21, we validated new courses and revalidated existing provision across the seven Schools.

In total we had 25 validation and revalidation events. Out of these, there were 18 validations of new provision including 8 events with collaborative partners and 7 revalidations of existing provision. We commenced events in October 2020 and plan to conclude business at the end of September 2021, however we have been required to keep holding events past the usual planned July 2021 date due to a high amount of collaborative validation events with new international partners during the summer, and to allow changes to School course portfolios as a result of the curriculum framework and portfolio review. During this time, we validated and revalidated a total of 42 academic awards. These awards originated from 38 courses and their pathways.

The School of Engineering had the greatest number of validations and revalidations followed by the Business School, Applied Sciences, Health and Social Care, Law and Social Science, Built Environment and Architecture and finally, Arts and Creative Industries.

The course approval and validation process was divided into two types:

- Full event (High risk)
- Light touch event (Low risk)

Full events require holding a half or all-day scrutiny event with a full panel depending on the complexity of the awards or offering. The scrutiny event is followed by the completion of a Lines of Enquiry document which outlines the scrutiny that has taken place and documents any comments, concerns or queries to the course team. The course team can then respond

directly in the document and if all lines of enquiry have been satisfied no further meetings are needed. This approach has allowed AQE to be more agile with events due to the removal of the requirement for a full day of meetings per event.

Collaborative validations follow a slightly different process and always require a full day meeting, as this involves the full panel, course team, LSBU Global and the collaborative partner all to be present. At low risk events the external advisor is not required to attend but instead submits their comments to the validation panel electronically, and the panel is usually smaller. This is only used for low-risk revalidations consisting of minimal changes to an award, or new awards that use existing provision.

The 25 events had generated a total of 42 conditions, 15 recommendations and 34 commendations, although these figures should not be considered final as validation events are still ongoing.

- The conditions show trends around the following areas:
 - A greater reflection of Equality, Diversity and Inclusion to be included in the Course Specification, as a student facing document
 - Entry requirements to be reviewed to provide clearer information for students around AP(E)L, RPL, and Direct / Advanced Entry
 - For courses with a collaborative partner, the Collaborations Management Handbooks needed more detail on the processes and procedures for managing the partnership, resourcing, and specifically named link tutors from LSBU. Additional detail on the partner institutions Quality processes was also required for new partners, as this was missing from documentation
 - For courses that involved a UK collaboration, a signed MOC was not provided in time for the validation, so was made a condition before recruitment could begin
 - Housekeeping validation documentation (spelling, grammar, out of date or inaccurate external and internal reference points)

- The recommendations made at the validations were related to:
 - Reviewing module learning outcomes and assessments in relation to the course learning outcomes to ensure over-assessment is avoided, to be completed after the course has run for a year
 - Where future professional body accreditation is to be sought, consider a review and alignment of course learning outcomes prior to this and as part of the validation to save having to modify the course further down the line

- The commendations were regarding:
 - The openness and responsiveness of the course teams during the validation process and their engagement with the validation overall
 - The thorough and detailed responses from the course teams to the Lines of Enquiry document, answering and resolving validation panels' scrutiny, questions, and concerns satisfactorily

- There were three Academic Planning Panel (APP) meetings in 2020/21, which primarily serve as approval for new course validations and revalidations, and provide University oversight on planned activities for the year. These have increased to four APP events in 2021/22 based on feedback from Schools that approval panel scheduling left large windows of time when new course proposals were waiting to be approved for validation. The schedule of meetings for 2021/22 has been aligned closer with School Academic Standards Committee meetings and dates have been agreed and feature on the AQE Quality Calendar for 2021/22.

Total number of APP approvals in 2020/21	
New courses	16
Revalidations	6
Collaborative proposals	Unknown
Course closures	23
Course suspensions	14

- It was an eventful year for the Academic Quality and Enhancement (AQE) team due to several factors, mainly the additional support being offered to Schools during the Curriculum Framework and Portfolio reviews during the summer. The IT outage created additional challenges with access to documents, files and archives being minimal, and the large amount of curriculum management work which had built up during the outage. Despite this, a high-level review of all validation and revalidation documentation and templates was completed prior to events running for 2020/21, cutting down on repetition and the length of documentation required, and adding more robust validation guidance and templates for our increasing Apprenticeship provision. A full process overview and guidance document for course approval, validations and revalidations was produced, along with panel member guidance, and as a result validation and revalidation events for the year ran smoothly and successfully despite these challenges.
- Feedback has been gathered on the process throughout the year and incorporated into the revised validations and revalidations process and guidance documentation for 2021/22.
- AQE have consulted with the Schools regarding the timeframe of the course approval / review process. Following approval from the Academic Planning Panel (APP), as soon as an event date is set and agreed by the course team AQE will write to the course team and the Schools Executive Team to inform them of the important deadlines and the minimum documentation required for the validation or revalidation. The communication also outlines the support available from AQE to the course team on writing the documentation to ensure it is accurate, consistent and CMA compliant.

Appendix 2: External Examiner Reports

1 Aims of the report

This summary report covers the key themes from external examiner reports for the academic year 2020/2021. External examiners complete an annual report based on which board(s) they are contracted to. The available boards are the **Subject Area Board (SAB)**, **Award and Progression Board (APB)**, and **Single Tier Board (STB)** - which is a combination of both the SAB and APB.

The external examiner report takes the form of an online questionnaire, which allows us to gather statistical data. The questionnaire also has additional comments boxes following the various questions, giving the examiner an opportunity to give more detailed feedback. The comments boxes allow for feedback on a variety of areas, such as module assessments, consistency of the decision making and how University regulations were applied. Any examiner wishing to give extended feedback to the course teams can do this by using a standard Word document.

Appendices A, B and C contained above are statistical breakdowns of the responses extracted from the reports. Where the statistics do not tally with the number of examiners surveyed, this is often due to the absence of a selection from the examiner. In some instances, a technical error may be responsible, but this is very rare. These statistics assist in highlighting the strengths and weaknesses of University procedures.

2 Themes from Subject Area Board and Single Tier Board Reports

2.1 Moodle VLE

Because of the unusual year in which the University has operated, examiners were very sympathetic towards the problems they experienced with our IT systems, including Moodle. This meant that negative feedback on the effectiveness of Moodle and the inability to access it, was often made with a recognition of how well staff have performed, despite the challenges face. The ICT team were also praised for the efficiency with which they dealt with any system issues.

New users to Moodle were largely happy in using the system and considered it an efficient way for presenting material. Unsurprisingly, they found the more practice they had with it, the more intuitive it became. For returning examiners, Moodle was said to be better organised compared to previous years but was still quite cumbersome to use. This was most evident when comparing the experience of using our Moodle sites to those at their own institutions and elsewhere. Overall, many struggled to navigate the sites, regardless of their experience in using the VLE platform.

- i. 47 examiners did not find Moodle easy to access and use

Disruption to IT systems meant additional varied approaches were taken to provide the required documents to examiners. Dropbox, MS Teams, and e-mail were all used in conjunction with Moodle, but this appeared to be done without any real consistency on which materials were held on each platform. Reviewing documents on Moodle was itself challenging for examiners, due to the inconsistency with how, where and what information was presented for the modules, meaning moderation materials were not always easy to locate. When relevant materials were located by examiners, it was also not always clear which samples of work they were required to examine, leading some to make their own judgements of this when a clear list was not provided. The use of a single folder for examiners, with all the key information contained for each module was suggested as a solution to this. Another complaint was the way in which the system forces you to download the material you require, rather than being able to view it online. This was called time consuming and not very user friendly. It was also noted that reference to learning outcomes was lacking on our site pages.

There were also many good uses of Moodle observed, such as with the creation of an online Moodle tool to set quizzes and assessments. Staff emphasised very positive feedback from students on this, although it was clear the time needed to create these was not inconsiderable.

- ii. 72% of examiners found the Moodle sites easy to access and use. This is down from 88% in the last academic year.

2.2 Standard and Character of the Assessment

Examiners were happy with the variety of assignments and the range of teaching materials utilized. Module content broadly reflected the learning outcomes, and was called imaginative, suitably challenging and industry focused. Revised forms of assessments (related to Covid) were judged to be appropriately fair in testing students' abilities, and it was evident to examiners how hard course teams had worked at maintaining academic standards, whilst remaining student focused. The communication from staff during this process was also greatly appreciated by examiners.

'Looks like you have had a very challenging year with the pandemic and IT issues. Great to see lots of positive feedback from students and really engaging resources. The guidance on accessing the modules and the module packs put together by the staff in tight timeframes were all very user friendly'.

- i. 93% of examiners said the assessments were contemporary on all the modules they viewed

There was a good mixture of coursework and online exams, which was said to be in line with current practice at other Universities. Modules were excellent in allowing students to explore the subjects, and marking was largely considered to be consistent and appropriate to the outcomes, with constructive feedback/feedforward, and less grade inflation compared to last year. A good spread of marks was seen, with clear evidence that lower achieving students had not met the learning outcomes for the module, with high achieving students demonstrating a

broad range of academic and practical skills. Module leaders were also commended for acknowledging any weaknesses of the delivery of their modules in their module reports.

‘There was evidence of a thoughtful approach to making adjustments and adapting materials for online delivery. The quality of feedback has not diminished and students are still being supported to produce excellent work’.

- ii. 93% of examiners believed the assessment was sufficient at discriminating between strong and weaker candidates.

Questions were asked by some examiners as to whether it was possible for students to pass modules without demonstrating achievement of all the learning outcomes. This was a particular concern where learning outcomes were tested solely in a single optional question. Concerns were also raised about students passing modules based on group assessment, which examiners could not be certain reflected the individual students’ achievement of the learning outcomes.

2.3 The Assessment Process

Moderation processes were considered robust, thorough, and well documented. Marking was fair and consistent, with alignment between feedback comments and the marks awarded. The use of marking rubrics, clear marking schemes, and a breakdown of marks on scripts were all helpful in maintaining consistency in marking. Most modules displayed clear evidence of second marking and of a resolution in difference of opinion. In cases where modules contained limited or no evidence of moderation, this to examiners did not immediately indicate that no moderation had taken place, but rather that the evidence of moderation was unclear. Examiners were keen to note that all samples should be annotated, with sufficient written feedback provided for all students. And have also repeatedly recommended the use of different coloured pens to better distinguish between first and second markers.

In many instances where moderation had returned any anomalies, further moderation had been undertaken by staff. In instances where this was not the case, examiners point to some systemic issues and would like to see internal moderation made more effective to improve standards and less of a rubber-stamping exercise. Other issues highlighted included draft assessments containing technical errors and typos, and overly generous grading, with a high percentage of First-class grades noted. Some marking feedback was also challenged for lacking appropriate use of rubric language. i.e., work given a First was called ‘Good’, whereas work graded 2.1 was called an ‘Excellent piece of work’. The examiner argued this could instead be called ‘Very good’. There was also a sense that some grading was based on the efforts invested in completing the project, as opposed to the quality of the outcome.

The flexibility shown around practice placements was commended, with examiners kept informed of the responses by staff to the challenges they faced, such as in the use of alternative assessments when face to face practical assessments was not possible. This was said to have displayed a great proactive attitude to student welfare.

- i. 95% of examiners considered marking to be **consistent** between modules and between markers on all the modules they viewed.

On the basis of the evidence you saw, was there a satisfactory system of internal moderation or verification?

- ii. 91% of examiners believe on the evidence they saw, there was a **satisfactory system of internal moderation or verification** on all modules. This represents 157 examiners and is slightly down from last year, when 95% of examiners believed this to be the case on all modules.

2.4 Appropriateness of Assessment

Examiners were impressed with the range of assessment methods used (exams/online tests, essays, presentations etc), and considered the skills assessed to be consistent with the subject benchmarks, and the assessments offered to be appropriately challenging for the different levels of study. They were keen to acknowledge the dedication of course teams and how well they had adapted to the challenges faced during the year. Even if some believed that certain modules could be redesigned to better discriminate between weaker and stronger students.

‘Given the challenging circumstances, the team has been able to make reasonable adjustments to the course, including the assessment. The team maintained good communication with me throughout the year and informed me of any change. Generally, students seem to have responded well to the changes, which don't seem to have had a negative impact on the overall performance’.

‘During this very difficult COVID19 period, I found that everything that could have been done to assist students to perform to the best of their ability was done. Staff were always very responsive to my comments and able to think through different ways of dealing with difficult circumstances. As a consequence I do not feel any students were disadvantaged despite the difficult circumstances’.

169 examiners (99%) agreed that assessment was **appropriate for the outcome of the modules.**

2.5 Comparability of University Standards with Other HEIs (Q.18)

3 examiners believed that the standard of student work required to pass modules at LSBU was not comparable with that with which they are familiar with in other institutions. These examiners considered standards to be lower at LSBU than elsewhere. Possible grade inflation was cited as one reason, with the suggesting being that some student work was achieving high grades despite lacking academic underpinning. Some changes made to assessments when adapting them for the on-line assessment environment was also said to be responsible for students achieving higher grades than would be the case at other institutions.

1 examiner, working in planning practice, did not feel they had enough experience of the standards of student work in other institutions to answer this question, so this response was marked as N/A.

98% of examiners concluded that the standards set by LSBU were comparable with standards at other HEIs with which they are familiar.

2.6 Comparability of the Quality of Student Work (Q.19)

169 examiners thought the overall performance of LSBU students was comparable with their peers on similar courses elsewhere in the UK. 3 examiners did not think this was the case. And 1 examiner did not have enough experience of the standard of student work elsewhere to answer this question. This response was marked as N/A.

‘The students performance were extremely outstanding - a true reflection of the level of support given by both academic and student support team’.

2.7 Partner Organisations

32 examiners were involved in assessing student work at an LSBU partner, either in the UK or abroad.

British University Egypt: There was one incident of an exam paper written in Arabic being sent to an examiner with no knowledge of the language. Some coursework briefs were also lacking in detail. The over assessing of students was a repeat concern for many examiners, who said this contrasted with practice at UK Universities. Similarly, to previous years, examiners called for a reduction in the number of assessments, which would in turn reduce the burden on staff in terms of marking workloads. However, overall, examiners consider BUE to be doing an excellent job. The assessment tasks set for students are comparable to assessment viewed in UK HEIs and is delivered by extremely dedicated staff, who provide extensive support and feedback, which greatly benefits students.

Bahrain- University of Applied Science: The grades of final year students were noticeably high when comparing them to the results of students at other institutions. Many students achieved a First-class degree classification. As the University had its first graduates this year, it was not possible for examiners to compare the results of previous level 6 students and how any changes to assessments due to Covid affected the results.

ES Hotels-Paris (Luxury Hotel School Paris): Internal moderation was greatly improved compared to previous years, with much better alignment between the Paris and London cohorts. Although some inconsistencies remained, examiners were encouraged to see the gap between the 2 institutions closing. The quantity and quality of feedback given to students was very clear and helpful, which included very detailed verbal feedback. There was a good range of assessments, with more consistency in marking, feedback, and moderation. Examiners commended the course teams for motivating students to produce some excellent pieces of work and would like to see LSBU share best practice with Paris, and offer further guidance and mentorship where possible, to continue to drive these improvements.

Northern College Acupuncture (NCA): Several instances of breaches to confidentiality were recorded. One examiner suggested that the practice-based assessments required for the course make this a challenging area to monitor, and that more discussions are needed to

ensure consistency in how breaches are dealt with across the modules. Following previous recommendations, efforts have been made to review consent and patient confidentiality relating to coursework. Further suggestions have been made to rectify the breaches, such as having a greater emphasis on the correct process and of expected standards in the course handbook and module guides.

Academic standards themselves continue to be rigorous and consistent across the modules, with extensive action plans in place based on module reviews. Assessment guidance, course outlines and outcomes, and student work was all well organised, comprehensive, and easily accessible. And students receive constructive feedback and guidance, with the option of more individualised discussions with module leaders.

ASU: There was a distinct lack of evidence that feedback had been provided to students. The importance of evidencing this was commented on, particularly for courses involving online submission/marking, with suggestions made on how staff could best share this.

2.8 Feedback to Students

Feedback was delivered in various forms, much to the benefit of students. As well as written feedback, students on some modules received video and voice recorded feedback. Feedback and feed forward was called exemplary, offering practical advice and ongoing support to students. Regrettably it was clear to examiners that not all students take up the opportunities of the support available.

- i. 82% of examiners thought the feedback was **helpful to students in improving their performance** and **sufficient** on all modules.

Criticisms were made about the use of words such as ‘poor’, which was considered too negative and not helpful to a student’s development. Some feedback was also too general and not specific enough for the individual student. Developmental feedback for stronger students was sometimes missing from the examples seen, and like previous years, there was often some disparity in the length of feedback provided between markers. Some markers offered detailed and constructive feedback, whilst others offered very little.

- ii. 83% of examiners considered the feedback given to students to be **consistent** on all modules.

This is a decrease from 87% last year.

To improve participation in MEQs, examiners have suggested allowing students to complete the questionnaire at the start of lectures, which has been found by some to greatly increase engagement. Students could also be encouraged to reflect on how their responses can be used to improve delivery not just on the module being responded to, but also the delivery on other similar modules. The questionnaires were said to be particularly needed when examiners are unable to meet students, and when embedded into the assessment process can lead to the formation of subsequent years action plans.

3 Responses to issues raised in previous reports

Have staff from the Division or School responded to comments you made in previous years?

‘I find myself making the same comments for some modules. This is to do with inconsistent word counts per assessment and high averages and/or low standard deviations. Over the years some have made some updates while some others haven't.’

‘Staff have been proactive in responding to my previous comments and have been a delight to work with.’

‘I noted that some of the comments I had made previously had been acted on, though some had not been. I was not provided with any report that contained the responses to the comments made previously.’

‘I have not had any formal responses but I have seen that some changes have been implemented.’

‘I have not received any formal response to last years External Examiners report. This is the second year in a row where I have not received feedback on my report.’

‘A very comprehensive response was provided addressing all the issues I had raised.’

‘I am pleased to see that some of my feedback has been acted on, although I feel sure that the team is proactive and have I have noticed improvements year on year.’

‘I think the communication can be improved. I understand that the teaching team has focused on managing the alternative teaching arrangement as a result of COVID19 and has done a great job in delivering the teaching support required. I found however the quality assurance mechanism has been compromised.’

‘Yes generally module leads responsive, to my comments, and I have had discussion too with some.’

4 Award and Progression Boards

4.1 Consistency with University regulations

All examiners responding to this question were satisfied that decisions made at their award and progression board were consistent with the University’s regulations. The boards were conducted on MS Teams, with examiners finding this format very effective.

4.2 Conduct of the Board

No procedural irregularities were observed by examiners. The no detriment policy, brought in due to the pandemic and IT issues, was said to be clear and sufficient, and did not disadvantage students. From the preparatory stages when information was circulated, through to the meetings themselves, examiners were impressed with the professionalism of the academic and administrative arrangements.

Robust discussions took place during the boards, with examiners reporting that members of their board were given ample opportunity to feed into the discussions. All issues affecting students were sufficiently covered, with good care taken by staff to ensure accurate marks and appropriate awards were given to students. Clarification was sought from module tutors when needed, such as when it came to compensating criteria, resits, and deferred assessments.

Staff were commended for their hard work in getting assessments and reports completed for the boards. And for completing the boards in such an efficient manner, with clear and consistent protocols adhered to throughout.

5 Areas of Good Practice

5.1 Of the 52 examiners asked, 51 observed good practice and innovation in relation to learning, teaching and assessment. The 1 examiner who did not observe this did not find any other areas of concern, believing the conduct of the board they attended to be **appropriate**, and all decisions made to be consistent with University regulations.

5.2 Notable areas of good practice identified by examiners include:

- Excellent teaching practice in response to the challenges of teaching online
- The presentation of module boxes on Moodle where student work was assessed as high, medium and low, allowing examiners to check the standards of assessment more easily
- Commitment in providing a good student experience
- Teaching and learning strategies
- Staff resilience and adaptability in challenging times

Appendix 3: Grade inflation data

Introduction

This report provides an update on 2020/21 Good honours awards and First-class degrees, in line with the OfS Key Performance Metric (KPM) 18: Students achieving Firsts. This report covers UK domiciled, full-time, first-degree students as per the OfS’s KPM definition, and UK domiciled, part-time, first-degree students. Sector comparatives and benchmarks for 2020/21 will not be available until Spring 2022.

Findings

In 2020/21, the proportion of full-time students that achieved Good Honours increased to 81% compared to the previous year’s 73.3% (+7.4%). This is driven by an increase in the proportion of students that achieved 1st and upper 2nd (+4% and 3% from the previous year), with substantial increases in firsts achieved in the School of Business (+12 %), School of Nursing and Midwifery (+8%), and School of Arts and Creative Industries (+5%). Whereas a decline in the population of students that achieved Firsts was seen in Schools: School of Built and Environment and Architecture (-5%).

The proportion of part-time students that achieved Good honours increased significantly from 68.3% in the previous year to 81% in 20/21 (+12%). The proportion of students that achieved Firsts increased to 52% compared to the previous year’s 32% as a result of substantial increase in the School with the largest cohorts of part-time students, Built and Environmental Architecture, (+20%). The gap between full-time and part-time students that achieved Firsts has therefore widened.

*Good Honours is defined as students achieving first and upper second-class honours.

Figure 1: Proportion of students achieving good honours by mode of study FT

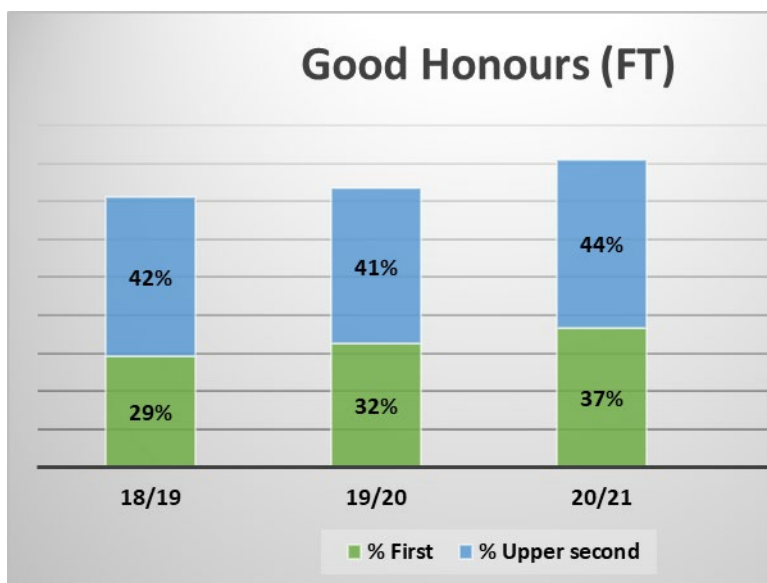


Figure 2: Proportion of students achieving good honours by mode of study PT

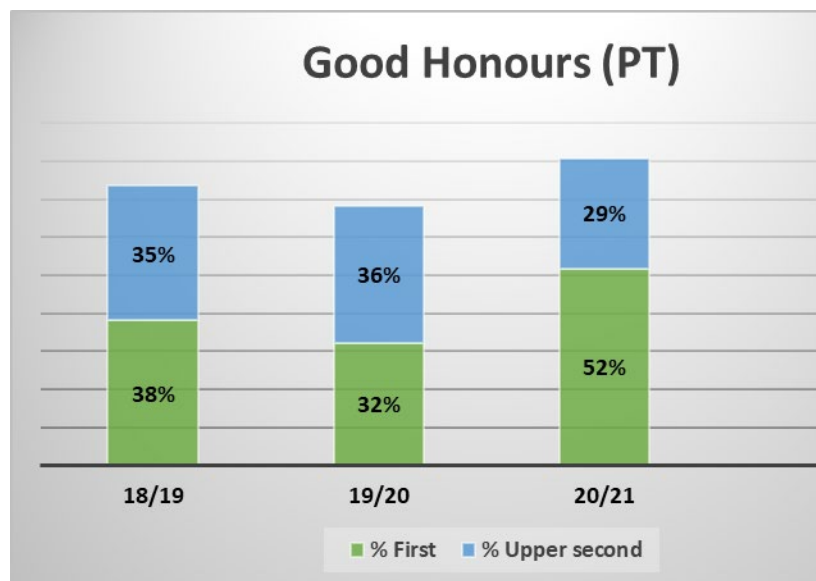


Table 1: Population and percentage of students with good honours degree by school and mode of study

School	18/19				19/20				20/21				YoY		
	Pop	% First	% 2:1	Honours	Pop	% First	% 2:1	Good Honours Total	Pop	% First	% 2:1	Good Honours Total	First PP	2:1 PP	Total PP
School of Allied and Community Health	152	51%	27%	78%	181	39%	34%	73%	153	42%	38%	80%	3%	4%	7%
School of Applied Sciences	204	25%	44%	69%	172	32%	38%	70%	201	32%	42%	74%	0%	4%	4%
School of Arts and Creative Industries	277	35%	45%	80%	286	37%	48%	85%	277	42%	49%	91%	5%	1%	6%
School of Built Environment and Architecture	118	35%	38%	73%	125	45%	24%	69%	125	40%	35%	75%	-5%	11%	6%
School of Business	319	28%	45%	73%	380	28%	42%	70%	509	40%	44%	84%	12%	2%	14%
School of Engineering	236	36%	36%	72%	218	45%	37%	82%	255	43%	38%	81%	-2%	1%	-1%
School of Law and Social Sciences	274	24%	48%	72%	287	31%	42%	73%	301	33%	45%	78%	2%	3%	5%
School of Nursing and Midwifery	479	20%	42%	62%	337	18%	46%	64%	352	26%	51%	77%	8%	5%	13%
Full-time	2059	29%	42%	71%	1986	32%	41%	73%	2173	37%	44%	81%	4%	3%	7%
School of Allied and Community Health	33	30%	42%	72%	26	31%	42%	73%	28	25%	32%	57%	-6%	-10%	-16%
School of Applied Sciences	13	0%	46%	46%	23	4%	13%	17%	3	0%	67%	67%	-4%	54%	50%
School of Arts and Creative Industries	10	0%	10%	10%	6	0%	67%	67%	5	0%	40%	40%	0%	-27%	-27%
School of Built Environment and Architecture	182	55%	38%	93%	173	51%	39%	90%	237	71%	25%	96%	20%	-14%	6%
School of Business	42	19%	29%	48%	32	3%	25%	28%	11	45%	27%	72%	42%	2%	44%
School of Engineering	50	46%	14%	60%	37	57%	27%	84%	34	59%	15%	74%	2%	-12%	-10%
School of Law and Social Sciences	27	11%	59%	70%	31	6%	52%	58%	18	22%	28%	50%	16%	-24%	-8%
School of Nursing and Midwifery	39	21%	38%	59%	70	10%	36%	46%	69	9%	46%	55%	-1%	10%	9%
Part-time	396	38%	35%	73%	398	32%	36%	68%	405	52%	29%	81%	20%	-7%	12%

Results by School

Three years trend by School are shown in Table 1 above.

The largest year-on-year movements (>5 percentage points) for meaningful population sizes (>30 FPE) were as follows:

- Large increases in the proportion of Firsts: BUS (FT), NAM (FT), ACI (FT), BUS (PT), BEA (PT) and LSS (PT).
- Decreases in the proportion of Firsts: BEA (FT), ENG (FT), ACI (PT), and AS (PT)
- Large increases in the proportion of Upper Seconds: ACI (FT), AS (PT) NAM (PT)

Large decreases in the proportion of Upper Seconds in the majority of Schools for PT

Results by School

Three years trend by School are shown in Table 1 above.

The largest year-on-year movements (>5 percentage points) for meaningful population sizes (>30 FPE) were as follows:

- Large increases in the proportion of Firsts: BUS (FT), NAM (FT), ACI (FT), ACH (FT), LSS (FT), BEA (PT) and ENG (PT).
- Large decreases in the proportion of Firsts: BEA (FT), ENG (FT), ACH (PT), AS (PT) and NAM (PT)
- Large increases in the proportion of Upper Seconds: ACI (FT), ENG (PT)
- Large decreases in the proportion of Upper Seconds: BEA (FT) and LSS (FT)

Appendix 4: Graduate Outcome Data 2020

The following analysis is based on indicative data for the latest year using the OfS B3 proposed measures that are currently under consultation. The OfS would normally assess B3 indicators as a four-year averages, however for GO we only have two years of official OfS data and one year of unpublished data (indicative). This cannot be averaged with past DLHE results as the DLHR and GO surveys and their results are not comparable.

The OfS have published the proposed thresholds for GO performance. These baselines vary by mode and level of study. B3 indicators are assessed across all levels and modes of study as well as by student characteristics ('split indicators'), including age, gender, disability, domicile, ethnicity & IMD. The Employment outcomes indicator only covers UK domiciled graduates.

A positive outcome for this measure is defined as: UK-domiciled leavers in professional employment or any further studying (or travelling, caring for someone else or retirement as their main activity) as a percentage of all respondents.

Overall, the proportion of graduates at professional employment or further study fifteen months after graduation has improved by 1.8% in 2020/21 (70.7%) compared to (68.9%) in 2019/20 (see figure 3). **Please note that 2020/21 GO results are indicative figures only. SPP check the raw GO results and raised queries with the aim to optimise the professional employment and graduate study data.**

Figure 3: LSBU Breakdown of GO Activity

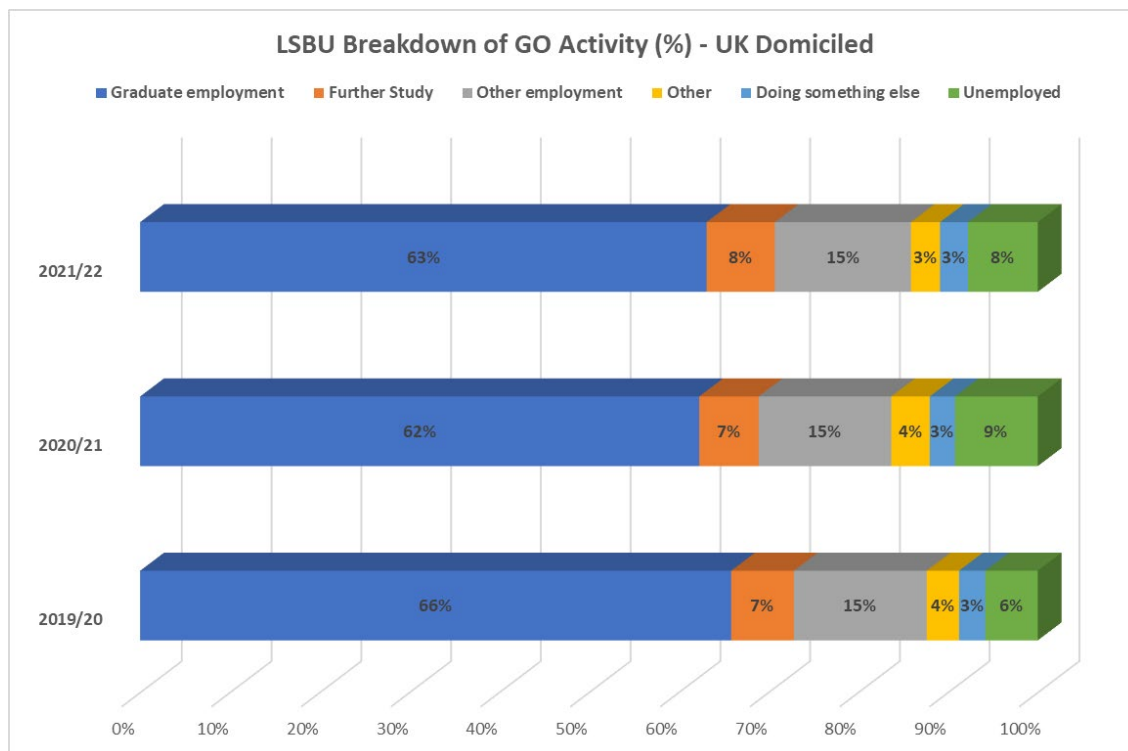


Table 2 and Table 3 demonstrate the GO result by level of study and by schools. Overall institutional level, only FT Undergraduate with postgraduate components (64.0%) are flagged below the threshold (80%). However, in 2020/21, PGT FT (69.4%) fell below the 70% OfS threshold.

Table 2: Graduate Outcomes by Mode and Level of Study

Indicators	Aggregated indicator (all 4 years combined)	OfS Threshold	Indicators				Population			
			Year1	Year2	Year3	Year4	Year1	Year2	Year3	Year4
Full-time										
Progression	Other undergraduate	45.3%	45.0%	30.4%	60.0%	52.8%	42	25	35	
	First degree	64.6%	60.0%	67.4%	62.5%	63.8%	1,121	1,104	882	
	Undergraduate with postgraduate components	64.0%	80.0%	70.0%	44.4%	83.3%	10	9	6	
	PGCE	93.8%	85.0%	96.0%	98.2%	86.2%	25	29	24	
	Postgraduate taught masters	71.7%	70.0%	75.4%	69.7%	69.4%	201	180	158	
	Other postgraduate	92.9%	85.0%	91.4%	92.1%	96.3%	108	137	82	
	Postgraduate research	94.3%	85.0%	100.0%	100.0%	88.5%	4	7	11	
Part-time										
Progression	Other undergraduate	87.3%	65.0%	86.1%	88.7%	85.9%	99	153	75	
	72.1%)	78.9%	75.0%	82.0%	74.3%	80.1%	277	223	169	
	Undergraduate with postgraduate components	96.4%	80.0%	98.8%	96.9%	93.7%	20	17	20	
	PGCE	86.4%	85.0%	95.2%	100.0%	74.5%	5	2	6	
	Postgraduate taught masters	87.4%	85.0%	88.2%	86.3%	87.6%	214	198	175	
	Other postgraduate	92.4%	85.0%	91.5%	95.0%	90.9%	279	181	134	
	Postgraduate research	95.8%	85.0%	100.0%	85.9%	100.0%	12	9	9	
Apprenticeship										
Progression	Total undergraduate	80.3%	75.0%	100.0%	69.6%	86.3%	1	38	65	
	Total postgraduate	100.0%	80.0%	-	-	100.0%	-	-	1	

Colour coding: In year data: Red=Below threshold. Grey=result suppressed due to low population.

Table 3: Graduate Outcomes by School – (UK Domiciled, First Degree)

Mode/Level	School	Aggregated indicator	OfS Proposed Threshold	Indicators				YoY Variance
				Year1	Year2	Year3	Year4	
Full-time, First degree	School of Nursing and Midwifery	90.2%	60.0%		89.0%	91.2%	91.1%	0.0%
	School of Engineering	56.5%	60.0%		54.8%	48.6%	67.9%	19.3%
	School of Law and Social Sciences	59.3%	60.0%		62.9%	60.4%	53.2%	-7.1%
	School of Built Environment and Architecture	65.8%	60.0%		75.4%	61.4%	60.3%	-1.1%
	School of Applied Sciences	48.8%	60.0%		52.5%	40.3%	54.0%	13.7%
	School of Business	41.8%	60.0%		42.6%	42.6%	40.4%	-2.2%
	School of Arts and Creative Industries	53.6%	60.0%		52.0%	48.2%	61.8%	13.7%
Part-time, First degree	School of Allied and Community Health	81.8%	60.0%		87.3%	78.5%	79.3%	0.9%
	School of Nursing and Midwifery	90.5%	75.0%		96.1%	76.2%	87.1%	10.9%
	School of Engineering	68.3%	75.0%		68.0%	63.3%	74.8%	11.5%
	School of Law and Social Sciences	77.6%	75.0%		77.8%	80.4%	72.7%	-7.6%
	School of Built Environment and Architecture	87.6%	75.0%		84.8%	88.3%	90.8%	2.5%
	School of Applied Sciences	43.7%	75.0%		59.5%	11.1%	58.8%	47.7%
	School of Business	50.8%	75.0%		53.8%	45.9%	55.6%	9.7%
	School of Arts and Creative Industries	50.0%	75.0%		69.0%	33.3%	43.4%	10.1%
	School of Allied and Community Health	83.2%	75.0%		89.8%	83.3%	73.3%	-10.0%

Colour coding: In year and aggregated data: Red=Below threshold Grey=result suppressed due to low population. **YoY Variance:** Green=Positive change Red=Negative Change

Split indicators below the threshold at institutional level:

FT First Degree are the largest cohort in all years and are flagged in under 21 (59.3%), ethnicities Asian (51.7%) and Other (54.7%) and Male (59.9%) vs the 60% threshold.

FT Undergraduate with postgraduate components are flagged in the majority of splits but the majority of these are also suppressed due to low populations.

FT Other Undergraduate are also flagged for a number of splits but also have low populations.

FT Postgraduate taught masters are flagged in over 31, ethnicities Black (62.6%) and Other (56.5%) and IMD Q1-2 (65.8%).

FT Other postgraduate are flagged for Asian (82.9%).

PT First Degree are flagged for under 21 (72.1%), Known Disability (71.2%), all ethnicities except for White and IMD Q1-2 (73.5%).

PT Postgraduate taught masters are flagged in over 31 (83.9%), Known Disability (80.2%), and all ethnicities except for White and Other.

Apprenticeships are flagged for Asian (45.6%) and Female (74.8%).

Appendix 5: Completion

Overall four-years average, only FT Undergraduate with postgraduate components (64.9%) are flagged below the threshold (80%) and YoY trends show they are flagged in all years including 2020/21 (See table 4).

Table 4: Completion by Level of Study

Indicators		Aggregated indicator (all 4 years combined)	OfS Threshold	Indicators				Population			
				Year1	Year2	Year3	Year4	Year1	Year2	Year3	Year4
Full-time											
Completion	Other undergraduate	92.9%	65.0%	91.2%	94.6%	93.1%	93.7%	393	286	122	66
	First degree	76.4%	75.0%	70.1%	68.2%	78.7%	85.9%	3,069	3,612	4,336	4,400
	Undergraduate with postgraduate components	64.9%	80.0%	77.8%	58.9%	34.7%	61.6%	10	27	44	55
	PGCE	97.5%	85.0%	97.0%	97.4%	96.8%	99.1%	54	61	62	108
	Postgraduate taught masters	84.6%	80.0%	85.6%	81.3%	80.2%	90.1%	627	644	878	1,030
	Other postgraduate	93.2%	80.0%	91.7%	93.9%	92.9%	94.4%	303	295	258	280
	Postgraduate research	86.8%	75.0%	89.4%	87.3%	91.4%	88.8%	34	53	28	49
Part-time											
Completion	Other undergraduate	98.7%	55.0%	98.3%	99.1%	97.8%	99.3%	1,551	1,252	756	664
	First degree	76.5%	55.0%	69.7%	72.8%	79.5%	89.5%	297	270	212	147
	Undergraduate with postgraduate components	83.1%	60.0%	83.4%	85.1%	68.0%	100.0%	58	66	6	5
	PGCE	100.0%	75.0%	100.0%	-	-	-	1	-	-	-
	Postgraduate taught masters	76.1%	65.0%	75.8%	71.3%	76.8%	80.5%	373	314	378	280
	Other postgraduate	94.1%	65.0%	91.9%	94.6%	94.5%	96.9%	576	519	234	167
	Postgraduate research	71.3%	60.0%	76.6%	63.0%	56.4%	86.9%	31	35	26	35
Apprenticeship											
Completion	Total undergraduate	86.4%	55.0%	91.2%	74.8%	87.8%	88.2%	237	679	632	483
	Total postgraduate	86.2%	80.0%	-	100.0%	98.2%	82.7%	-	18	110	95

Overall at School level, for the FT First degree cohort, APS, BEA and ENG are flagged below the threshold (75%). No Schools are flagged in 20/21 (see table 5)

Table 5: Completion by School – First Degree only

Indicators		indicator (all 4 years)	OfS Threshold	Indicators				Population			
				Year1	Year2	Year3	Year4	Year1	Year2	Year3	Year4
Full-time											
School of Allied and Community Health	First degree	76.7%	75.0%	76.3%	65.4%	81.7%	82.0%	262	263	265	328
School of Applied Sciences	First degree	72.6%	75.0%	65.3%	61.9%	75.2%	83.0%	309	364	428	508
School of Arts and Creative Industries	First degree	81.9%	75.0%	81.7%	74.4%	82.4%	88.5%	413	414	375	422
School of Built Environment and Architecture	First degree	68.4%	75.0%	55.6%	65.5%	65.1%	82.7%	183	258	275	320
School of Business	First degree	76.7%	75.0%	68.8%	67.8%	77.3%	86.9%	576	750	1,130	973
School of Engineering	First degree	70.5%	75.0%	59.5%	61.9%	72.4%	86.2%	364	436	544	536
School of Law and Social Sciences	First degree	79.1%	75.0%	71.2%	76.9%	80.9%	85.9%	412	493	580	530
School of Nursing and Midwifery	First degree	79.9%	75.0%	75.9%	67.1%	86.3%	87.3%	550	634	739	783

Completion: Compound Method. This measure establishes the proportion of students likely to complete the qualification they started. This is done through measuring withdrawal proportions in a particular academic year, including withdrawals at all stages of study. These are then divided into six cohorts based on the year of entry of the withdrawing student. The withdrawal proportions are calculated as the number of withdrawing students in each entry cohort, divided by the number of students who started in the corresponding entry year. Totalling the cohort withdrawal proportions across all six entry cohorts and subtracting this total from 100 per cent gives the compound indicator.

Appendix 6: Continuation

Overall Continuation indicator for full-time first-degree has increased from 81.1% in 2018/19 to 86.3% in 2019/20 (see table 6). Overall institutional level, only FT Other Undergraduate level of study (71.8%) are flagged below OfS threshold (75%).

Table 6: Continuation by Level of study

Indicators		Aggregated indicator (all 4 years combined)	OfS Threshold	Indicators			
				Year1	Year2	Year3	Year4
Full-time							
Continuation	Other undergraduate	71.8%	75.0%	66.2%	68.3%	87.7%	80.4%
	First degree	83.3%	80.0%	82.0%	83.0%	81.0%	86.3%
	Undergraduate with postgraduate components	86.9%	85.0%	70.4%	100.0%	92.6%	90.7%
	PGCE	93.9%	85.0%	90.5%	94.4%	96.7%	95.2%
	Postgraduate taught masters	88.6%	80.0%	86.5%	87.6%	88.9%	91.0%
	Other postgraduate	90.8%	80.0%	88.8%	89.8%	90.4%	94.5%
	Postgraduate research	92.7%	90.0%	94.0%	94.1%	86.8%	100.0%
Part-time							
Continuation	Other undergraduate	91.6%	55.0%	93.4%	90.2%	90.9%	93.5%
	First degree	87.9%	60.0%	90.7%	93.8%	81.6%	82.6%
	Undergraduate with postgraduate components	70.3%	60.0%	72.3%	65.7%	81.0%	63.1%
	PGCE	100.0%	75.0%	-	-	100.0%	-
	Postgraduate taught masters	88.8%	65.0%	90.4%	90.8%	87.5%	85.0%
	Other postgraduate	93.3%	65.0%	92.9%	94.9%	92.5%	93.2%
	Postgraduate research	81.2%	70.0%	87.0%	71.4%	80.6%	85.7%
Apprenticeship							
Continuation	Total undergraduate	90.6%	70.0%	86.8%	93.6%	88.5%	92.4%
	Total postgraduate	97.6%	80.0%	-	-	100.0%	97.3%

A similar trend is seen in **in-year Progression** for full-time, first-degree, which increased from 73.7% in 2018/19 to 79.4% in 2019/20. The indicative semester 1 figure is 74.6% in 2020/21. The final figure for 20/21 will not be available until semester 2 enrolment is completed at the end of Feb 2022.

Progression is defined as a student returning in year 2, at a higher level, on any course. Continuation is defined as a new entrant student returning at any level, on any course in the following year. The internal measure does not count transferring students in the percentage, but these will also be excluded by the OfS in the B3 latest measure. The Continuation and Progression data presented in this report is limited to full-time, first-degree students.

Appendix 7: NSS results

The 2021 sector results are the lowest in NSS history, reflecting the impact of the pandemic on the student experience. Scores declined across all question areas, on average by -5.8%. Overall Satisfaction decreased more steeply by -7.2%. See Table 7 below. Only five providers managed to improve their Average scores in 2021; all other providers' scores declined year-on-year.

The majority of LSBU students remained satisfied with their course experience, but the decline in LSBU's scores was more pronounced than the sector's driven by the combined adverse impacts of the pandemic and cyber-attack. LSBU is ranked 108th out of 119 providers for both Average score and Overall Satisfaction, but has not seen the largest declines in the sector for these measures. LSBU's Average % agree score fell by -8.8% and Overall Satisfaction declined by -13.2%. In particular, the score for Learning Resources dropped by -25.6% to 56.7% which is the second lowest score in the sector. Other institutions reported as having suffered cyber-attacks also saw above sector average declines in Average score and Overall Satisfaction.

Table 7: LSBU vs Sector results

NSS Question area	LSBU			Sector			LSBU vs Sector	
	2021	2020	Change	2021	2020	Change	2021	2020
The teaching on my course	73.0	80.0	-7.1	80.0	83.9	-3.9	-7.0	-3.9
Learning opportunities	76.5	82.2	-5.8	79.0	82.9	-3.9	-2.6	-0.7
Assessment and feedback	67.7	71.5	-3.7	68.6	72.6	-4.0	-0.9	-1.2
Academic support	69.9	77.7	-7.9	73.5	79.4	-6.0	-3.6	-1.7
Organisation and management	64.1	69.7	-5.7	69.8	73.8	-4.0	-5.7	-4.0
Learning resources	56.7	82.3	-25.6	73.7	85.8	-12.1	-17.0	-3.5
Learning community	66.1	75.9	-9.7	66.6	75.8	-9.1	-0.5	0.1
Student voice	65.1	73.7	-8.6	66.4	73.6	-7.1	-1.4	0.1
Student union	53.5	58.3	-4.8	53.3	56.0	-2.7	0.2	2.3
Overall Satisfaction	66.3	79.5	-13.2	75.4	82.6	-7.2	-9.1	-3.1
Average score	67.1	75.9	-8.8	71.9	77.7	-5.8	-4.7	-1.8

Average score is based on average of all questions except Overall Satisfaction.

LSBU's scores were below the OfS provider-specific benchmarks for all ten question areas and all but one of the 27 individual questions (question 22, 'I have had the right opportunities to work with other students as part of my course'). Six question areas and 17 questions have negative flags for statistically significant adverse variances to benchmark. In 2020, LSBU had negative flags only for the Learning resources question area and for four individual questions. The Average scores of the other London Modern universities fell by between -1.4% and -8.8%. Only UAL has lower Average and Overall Satisfaction scores than LSBU.

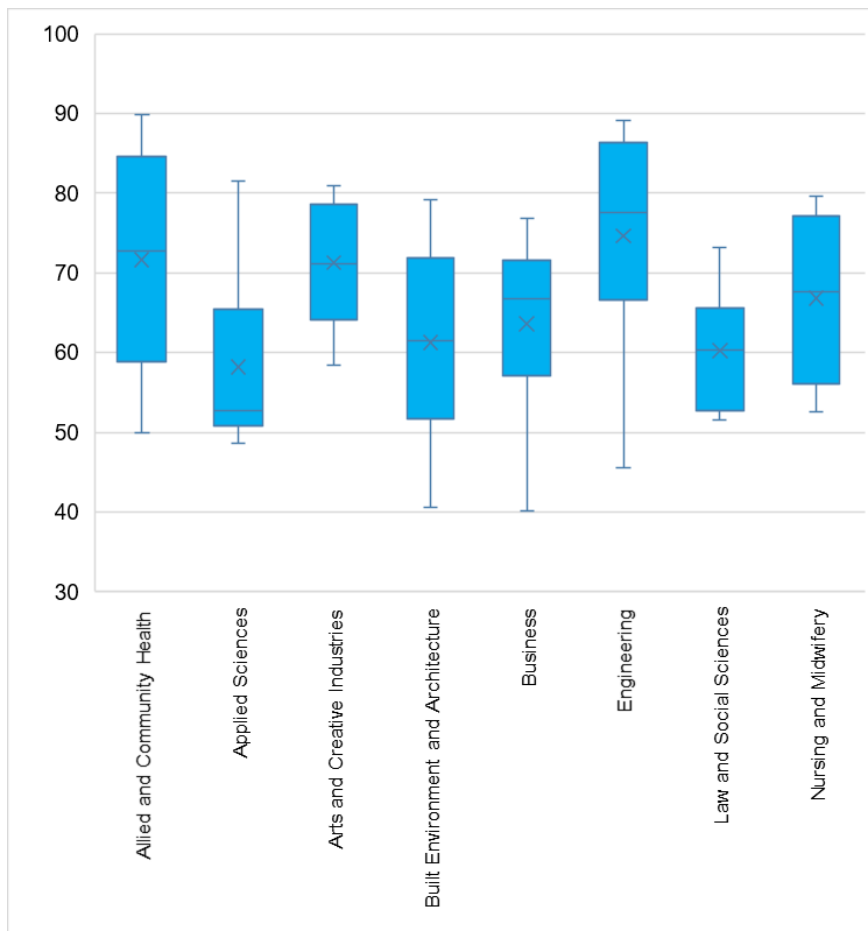
Within LSBU, the Schools of Engineering and Arts and Creative Industries achieved Average and Overall Satisfaction scores above their subject sector benchmark. All other Schools scored below benchmark. See Table 8.

Table 8: School results vs Sector benchmarks
(in descending order of 2021 Average score)

School	Average score		Overall Satisfaction	
	2021 score	Variance to sector benchmark	2021 score	Variance to sector benchmark
Engineering	77.7	6.9	78.3	3.9
Allied and Community Health	73.0	-1.3	71.8	-4.4
Arts and Creative Industries	72.3	2.9	69.7	2.2
Nursing and Midwifery	68.6	-1.7	65.9	-3.1
Business	64.7	-8.3	66.8	-9.7
Law and Social Sciences	64.1	-5.6	69.2	-5.4
Built Environment and Architecture	60.3	-9.1	55.2	-18.2
Applied Sciences	60.0	-12.1	57.1	-19.0
LSBU	67.1	-4.7	66.3	-9.1

The variation of results at course level is significantly higher than between Schools, with Average course scores ranging from 89.9% to 40.1% (see Figure 4) and Overall Satisfaction scores ranging from 100% to 9.1%. Students’ verbatim comments acknowledge the great effort of many academic staff to provide a high quality learning experience despite the pandemic and the cyber-attack.

Figure 4: Course level Average score distribution by School



LSBU scored at or above sector average in the additional 2021 questions on Covid-19, apart from access to learning resources. For example, Covid-related physical safety measures achieved a 79% Agree score. See Table 3.

Action plans

The Provost will lead on actions to improve NSS scores. An institutional action plan was formulated in October 2021.

An integral part of the institutional response are course development plans (CDPs). As part of the portfolio review, CDPs will introduce a new approach to promote continuous development, enhancements and oversight of courses. Course directors will own the development, timings and implementation of CDPs and these will be aligned to university enhancement themes, including the NSS. Oversight through the Schools' senior management teams will provide assurance that plans are adequately resourced and aligned to the Schools' strategic direction.

Targets for 2021/22 to 2024/25 have been set for each School for the four Student Outcome Priority metrics that were presented to the July 2021 FPR meeting in the Group Roadmap and KPIs paper. These targets include the teaching-related NSS questions. The agreed School targets are included in September FPR paper on 2021/22 KPI targets.

	INTERNAL
Paper title:	UCAS End of Cycle Report 2021
Board/Committee:	Academic Board
Date of meeting:	23 February 2022
Author(s):	Emma Sanders – Business Intelligence Analyst
Sponsor(s):	Ahmad Alhusan – Interim Head of Strategy, Performance and Planning
Purpose:	For information
Recommendation:	To note information about the UCAS 2021 Cycle (entry into September 2021), and sector comparisons.

Executive summary

- LSBU has seen a 3% increase in Applications, this was mainly in subjects allied to medicine (+1460 applications). There was a large decline in business and management (-585 applications). **(Table 1 and 4)**
- Kingston (+20%) and East London (+17%) have seen the largest YoY % increases in Applications and Westminster (-7%) and Middlesex (-12%) the largest declines. **(Table 1)**
- LSBU has seen a 2% decline in acceptances. Greenwich have seen the largest YoY % increases in Acceptances (+16%) and London Met (-19%) the largest decline. **(Table 2)**
- Greenwich have the highest Application to Acceptance conversion rate at 24%, whereas LSBU has declined by 1% to 19% conversion. **(Table 3)**
- LSBU's highest conversion rates are in agriculture, food and related studies (42% in 2021), education and teaching (38%), physical sciences (37%) and engineering and technology (31%). The lowest conversion rates are in social sciences (14%) and subjects allied to medicine (16%). **(Table 4)**

It should be noted that the University experienced a prolonged and substantial IT outage between December 2020 and April 2021 – a key part of the recruitment cycle – which will have influenced the recruitment results for September 2021.

UCAS End of Cycle 2021: Provider Report:**Table 1: Competitor Applications**

Provider name	2019	2020	2021	YoY Difference	% Change YoY
G70 University of Greenwich	24650	27450	27930	480	2%
K84 Kingston University	20815	21460	25800	4340	20%
W50 University of Westminster, London	26665	26985	25095	-1890	-7%
L75 London South Bank University	19715	22195	22920	725	3%
M80 Middlesex University	21270	21270	18820	-2450	-12%
E28 University of East London	16380	15440	18135	2695	17%
W05 University of West London	12630	14075	16360	2285	16%
L68 London Metropolitan University	11495	12840	13990	1150	9%
R48 University of Roehampton	6690	7255	7730	475	7%

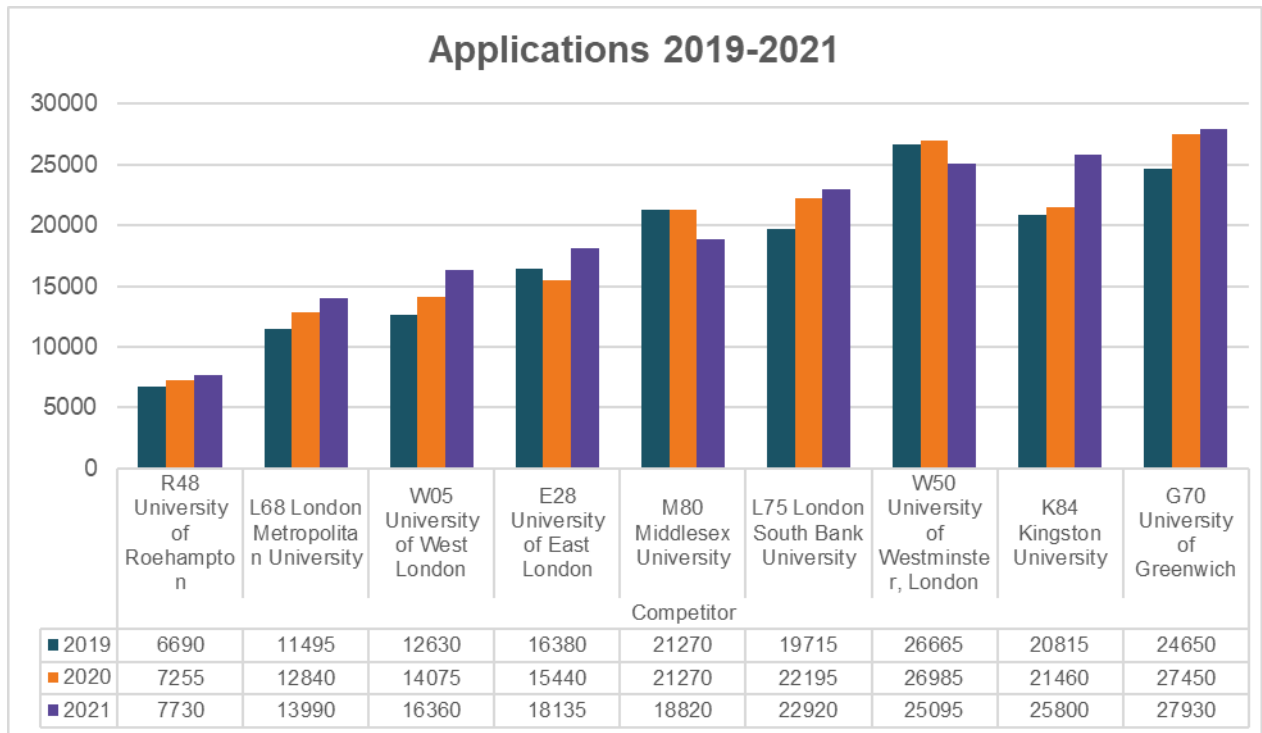


Table 2: Competitor Acceptances

Provider name	2019	2020	2021	YoY Difference	% Change YoY
G70 University of Greenwich	4800	5695	6595	900	16%
K84 Kingston University	4995	4635	5040	405	9%
L75 London South Bank University	4250	4425	4350	-75	-2%
E28 University of East London	4215	3880	3805	-75	-2%
W05 University of West London	3260	3070	2990	-80	-3%
W50 University of Westminster, London	5570	5855	5375	-480	-8%
M80 Middlesex University	4040	3885	3280	-605	-16%
R48 University of Roehampton	2065	1910	1590	-320	-17%
L68 London Metropolitan University	2810	2985	2430	-555	-19%

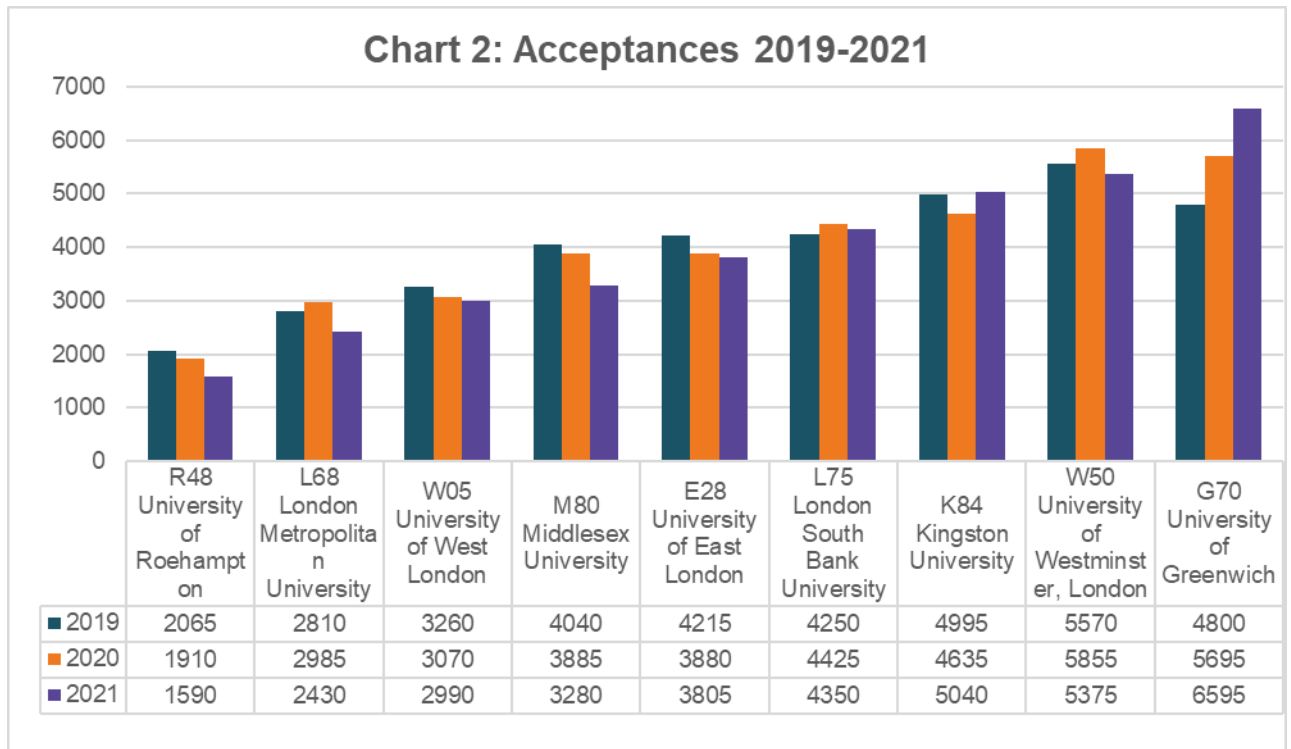


Table 3: Applications to Acceptances Conversion Rate

Provider name	2019	2020	2021	YoY Difference	% Change YoY
G70 University of Greenwich	19%	21%	24%	3%	14%
W50 University of Westminster, London	21%	22%	21%	0%	-1%
E28 University of East London	26%	25%	21%	-4%	-17%
R48 University of Roehampton	31%	26%	21%	-6%	-22%
K84 Kingston University	24%	22%	20%	-2%	-10%
L75 London South Bank University	22%	20%	19%	-1%	-5%
W05 University of West London	26%	22%	18%	-4%	-16%
M80 Middlesex University	19%	18%	17%	-1%	-5%
L68 London Metropolitan University	24%	23%	17%	-6%	-25%

Table 4: LSBU Subject Trends
Academic Board meeting

HECoS subject group	Main scheme applications				Accepted applicants				Conversion Rate			
	2019	2020	2021	YoY Difference	2019	2020	2021	YoY Difference	2019	2020	2021	YoY Difference
(CAH02) subjects allied to medicine	6885	8245	9705	1460	1170	1365	1535	170	17%	17%	16%	-1%
(CAH17) business and management	3370	3515	2930	-585	870	760	605	-155	26%	22%	21%	-1%
(CAH15) social sciences	2100	2120	2275	155	300	305	320	15	14%	14%	14%	0%
(CAH21) creative arts and design	1175	1490	1555	65	325	345	370	25	28%	23%	24%	1%
(CAH10) engineering and technology	1260	1140	1190	50	415	410	365	-45	33%	36%	31%	-5%
(CAH04) psychology	900	1165	1085	-80	185	220	200	-20	21%	19%	18%	0%
(CAH16) law	915	1200	1055	-145	250	240	215	-25	27%	20%	20%	0%
(CAH13) architecture, building and planning	855	935	900	-35	180	220	210	-10	21%	24%	23%	0%
(CAH11) computing	570	850	675	-175	160	160	120	-40	28%	19%	18%	-1%
(CAH03) biological and sport sciences	460	430	300	-130	110	120	80	-40	24%	28%	27%	-1%
(CAH22) education and teaching	315	340	275	-65	115	90	105	15	37%	26%	38%	12%
(CAH18) communications and media	280	235	265	30	45	45	55	10	16%	19%	21%	2%
(CAH07) physical sciences	175	160	175	15	50	55	65	10	29%	34%	37%	3%
(CAH01) medicine and dentistry	-	-	150		-	-	30		-	-	20%	-
(CAH08) general and others in sciences	135	145	120	-25	30	35	35	0	22%	24%	29%	5%
(CAH06) agriculture, food and related studies	55	65	95	30	20	30	40	10	36%	46%	42%	-4%
(CAH12) geographical & environmental studies	95	60	75	15	10	10	-		11%	17%	-	-
(CAH20) historical, philosophical & religious studies	95	65	65	0	5	10	-		5%	15%	-	-
(CAH19) language and area studies	45	-	-		-	-	-		-	-	-	-

APPENDIX:

Competitor Subject Trends:

HECoS subject group	Provider name	Main scheme applications			YoY Difference	Accepted applicants			YoY Difference
		2019	2020	2021		2019	2020	2021	
(CAH01) medicine and dentistry	L75 London South Bank University	-	-	150		-	-	30	
	L68 London Metropolitan University	20	15	-		-	5	-	
	M80 Middlesex University	15	55	45	-10	-	25	20	-5
(CAH01) medicine and dentistry Total		35	70	195	125	-	30	50	20

HECoS subject group	Provider name	Main scheme applications			YoY Difference	Accepted applicants			YoY Difference
		2019	2020	2021		2019	2020	2021	
(CAH02) subjects allied to medicine	L75 London South Bank University	6885	8245	9705	1460	1170	1365	1535	170
	E28 University of East London	2645	2435	3100	665	625	580	695	115
	G70 University of Greenwich	5500	6870	7595	725	640	895	1015	120
	K84 Kingston University	4340	4775	6705	1930	980	1070	1155	85
	L68 London Metropolitan University	665	785	965	180	180	220	210	-10
	M80 Middlesex University	5060	5460	5750	290	785	865	835	-30
	R48 University of Roehampton	520	915	1610	695	195	265	300	35
	W05 University of West London	3325	4250	5680	1430	560	705	835	130
	W50 University of Westminster, London	1615	1735	1555	-180	585	595	545	-50
(CAH02) subjects allied to medicine Total		3055	3547	4266	7195	5720	6560	7125	565

HECoS subject group	Provider name	Main scheme applications			YoY Difference	Accepted applicants			YoY Difference
		2019	2020	2021		2019	2020	2021	
(CAH03) biological and sport sciences	L75 London South Bank University	460	430	300	-130	110	120	80	-40
	E28 University of East London	970	910	975	65	300	330	275	-55
	G70 University of Greenwich	1030	1000	900	-100	205	175	220	45
	K84 Kingston University	645	625	785	160	135	115	150	35
	L68 London Metropolitan University	445	500	480	-20	135	100	95	-5
	M80 Middlesex University	755	730	690	-40	140	140	130	-10
	R48 University of Roehampton	540	495	530	35	185	125	120	-5
	W05 University of West London	-	35	25	-10	-	5	5	0
	W50 University of Westminster, London	480	460	430	-30	150	105	105	0
(CAH03) biological and sport sciences Total		5325	5185	5115	-70	1360	1215	1180	-35

HECoS subject group	Provider name	Main scheme applications			YoY Difference	Accepted applicants			YoY Difference
		2019	2020	2021		2019	2020	2021	
(CAH04) psychology	L75 London South Bank University	900	1165	1085	-80	185	220	200	-20
	E28 University of East London	965	885	1020	135	290	305	260	-45
	G70 University of Greenwich	1245	1390	1455	65	270	340	445	105
	K84 Kingston University	900	975	1120	145	240	250	235	-15
	L68 London Metropolitan University	690	740	880	140	150	180	145	-35
	M80 Middlesex University	995	980	785	-195	165	180	150	-30
	R48 University of Roehampton	755	805	710	-95	260	195	135	-60
	W05 University of West London	675	845	860	15	175	185	140	-45
	W50 University of Westminster, London	1750	1890	1935	45	380	390	430	40
(CAH04) psychology Total		8875	9675	9850	175	2115	2245	2140	-105

HECoS subject group	Provider name	Main scheme applications			YoY Difference	Accepted applicants			YoY Difference
		2019	2020	2021		2019	2020	2021	
(CAH06) agriculture, food and related studies	L75 London South Bank University	55	65	95	30	20	30	40	10
	G70 University of Greenwich	380	345	360	15	85	80	80	0
	W05 University of West London	5	-	35		-	-	10	
(CAH06) agriculture, food and related studies Total		440	410	490	80	105	110	130	20

HECoS subject group	Provider name	Main scheme applications			YoY Difference	Accepted applicants			YoY Difference
		2019	2020	2021		2019	2020	2021	
(CAH07) physical sciences	L75 London South Bank University	175	160	175	15	50	55	65	10
	E28 University of East London	170	140	175	35	35	30	30	0
	G70 University of Greenwich	305	295	290	-5	55	45	45	0
	K84 Kingston University	635	545	515	-30	195	160	155	-5
	L68 London Metropolitan University	275	295	320	25	55	70	50	-20
	M80 Middlesex University	105	80	90	10	20	15	10	-5
	W05 University of West London	255	250	260	10	70	55	55	0
(CAH07) physical sciences Total		1920	1765	1825	60	480	430	410	-20

HECoS subject group	Provider name	Main scheme applications			YoY Difference	Accepted applicants			YoY Difference
		2019	2020	2021		2019	2020	2021	
(CAH08) general and others in sciences	L75 London South Bank University	135	145	120	-25	30	35	35	0
	L68 London Metropolitan University	-	10	10	0	-	5	-	
(CAH08) general and others in sciences Total		135	155	130	-25	30	40	35	-5

HECoS subject group	Provider name	Main scheme applications			YoY Difference	Accepted applicants			YoY Difference
		2019	2020	2021		2019	2020	2021	
(CAH10) engineering and technology	L75 London South Bank University	1260	1140	1190	50	415	410	365	-45
	E28 University of East London	675	640	865	225	165	175	195	20
	G70 University of Greenwich	1010	1060	1075	15	180	195	230	35
	K84 Kingston University	1460	1465	1635	170	425	345	375	30
	L68 London Metropolitan University	50	50	100	50	10	10	30	20
	M80 Middlesex University	625	730	430	-300	85	120	85	-35
	W05 University of West London	360	325	660	335	120	95	175	80
	W50 University of Westminster, London	315	280	210	-70	70	60	40	-20
(CAH10) engineering and technology Total		5755	5690	6165	475	1470	1410	1495	85

HECoS subject group	Provider name	Main scheme applications			YoY Difference	Accepted applicants			YoY Difference
		2019	2020	2021		2019	2020	2021	
(CAH11) computing	L75 London South Bank University	570	850	675	-175	160	160	120	-40
	E28 University of East London	935	990	1100	110	260	270	245	-25
	G70 University of Greenwich	1900	2075	2040	-35	425	590	725	135
	K84 Kingston University	1140	1135	1295	160	410	320	370	50
	L68 London Metropolitan University	820	1120	980	-140	215	270	195	-75
	M80 Middlesex University	1405	1510	1280	-230	290	305	295	-10
	R48 University of Roehampton	-	155	210	55	-	55	50	-5
	W05 University of West London	970	1060	1310	250	215	235	260	25
	W50 University of Westminster, London	1885	1955	1880	-75	415	470	525	55
(CAH11) computing Total		9625	1085	1077	-80	2390	2675	2785	110

HECoS subject group	Provider name	Main scheme applications			YoY Difference	Accepted applicants			YoY Difference
		2019	2020	2021		2019	2020	2021	
(CAH13) architecture, building and planning	L75 London South Bank University	855	935	900	-35	180	220	210	-10
	E28 University of East London	550	455	460	5	135	130	115	-15
	G70 University of Greenwich	915	935	910	-25	160	180	175	-5
	K84 Kingston University	775	670	775	105	185	145	150	5
	L68 London Metropolitan University	500	565	630	65	105	110	100	-10
	M80 Middlesex University	55	60	60	0	10	15	5	-10
	W05 University of West London	670	645	305	-340	230	210	70	-140
	W50 University of Westminster, London	1485	1535	1470	-65	330	345	325	-20
(CAH13) architecture, building and planning Total		5805	5800	5510	-290	1335	1355	1150	-205

HECoS subject group	Provider name	Main scheme applications			YoY Difference	Accepted applicants			YoY Difference
		2019	2020	2021		2019	2020	2021	
(CAH15) social sciences	L75 London South Bank University	2100	2120	2275	155	300	305	320	15
	E28 University of East London	2275	2015	2115	100	675	500	450	-50
	G70 University of Greenwich	2565	2835	3010	175	510	595	540	-55
	K84 Kingston University	1795	1795	2005	210	395	365	340	-25
	L68 London Metropolitan University	2175	2230	2415	185	595	665	495	-170
	M80 Middlesex University	2485	2425	2025	-400	455	450	350	-100
	R48 University of Roehampton	850	860	775	-85	295	245	175	-70
	W05 University of West London	970	1060	1205	145	290	235	240	5
W50 University of Westminster, London	2530	2480	2175	-305	445	420	375	-45	
(CAH15) social sciences Total		1774	1782	1800	180	3960	3780	3285	-495

HECoS subject group	Provider name	Main scheme applications			YoY Difference	Accepted applicants			YoY Difference
		2019	2020	2021		2019	2020	2021	
(CAH16) law	L75 London South Bank University	915	1200	1055	-145	250	240	215	-25
	E28 University of East London	655	580	665	85	205	180	155	-25
	G70 University of Greenwich	885	990	1010	20	205	200	260	60
	K84 Kingston University	400	410	465	55	100	75	85	10
	L68 London Metropolitan University	385	480	510	30	110	95	50	-45
	M80 Middlesex University	980	915	780	-135	175	150	120	-30
	R48 University of Roehampton	265	300	405	105	115	70	115	45
	W05 University of West London	395	420	570	150	125	95	115	20
W50 University of Westminster, London	2045	2070	1900	-170	415	385	360	-25	
(CAH16) law Total		6925	7365	7360	-5	1700	1490	1475	-15

HECoS subject group	Provider name	Main scheme applications			YoY Difference	Accepted applicants			YoY Difference
		2019	2020	2021		2019	2020	2021	
(CAH17) business and management	L75 London South Bank University	3370	3515	2930	-585	870	760	605	-155
	E28 University of East London	1810	1730	1910	180	670	600	505	-95
	G70 University of Greenwich	4345	4980	4670	-310	1125	1480	1950	470
	K84 Kingston University	1930	2005	2555	550	545	470	560	90
	L68 London Metropolitan University	1855	2360	2800	440	480	530	455	-75
	M80 Middlesex University	3630	3570	2945	-625	820	690	535	-155
	R48 University of Roehampton	1225	1310	1200	-110	350	350	245	-105
	W05 University of West London	1790	1910	1985	75	655	465	425	-40
W50 University of Westminster, London	7195	7240	6835	-405	1500	1745	1635	-110	
(CAH17) business and management Total		2715	2862	2783	-790	7015	7090	6915	-175

HECoS subject group	Provider name	Main scheme applications			Accepted applicants				YoY Difference
		2019	2020	2021	YoY Difference	2019	2020	2021	
(CAH18) communications and media	L75 London South Bank University	280	235	265	30	45	45	55	10
	E28 University of East London	640	525	670	145	120	110	120	10
	G70 University of Greenwich	175	170	175	5	35	40	50	10
	K84 Kingston University	580	560	690	130	130	105	135	30
	L68 London Metropolitan University	765	640	750	110	100	115	90	-25
	M80 Middlesex University	335	310	240	-70	85	65	55	-10
	R48 University of Roehampton	545	495	510	15	135	125	100	-25
	W05 University of West London	610	640	800	160	180	160	170	10
	W50 University of Westminster, London	1095	1165	810	-355	200	275	175	-100
(CAH18) communications and media Total		5025	4740	4910	170	1030	1040	950	-90

HECoS subject group	Provider name	Main scheme applications			Accepted applicants				YoY Difference
		2019	2020	2021	YoY Difference	2019	2020	2021	
(CAH21) creative arts and design	L75 London South Bank University	1175	1490	1555	65	325	345	370	25
	E28 University of East London	3545	3610	4425	815	595	505	590	85
	G70 University of Greenwich	2205	2310	2385	75	345	360	350	-10
	K84 Kingston University	4760	5080	5675	595	775	770	885	115
	L68 London Metropolitan University	2030	2305	2445	140	415	440	375	-65
	M80 Middlesex University	3420	3145	2240	-905	730	585	425	-160
	R48 University of Roehampton	535	465	390	-75	120	110	50	-60
	W05 University of West London	2285	2325	2355	30	550	530	400	-130
	W50 University of Westminster, London	5010	5015	4850	-165	815	845	675	-170

(CAH21) creative arts and design	2496	2574	2632						
Total	5	5	0	575	4670	4490	4120	-370	

HECoS subject group	Provider name	Main scheme applications			Accepted applicants				
		2019	2020	2021	YoY Difference	2019	2020	2021	YoY Difference
(CAH22) education and teaching	L75 London South Bank University	315	340	275	-65	115	90	105	15
	E28 University of East London	475	470	595	125	120	150	155	5
	G70 University of Greenwich	1105	1095	1025	-70	320	300	290	-10
	K84 Kingston University	835	830	925	95	345	335	305	-30
	L68 London Metropolitan University	560	485	480	-5	185	105	95	-10
	M80 Middlesex University	695	685	670	-15	145	170	140	-30
	R48 University of Roehampton	785	760	755	-5	200	205	170	-35
	W05 University of West London	240	215	220	5	75	75	80	5
(CAH22) education and teaching									
Total	5010	4880	4945	65	1505	1430	1340	-90	

	INTERNAL
Paper title:	Update on apprenticeship provision and recruitment in 2021/22
Board/Committee:	Academic Board
Date of meeting:	23 February 2022
Author(s):	Sammy Shummo, Group Director of Apprenticeships
Sponsor(s):	Fiona Morey, Pro Vice Chancellor Compulsory Education
Purpose:	For Discussion
Recommendation:	The Board is requested to consider and discuss the details within the paper and provide guidance on next steps.

Executive summary

The paper is an update on the current state of apprenticeship provision at LSBU including recruitment update.

The paper outlines the number of apprentices enrolled at LSBU and the new accountability framework. The board will need to consider the impact of the framework on programmes and support required to meet the required standard by ESFA.

The paper provides a short summary of the ESFA audit, and the key risks identified.

The paper provides feedback regarding Skills Coaches and best approach to resource planning for future years.

Update on apprenticeship provision and recruitment in 2021/22

LSBU continues to make good progress towards increasing the number of apprentices. In 2021/22 the number of apprentices in learning increased from 1782 to 2412 by the end of December 2021. It is expected by July 2022 there should be 2500 apprentices in learning which is an increase of 774 apprentices compared to July 2021.

Return	In learning	Total learners
R01	1,782	2,078
R02	1,770	2,123
R03	2,218	2,607
R04	2,391	2,807
R05	2,412	2,832

The apprenticeship team working with schools and TQE will be monitoring apprentices who are on a break in learning and withdrawn to ensure that we meet expected levels of performance.

Return	Continuing aims	Breaks in learning aims	Withdrawn aims	Completed aims	Total programme aims
R01	1,782	90	80	136	2,088
R02	1,770	93	102	164	2,129
R03	2,218	91	111	200	2,620
R04	2,391	95	119	225	2,830
R05	2,412	93	132	201	2,838

Apprenticeship Accountability Framework

The ESFA launched new guidance (Apprenticeship Accountability Framework Technical Specification 2021 to 2022) which states the following:

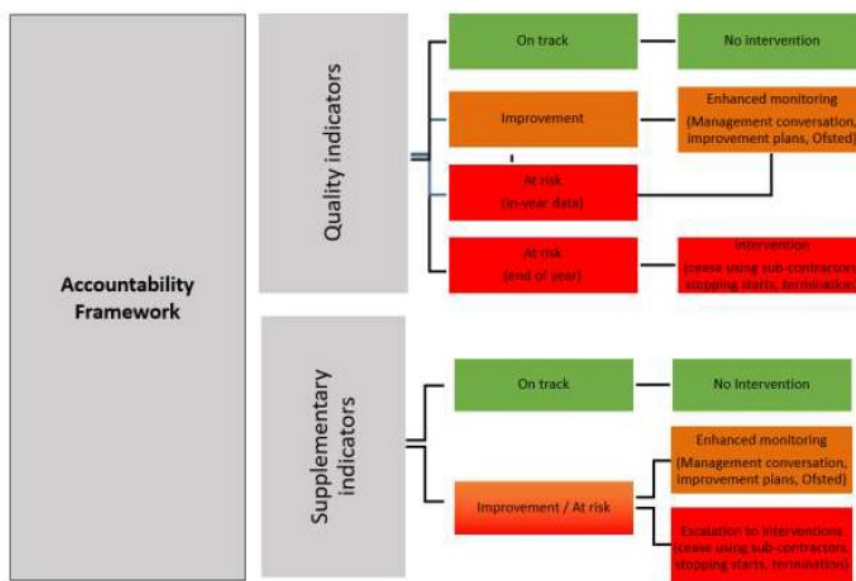
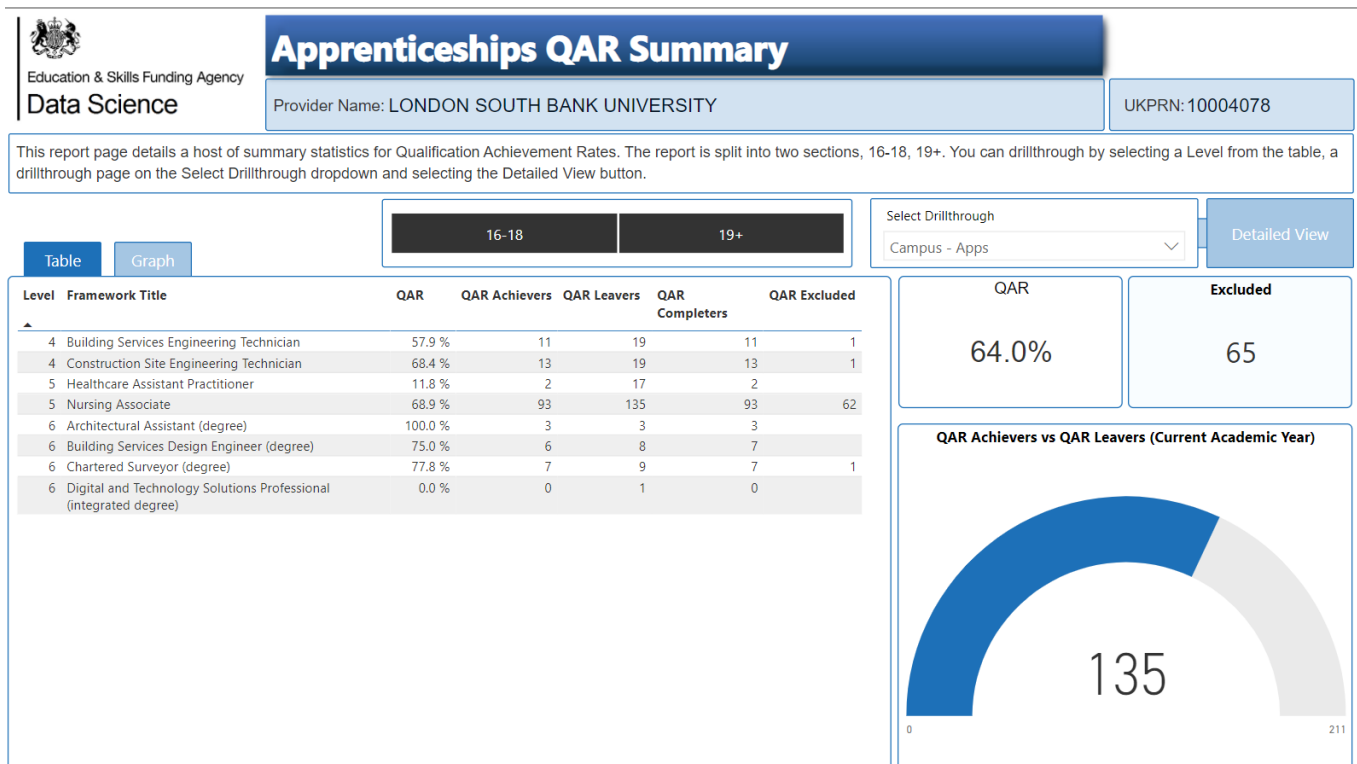


Table 1: Quality and supplementary indicators and thresholds

Indicator	At risk	Needs improvement
Quality indicators		
Outcomes from Ofsted reports	Organisations graded as inadequate by Ofsted for "apprenticeships" (or inadequate for "overall effectiveness" under its FE and skills remit where there is no separate apprenticeship grade) or an 'Insufficient progress' outcome at an apprenticeship new provider monitoring visit	
Achievement rates		
Retention rates		
Withdrawals	Of total cohort of apprentices, percentage of withdrawals is greater than 35%	Of total cohort of apprentices, percentage of withdrawals is less than or equal to 35% and greater than 15% OR where the number of apprentices identified as withdrawn is greater than 100
Employer feedback		Average feedback less than 2.5
Apprentice feedback		
Supplementary indicators		
Off The Job Training (OTJT)		
Learners Past Planned End Date	Of total cohort of apprentices, the percentage of apprentices passed planned end date by 365 days or more is greater than 15%	Of total cohort of apprentices, the percentage of apprentices passed planned end date by =>180 days and <365 days is greater than 15% OR where the number of apprentices identified is greater than 100
Breaks in learning	Of total cohort of apprentices, the percentage of apprentices identified on a break in learning by 365 days or more is greater than 15%	Of total cohort of apprentices, the percentage of apprentices identified on a break in learning by =>180 days and <365 days is greater than 15% OR where the number of apprentices identified is greater than 100

Indicator	At risk	Needs improvement
End Point Assessment Organisation Data	Apprentices where there is no End Point Assessment Organisation identified within 3 months of planned end date	Apprentices where there is no End Point Assessment Organisation identified within 3 to 6 months of planned end date

For 2020/21 year the achievement data is below:



ESFA Audit

The ESFA will be auditing apprenticeships week commencing 28th Feb. The audit will be based on a sample of apprentices and the auditors will be looking for a range of evidence such as start of learning, end of learning, breaks in learning etc.

The apprenticeship team has been working with colleagues from schools, finance, admissions, TQE and registry to prepare for the audit.

The audit will be looking at around 2100 apprentices who were reported by the end of 2021 academic year.

One of the major issues we may face is around registers for 2020/21 and evidence of learning. This is due to remote learning and IT outage.

If evidence are not available there could be a financial clawback and negative publicity for LSBU.

The apprenticeship team also updated the schools with the progress of their apprentices towards their 20% off the job learning and requested the schools to make sure that their apprentices are supported to record this.

2022/23 Planning

During February the Group Director of Apprenticeships will be meeting with all the deans to agree apprenticeship targets for 2022/23 and ensure that resources including Skills Coaches are budgeted.

Skills Coaches

There is still a continuing issue around sufficient Skills Coaches especially in BEA for the 2021/22 intake.

Having undertaken a detailed analysis of the job role and the requirements in 2021, it was agreed that each skills coach can support up to 120 apprentices.

This model will allow them to meet with 10-15 apprentices per week to monitor their progress.

Feedback from Finance is that additional skills coaches were not budgeted for 2021/22 and that allocation must be included at the target setting and budget planning before each year.

	INTERNAL
Paper title:	Ensuring the value of university courses
Board/Committee:	Academic Board
Date of meeting:	23 February 2022
Author(s):	Sally Skillett-Moore – Deputy Director Academic Quality and Enhancement
Sponsor(s):	Marc Griffith, Deborah Johnston
Purpose:	For noting
Recommendation:	The Board is requested to note at this stage.

Executive Summary

Following the OfS's aim to tackle courses deemed 'low quality', Universities UK (UUK) have developed a framework to support universities in identifying courses where value or quality may be a problem and to act on findings.

Principles and measures for monitoring provision are identified with the suggestion that they are embedded into current structures and processes.

There is a requirement for transparency and the university will need to be transparent about the approaches they take to monitor and assess their provision, including the metrics and assessment criteria they use and the processes for addressing concerns.

We propose to map our existing processes to the UUK review requirements, identify gaps, realign processes and then publish / socialise any new processes. This aims to provide the transparent environment required and the production of the statement. We also need to take the time to look at the proposed measure and work with Registry and SPP to determine what we can readily have access to and build into our scrutiny process with further development over time.

Report for Academic Board on the UUK Framework for Programme Reviews: Ensuring the value of university courses (January 2022)

The Office for students (OfS) has set out its aim to tackle courses deemed 'low quality, through principles-based conditions of registration covering course content, academic support, and assessment. However, they're also proposing requirements for graduate outcomes, with a focus on progression to professional employment or postgraduate study – placing a disproportionate focus on these measures. UUK believe that though Universities need to address perceptions of low quality courses, there should be some balance and consideration should be given, for example, to courses that support 'levelling up', improve social mobility and deliver student choice.

UUK have developed a framework to support universities in identifying courses where value or quality may be a problem and to act on findings. Universities are encouraged to integrate the framework into their existing course review processes. There are three key sections;

Section A: Principles for programme review processes

Section B: Measures for monitoring provision

Section C: Demonstrating the sector's commitment to transparency and consistency

Section A: Principles for programme review processes

- 1) Be informed by metrics rather than led by them – flag anomalies, investigate
- 2) Consider value equally with other factors – outcomes, viability, PSRB requirements. Measures of quality and value of provision should be integrated into course review process.
- 3) Course review process should consider how to encourage diversity and innovation in course design and delivery.
- 4) Use contextual information to assess when action is needed. Approaches should reflect wider environment – national/local education, employment opportunities, demographic and cultural factors (eg controlling for legitimate regional differences)
- 5) Be strategic, assessments and actions around strategies and goals of university or school. Consult students and bring in views of employers/schools when developing review process.
- 6) Monitor regularly and watch for trends.
- 7) Act on areas of concern, action plan, measurable milestones – restructure course if necessary, or close course.
- 8) Transparency - Universities should be transparent about the approaches they take to monitor and assess their provision, including the metrics and assessment criteria they use and the processes for addressing concerns. This should include an explanation of the role of institutional governance structures in reviewing data, identifying courses where action is necessary and monitoring progress against plans for action. Information on processes should be communicated clearly and accessibly to internal and external audiences including students, regulators, and university staff.

Section B: Measures for monitoring provision

The toolkit is organised into core metrics that are publicly available to all universities in England, often at a programme or subject level. Universities should integrate at least one or more measures per core theme into their review processes, contextual measures included.

Core metrics	
<i>Theme</i>	<i>Metrics</i>
(1) Student and graduate views	<p>A. Student satisfaction: The percentage of students who were satisfied with the teaching, assessment and feedback, and academic support on their course.</p> <p>B. Meeting student expectations: Comparison of outcomes compared to expectations gathered from students entering institutions, to reflect diversity of student views.</p>
(2) Student outcomes	<p>C. Continuation: The percentage of students who were enrolled at the start of the academic year and progressed to the following year, obtained a qualification, or transferred to another institution.</p> <p>D. Completion: The percentage of students who start on a course and are projected to leave with a qualification.</p> <p>E. Value added – learning gain: Approaches that compare degree grades with entry grades, ie relative learning gain, or 'value added'</p>
(3) Graduate prospects	<p>F. Highly skilled employment: The percentage of graduates in highly skilled employment or further study after qualifying. G. Graduate unemployment: The percentage of graduates who experienced unemployment.</p> <p>H. Graduate views on career progress: The percentage of graduates that feel their current work is meaningful, that their current work fits with their future plans or that they are using what they learnt during their studies.</p>
Contextual metrics and measures	
<i>Theme</i>	<i>Metrics</i>
(1) Supporting economic growth	<p>I. Employment in high-growth sector: The proportion of graduates employed within high growth sectors, particularly in areas of the country with low growth.</p> <p>J. Employment in innovative sectors: The proportion of graduates working in high innovation industries and businesses.</p>

	<p>K. High skilled employment in low growth areas: The proportion of graduates who work in ‘professional’ jobs in low growth regions/areas.</p> <p>L. Employment or further study in local areas: The proportion of graduates who work or remain for further study in the local area.</p> <p>M. Entrepreneurship: The proportion of graduates who start or own their own business which survives for at least three years.</p>
(2) Social responsibility	<p>N. Value added - social mobility: Use of the social mobility index to look at value-added contribution of institutions and courses.</p> <p>O. Key attainment gaps: The gap in awards between target groups of students.</p> <p>P. Progression into public health and social care professions: The proportion of students progressing into medicine, nursing, midwifery, and allied health and social care professions.</p> <p>Q. Progression into teaching professions: The proportion of students progressing into teaching.</p> <p>R. Contribution to culture: The likelihood of graduates working within the creative and cultural sector.</p> <p>S. Positive contribution to the green economy: The proportion of graduates working in industries or roles with a primary function of positive environmental activity.</p>
(3) University mission and strategy	<p>T. Mission-oriented value: Measures that show how courses align with the university’s mission and strategy. For example, this might include:</p> <ul style="list-style-type: none"> • links between courses and areas of strategically important research • courses that are critical to the provision of skills to local employers • courses that are linked to widening access relationships with local schools and Further Education colleges.

NB; Annex 2 of the UUK report contains a technical note on the suggested metrics

Section C: Demonstrating the sector’s commitment to transparency and consistency

Universities are to publish annual statements signed off by their councils or boards by early 2023 and update these regularly to reflect any changes. This should be a brief high level summary for the institution rather than each course. It will cover how core metrics and contextual information are used in reviewing the value of courses and approaches for acting where there are issues and the processes for institutional oversight.

Current situation at LSBU

The University already has in place systems and processes that are used to assure ourselves of the quality and standards of our awards. Also, projects undertaken have been within the spirit of the approach advised by the UUK, eg Undergraduate Portfolio Review.

1) Portfolio Review

Last year the university undertook a principles based approach to undergraduate portfolio review, with direct links to the University strategy and mission. Clear criteria were set for the development of the new portfolio, which considered areas of strength alongside how well they aligned to the University strategy/mission.

2) Quality Assurance based review

Ongoing reviews of schools/partnerships which can also be triggered on the basis of identified risk.

3) Course monitoring

The annual course monitoring process had been reviewed recently. A Course Scrutiny Process was presented to QSC in November 2021 to run alongside and inform Course Development Plans. The scrutiny process focuses on the following key metrics;

Progression/Retention/Continuation

Awards/Grade Inflation

Attainment Gap

National Student Survey (NSS)

Graduate Outcomes (GO)

This scrutiny will take place in October once all relevant course data is available. Scrutiny is designed to provide assurance against OfS conditions of registration B1;B3;B4. Findings will be communicated to the School DESEs identifying areas of potential risk measured against the University and School KPIs. Subsequent actions are to be monitored by School Academic Standards Committees (SASC).

4) Course Development Plans

This new process is proposed to support continuous improvements in course design and course performance. The approach is designed as a long-term strategic planning process for continuous development, and supports course teams to take an action oriented and reflective approach to course development.

5) Mid semester review and Module Evaluation Questionnaires (MEQs)

Students are sent questionnaires in the middle of the semester to give them an chance to raise issues, with the opportunity to solve problems before the end of the semester. Students are also sent questionnaires to report on how the individual

modules are running and raise any issues.

6) Course approval and validation processes

Ensuring alignment to the university's strategies and adherence to qualifications framework

7) Course closure procedure

The course closure procedure was reviewed and approved in the last academic year.

We propose to map our existing processes to the UUK review requirements, identify gaps, realign processes and then publish / socialise any new processes. This aims to provide the transparent environment required and the production of the statement. We also need to take the time to look at the proposed measure and work with Registry and SPP to determine what we can readily have access to and build into our scrutiny process with further development over time.

Academic Board meeting	INTERNAL
Paper title:	Update on the Decolonising and Racial Awarding Gap project as part of the Access and Participation Plan.
Board/Committee:	Academic Board
Date of meeting:	23 February 2022
Author(s):	Rachel Picton, Dean of Allied and Community Health Tony Moss, University Director of Education and Student Experience Deborah Johnston, Pro-Vice Chancellor (Education) Gemma Aggett, APP Programme Manager
Sponsor(s):	Deborah Johnston, Pro Vice Chancellor (Education)
Purpose:	For Approval
Recommendation:	Academic Board are asked to note the update on Access and Participation. Academic Board are asked to review and approve the Decolonising Action Plan.

Contents

1. Background
2. Current Racial Awarding Gap data
3. Next Steps to Embedding Change
4. Evaluation and Review

1. Background

The Racial Awarding Gap project forms part of the Access and Participation Programme aimed at reducing the access, awarding and progression gaps that exist for marginalised groups at LSBU.

An awarding gap is a measure that compares the percentage of 'good' honours degrees awarded to an identified group of students to the percentage awarded to the rest, where 'good' means a first class or 2:1

This paper provides an update on the Racial Awarding Gap stream of work. Throughout 2020/21 the project has been focused on gaining rich insight and lived experience from B.A.M.E students, staff, alumni and Student Union representatives to inform activities going forward and producing robust plans of action for 2022. The work with the external consultants Cosmos completed in January 2022, with a final report outlining key findings and a list of recommendations for taking forward. The report has taken into account the qualitative feedback received previously from the 12-week student steering programme workshops by community researchers Unifying Seed.

2. Current Racial Awarding Gap data

The current institutional racial awarding gap (BME vs White good honours gap) for 20/21 is 13.6%

This is an improvement of 4% from 17.8% in 19/20

The APP target for 20/21 is 15% which has been met. We have set annual internal stretch targets to reduce the awarding gap and published these as KPIs for individual schools. Each school has reviewed their awarding gap targets through the School Organisational Effectiveness process held in Nov-Dec 2021.

3. Next Steps to Embedding Change

	Activity
Ongoing	<p>What Works Projects and Related Activity</p> <ul style="list-style-type: none"> • Anti-Racism Training in Allied and Community Health for all staff (Oct-Dec 2021) Phase 1: Developing Racial Literacy Phase 2: Anti-racism in action (reflective practice) Phase 3: Train the trainers • Decolonising the University/Curriculum website with a range of resources for use internally and externally was launched at the Teaching and Learning Conference held in Jan 2022 : LSBU Decolonising the Curriculum (decolonisingthecurriculumlsbu.com) • Decolonising the Curriculum workshop to be held on 17th February 2022 • We are seeking to appoint a full time, permanent research fellow to support our institutional commitment to decolonising the curriculum across the whole university. The research fellow would work closely with our Access and Participation Plan working group and our Centre for Research Informed Teaching to lead on the development and implementation of initiatives and interventions aimed at decolonising our curriculum. Currently out to advert. • The LSBU Group held their first LSBU Group learning and teaching conference in Jan 2022. Educators from the Academies, Lambeth College and LSBU showcased innovative teaching focusing on inclusive design, decolonising the curriculum and narrowing awarding gaps, and using technology to provide equality of education for all our students.
Ongoing	<p>Reporting to Academic Board</p> <p>Full updates and reports will be provided at each Academic Board on the progress of the Access and Participation Plan Programme, with a focus each time on priority projects and key areas of work.</p>
Ongoing	<p>Racial Awarding Gap Action Group</p> <p>A new project manager is being recruited to reignite this group to review the Cosmos Report and develop next steps for taking the interventions forward, with action plans linked to the new Course Development Plan process.</p> <p>A detailed Decolonising Action Plan is appended to this paper, for AcBd approval.</p>

4. Evaluation and Review

The next year of the project is focused on developing and operationalising actions plans that have been informed by the insights gained.

LSBU's expectation is that PSGs / Schools / Divisions / Courses will have implemented a full suite of interventions by 2025 and so become a sector leader as an anti-classist, anti-racist and fully accessible teaching and learning higher education provider.

Actions will be embedded into Course Development Plans and evaluated as part of the TQE process.

	Planned Activities
February - March 2022	APP dashboards developed Key output for new project manager is development of an APP RAG dashboard to facilitate transparent monitoring and reporting of progress to feed forward to the OE reviews.
February 2022 onwards	Racial Awarding Gap Action Group meetings Meeting objectives will be refreshed and regular meetings will be scheduled to monitor action plans, maintain momentum of the project and inform best practice.
March-April 2022	Embedding Actions Action plans to be embedded within Course Development Plans with continuous monitoring and accountability.
Ongoing	What Works Projects and Research Fellow IHSC: Anti-Racism training for all staff in the School of Allied and Community Health. Teaching fellowship with focus on Decolonising the AHP Curriculum. Embedding a Decolonising Checklist Wheel as an iterative and ongoing process in the CDP.

LSBU Decolonising and Racial Awarding Gap Action Plan

Context and Aims

Students and staff across LSBU have contributed substantial time and effort in helping us to shape our approach to decolonising our institution. Our vision for decolonisation is as follows:

1. LSBU recognises the role that race, racism and racialisation have played within the institution and the wider Higher Education sector and we will reject it, stand against it and be actively anti-racist.
2. LSBU will engage our students as partners, working closely, collaboratively and openly to change the hierarchy by flattening the lines of communication to experts and senior staff, making them accessible for collaborative working.
3. LSBU will play a noteworthy role in the sector to develop both aspiration and the tools for new decolonised approaches.
4. LSBU will support the challenging implementation of this vision to lead to sustainable structural change in policies and practices.
5. This vision on tackling racism and inequity in the curricula will be aligned with LSBU's EDI strategies.
6. Recognising that colleagues will have different capabilities and are at different stages of engagement with the debate, LSBU will support all colleagues to engage with the decolonised vision.
7. LSBU expects all courses to engage with and reflect on whether they are meeting the principles of our inclusive and decolonised vision.
8. We will change our teaching and learning, building a globally relevant Inclusive Curriculum, including student voices in the way that we teach.

Having engaged with our student and alumni body through commissioned co-creation work, and building on the contribution of staff through our Act for Change working groups, an action plan for decolonising the institution has been developed. These actions reflect the areas which our students feel are both the most urgent, and the highest impact, changes that we can make on our decolonisation journey.

We commit to keeping the action plan itself under review – both to track progress, as well as to identify ways in which we can strengthen and enhance our efforts towards decolonisation. We recognise that decolonisation is not a fixed end point. As we move forward in this area, we must ensure that we continue to be aspirational and ambitious, so that the spirit of our decolonising vision can be realised over time.

Once approved by Academic Board, each action will need to be reviewed by the relevant action owner, to develop a detailed delivery plan. In some cases, the actions recommended link to actions already being taken by the university. The purpose of including them here is to recognise the contribution of these activities to our overall decolonising vision, and also to provide us with an opportunity to reflect on whether these activities need to be augmented to more explicitly align with our vision.

Implementation

Each action has been assigned to a key university board or group, which it is proposed will have responsibility for owning the action and its implementation. Given the nature of these actions, which in some cases will entail significant institutional change, it is recommended that key leadership groups within the university are asked to support the development of detailed action plans, and their implementation. These groups include, but are not limited to, the Professoriate, the Course Directors' Forum, School EDI Leads, and the Act for Change Racial Awarding Gap advisory group.

Action	Description	Links to existing activity?	Action Owner	Next Steps
1. Student supported staff recruitment and training	While an area that produced some differing views amongst students, there was a shared view that some degree of student involvement in recruitment and training of staff would be beneficial.	-Academic Development Framework/Mandatory Training	P&OD	A model for the involvement of students in staff recruitment, in an appropriate way, needs to be developed. Work already underway to develop enhanced mandatory training for academic staff should incorporate the recommendations of our B.A.M.E. students with regards to student involvement in the development and/or delivery of training.
2. Financial support for students	Digital poverty and financial hardship are well known to exacerbate inequality for students. Importantly, students acknowledged the need to normalise the utilisation of such support, so that feelings of embarrassment or shame do not act as further barriers.	-Hardship funds	UMB/Exec?	We need to review our current offer for students with regards to financial support, benchmarking against the sector, while also considering the actual needs of our student body. A funded plan for student financial support should be developed to deliver on this action.
3. Leadership training for students	Students felt that having leadership training, specifically for B.A.M.E. students, would particularly benefit future careers in leadership roles.	-Skills Framework	QSC	A review of any existing good practice in this area (internal and external) needs to be undertaken to establish the right approach. It is recommended that this be aligned with the Skills Framework, and that the SF is reviewed to identify ways in which this could be augmented to align with the needs for our B.A.M.E. students.
4. Embedding a culture of co-production in organisational change	Students see significant value in ensuring that all elements of the decolonising vision involve the co-creation of the detailed activities. It is recommended that this action be expanded to develop an institutional culture of co-creation, where all changes at all levels are the product of partnership working with our students. This will involve a shift in culture in some areas, and support for all colleagues to facilitate meaningful co-creation and partnership working.		STEX	While there are lots of positive examples of student engagement in decision making across LSBU, it is recommended that a more formal set of guidelines and expectations are developed for effective co-creation. This is important to ensure that such engagements are never tokenistic, and that both staff and students understand the purpose of co-creation and partnership working.

5. Decolonising curricula and universal design for learning	<p>Students identified the importance of decolonisation at a course level, as well as the importance of broader changes to ensure an inclusive approach is taken in all aspects of academic delivery.</p>	<ul style="list-style-type: none"> -Course Development Plans -What Works for LSBU? 	<p>QSC</p>	<p>Course Development Plans should be used to ensure that all courses are taking steps to decolonise over the next three years, with measurable targets towards this being monitored at a school level. QSC are asked to oversee this process.</p>
6. Personal Tutoring	<p>Students recognise the importance of developing a strong and supportive relationship with a personal tutor during their studies, and recommend that all students should be given the opportunity to work with a PT.</p>	<ul style="list-style-type: none"> -Integrated Student Development Framework -LEAP/Student Advisor Link -LSBU 2025 	<p>QSC/UMB</p>	<p>The delivery of a standardised PT system is being rolled out as part of the Integrated Student Development Framework, supported by LEAP. LSBU 2025 is reviewing staffing to ensure that we are able to support our ambition to ensure all students have a named PT.</p> <p>It is recommended that plans to implement a standardised PT model are reviewed through the lens of the insights provided by our students, to ensure that the standardised model is aligned with our decolonising vision.</p>
7. Creating spaces to talk about race and racism	<p>Students discussed a range of benefits from opening up more spaces to talk about race and racism. This was seen by students as a positive benefit in terms of their education, both in terms of making students feel more included, but also helping all students to broaden their understanding of the lived experiences of others.</p>	<ul style="list-style-type: none"> -EDI and anti-racism initiatives -Course Development Plans 	<p>STEX/P&OD</p>	<p>Existing anti-racism activities are already being implemented across the university.</p> <p>It is recommended that decolonising actions within CDPs incorporate explicit consideration of how opportunities and spaces can be created within course communities to talk about race and racism.</p>
8. Support for student transitions into university	<p>Students identified the need for supportive interventions to aid with the transition in to university study. In addition to the technical aspects of educational transition, students noted the benefits in terms of helping to build a stronger sense of community and belonging to their university.</p>	<ul style="list-style-type: none"> -Pre-University support -Group L&T Initiative -Personal Tutoring -Induction and Welcome 	<p>QSC/Group Exec?</p>	<p>Some students noted that they felt their induction programme was effective and did not need to be improved. As such, a review of induction activity should identify areas of best practice and ensure a consistently positive experience.</p> <p>Further enhancements to support student transitions should focus on transitions between years of study, and it is recommended that the PT system be used for this purpose.</p>

Academic Board meeting				Existing collaboration across the LSBU Group is leading to the development of plans to improve transitions for students within our Group. It is recommended that these initiatives are informed by the findings from our decolonisation work and, where appropriate, the focus of this work should be expanded beyond students to the Group to other applicants.
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	INTERNAL
Paper title:	Group-wide and LSBU KPIs
Board/Committee:	Academic Board
Date of meeting:	23 February 2022
Author(s):	Ahmad Alhusan, Interim Head of Strategy, Planning and Performance
Sponsor(s):	Prof. Deborah Johnston, Pro Vice Chancellor (Education)
Purpose:	For Review
Recommendation:	An update on the KPI framework and latest 2020/21 performance data for noting by the Board.

Executive summary

The Group Goals and LSBU KPIs have been reviewed with the aim of adding more focus to the performance indicators, in particular to heighten the prominence of Student Outcome metrics. The more concise schedules of Group Goals and LSBU KPIs are presented in this report. Those indicators removed from FPR and Board reporting will continue to be tracked elsewhere, for example in monitoring performance against LSBU's Access & Participation Plan.

In view of the diversion of resources required to respond to the Covid pandemic over the past year and the resultant delay in implementing the Corporate Strategy, we have extended the strategy period by one year to 2025/26 and re-phased KPI targets accordingly.

KPI review to increase focus

The VC and Strategy team have reviewed the Group Goals and LSBU KPIs with the aim of adding more focus to the performance indicators, in particular to heighten the prominence of Student Outcome metrics. The more concise schedules of Group Goals and LSBU KPIs are presented in this report in appendices 1 and 2 of this report. Those indicators removed from FPR and Board reporting will continue to be tracked elsewhere, for example in monitoring performance against LSBU's Access & Participation Plan.

The number of Group Goals has been reduced by three to 11 metrics, with the Research metric moved directly to LSBU, and the number of LSBU KPIs decreased by 16 to 23 metrics. All nine measures in the Student Success pillar have been retained, and the re-prioritisation of other indicators is intended to increase focus on and prominence of Student Outcomes related measures.

There remain few KPIs that although are defined in principle, but the detailed definitions and measurement are in the process of being worked out:

Group Goal #2, 'increase social mobility', LSBU will use the 'English Social Mobility Index' rank, while SBA and SBC will use a sector specific measure. Each will target top quartile.

Group Goal #3, Increase in students' social capital, it is proposed to use the self-assessment tool available in Salesforce to survey students on their employability and career readiness. The enhanced self-assessment tool is designed to trigger bespoke 'actions' for students depending on their answers. Furthermore, the analysed outcomes will help staff to track student development towards career readiness and provide personalised advice and support as needed.

LSBU KPI #1, Embed employer relationships, will be based on the embedding of work-based learning with detailed definitions and measurement in the process of being worked out.

The metric for Group Goal #6, environmental sustainability, is under review following feedback from FPR Committee.

The University Research Committee approved the following methodology to produce a proxy REF GPA:

- Produce an annual estimated GPA for each of the three REF measures (Outputs, Impact and Environment);
- The overall proxy GPA is calculated from the three REF measures listed above;

- The calculation of all of these GPA values is integrated into the expanded Annual University Research Audit (AURA) that is currently being implemented for 2021/22.

LSBU Goal #5b, PGT Completion target 85% by 2025, this measure is now calculated using the OfS B3 compound method as proposed in the recent OfS consultations on TEF and Conditions for Registration.

In their recent audit of the KPI framework design, Internal Audit recommended the development of leading indicators to provide a more current review of performance and progress against strategic goals than the annual measures in the framework. This action will be taken forward by the Academic Development Group for student outcome indicators, with parallel actions allocated to other oversight groups.

Extension of Corporate Strategy period and related targets by one year

In view of the diversion of resources required to respond to the Covid pandemic over the past year and the resultant delay in implementing the Corporate Strategy, the Executive recommends to extend to strategy period by one year to 2025/26 and re-phase KPI targets accordingly.

This means a roll-forward of 2020/21 targets to 2021/22, and shift of the subsequent years by one out to 2025/26. Targets will not be re-phased where:

- 2020/21 targets have already been met or exceeded, for example the racial awarding gap or Apprenticeship achievement rates.
- We aim to reduce inequalities – we continue to target the elimination of the gender and ethnicity pay gaps by 2024/25.
- Financial budget targets have already been set for 2021/22.

2020/21 Performance update

Recently released 2020/21 performance data have been updated in the KPI schedules presented in Appendices 1-2, including:

- Group Economic Impact: this is just above £1 billion, ahead of the re-phased target.
- The gender pay gap reduction to 3.8% is ahead of target which demonstrates encouraging progress towards gap elimination by 2025.
- EBITDA has fallen to 9.1% because higher than budgeted income growth has not translated into surplus growth.
- LSBU's Apprenticeship achievement rate has increased by nearly 10% year-on-year to 63.8%. This is in line with the HE sector average in 2018/19. More current benchmarks are not available due to non-publication during the Covid pandemic.

- The awarding gap between BME and White students has reduced by 3 percentage points to 10.8% which is ahead of target. This is in context of a year-on-year increase in the proportion of Good Honours degrees by 9%.
- The number of PG Research completions has remained stable at 46 but is ahead of target and a positive achievement during the pandemic.
- The Y1-2 Progression rate for FT UG students has declined by 6.7% to 73%.
- The PGT completion rate has increased by 8.1% year-on-year to 87%.

Appendices

Appendix 1: Group Goals

Appendix 2: LSBU Outcome KPIs

Appendix 1: Group Goals

Pillar	#	Goal	Measure	2018/19 Actual	2019/20 Actual	2020/21 Actual	2020/21 Target	2021/22 Target	2022/23 Target	2023/24 Target	2024/25 Target	2025/26 Target
Access to Opportunity	1	Progress against UN SDGs	LSBU position in the THE Global Impact ranking	101-200	101-200	101-200	101-200	101-200	101-200	<100	<100	<100
Student Success	2	Increase social mobility	Top Quartile' for Social Mobility Index rank for LSBU and "Top Quartile" Value Add for SBC and SBA	LSBU: 7th SBC/A: TBC	LSBU: 6th SBC/A: N/A due to Covid	LSBU: 20th SBC/A: N/A due to Covid	Each institution in top quartile	Each institution in top quartile	Each institution in top quartile	Each institution in top quartile	Each institution in top quartile	Each institution in top quartile
	3	Increase in students' social capital	In development / will be based on career readiness measure	N/A	N/A	N/A	N/A	TBC	TBC	TBC	TBC	TBC
Real World Impact	4	£5bn of economic impact (cum.)	Modelled impact of LSBU Group on the UK economy	£956m	£958m	£1.03bn #	£0.83bn	£1.67bn	£2.5bn	£3.33bn	£4.17bn	£5bn
	5	Impactful and high quality research	KEF rank	N/A	N/A	Overall rank 1 in Cluster J	N/A	TBC	TBC	TBC	TBC	Overall rank 1 in Cluster J and ranked first in 5 of the 7 KEF perspectives
Technology & Estates	6	Environmental sustainability	% recycled waste	43%	42%	N/A due to Covid	50%	50%	55%	60%	70%	75%
People, Culture & Inclusion	7	A highly engaged workforce	Staff engagement score	66%	73%	67%	70%	70%	72%	73%	74%	75%
	8a	Closing of the Gender and Ethnicity Pay Gap	Gender	5.3%	5.1%	3.8%	4%	3%	2%	1%	0%	0%
	8b		Ethnicity	10.2%	12.2%		10%	7%	4%	2%	0%	0%
Resources, Market & Shape	9	Delivering financial sustainability	EBITDA	11.2%	11.4%	9.1% #	11.9%	12%	12%	12%	12.5%	12.5%
	10	Highly effective internal services	Cubane Service Effectiveness survey	N/A	2	Survey not run due to Covid	5	5	10	15	20	27

Appendix 2: LSBU Outcome KPIs

Pillar	#	Outcomes	Outcome KPIs		Regulatory measure	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
			Actual	Actual		Actual	Target	Target	Target	Target	Target	Target		
Access to Opportunity	1	Embed employer relationships	Proportion of UG students with a work-based learning experience			Baseline to be established								>50%
	2	Increase in intra-Group progression	Progression to LSBU through progression pathways	to include SBC KPI #4b (Technical College transfers) and international transfers		42	54	66	100	100	500	1000	1500	2700
Student Success	3	Employment and further study	GO Graduate level employment or PG study (EPI cohort)		✓	87.7 (DLHE)	69.5 (Graduate Outcomes)	64.9	72	72	75	78	82	85
	4a	Learning experience	NSS - Teaching related question areas		✓	80.4	77.9	71.8	80	80	81	82	84	86
	4b		PTES - Teaching measure			75	72	77	75	75	77	78	79	85
	4c		PRES - Overall satisfaction (biennial survey)			71	N/A	73	81	N/A	83	N/A	85	N/A
	5a	Progression	Y1-2 Progression (FT UG students) target 85% by 2025		✓*	73.5	79.7	73 #	78	78	80	82	84	85
	5b		PGT completion target 85% by 2025, Using OfS B3 compound method			77.7	78.9	87	70	70	74	78	82	85
	5c		Apprenticeship achievement rates		✓	0	55.1	63.8	60	65	65	70	80	83
	6	Close awarding gaps	BME awarding gap (FT students)		✓	15.7	13.9	10.9	13	11	11	9	7	5
7	Deliver excellent services to students	NSS - Organisation and Management question area (all respondents)			72.3	69.7	64.1	73	73	75	77	79	82	
Real World Impact	8	Research and enterprise income	£50m of Research & Enterprise income			14.6	13.3	8.1	15.3	17.1	17.1	25	35	50
	9a	GPA and rankings	QS & THE World University Rankings Top 500	QS WUR		701-750	751-800	801-1000	751-800	751-800	701-750	651-700	601-650	<501
	9b		THE WUR		+1001	+1001	801-1000	+1001	801-1000	801-1000	601-800	<601	<501	
	9c		University GPA of 2.8 in 2021 and 3.0 in 2027	Internal REF proxy metric		2014 REF: 2.52	Mock REF: 2.97	N/A	N/A	Targets will be benchmarked based on REF2021 results due to be published in April 2022				
10	Research pipeline	PGR Completions			30	49	46#	35	40	40	45	50	60	
Technology & Estates	11	Student satisfaction with infrastructure	NSS - Learning Resources question area			84	82	56.7	83	83	84	86	87	88
People, Culture & Inclusion	12	Employee experience	Staff Survey average score			57	61	60	65	65	70	73	78	80
Resources, Market & Shape	13	Group income of £250m	LSBU income (£ million)			148.5	157.1	169.5#	153.3	169.1				200
	14	Generate 5% surplus	Surplus %			1.6	0.9	3.0#	1.3	1.3	1.3	2	3	5
	15a	Brand and reputation	Top 50% in all domestic rankings	Guardian		68	93	113	85	85	77	70	65	61
	15b			Times		86	123	127	114	114	105	92	79	66
	15c			CUG		87	89	108	83	83	81	75	70	65

* Progression is an internal metric that is used as a proxy for the regulatory Continuation measure. Progression has a stricter definition than Continuation

	INTERNAL
Paper title:	Postgraduate Research Review proposal
Board/Committee:	Academic Board
Date of meeting:	23 February 2022
Author(s):	Patrick Callaghan, APVC Research
Sponsor(s):	Paul Ivey
Purpose:	For Approval
Recommendation:	The Board is asked to approve the PGR Review Terms of Reference

Executive summary**DRAFT**

This paper presents draft terms of reference for a forthcoming review of Postgraduate Research (PGR) at LSBU. The proposed review sits under the real-world impact and access to opportunities pillars of the LSBU Group Corporate Strategy. Postgraduate research (PGR) at LSBU is the education students undertake as part of research master's, PhDs and professional doctorates. LSBU offers a one-year to submit, 6 months for viva and corrections (FT) MRes, 2 years to submit, 6 months for viva and corrections (PT) and MSc Research, a 3-year plus 1 year for writing up if required (FT) PhD, 6 years plus 1 year for writing up (PT) and 5 years, PT professional doctorates in health and social care and education (EdD). LSBU currently has 6 MRes students, 55 professional doctorate students and 202 PhD students. The rationale for the review emerged from discussion derived from internal and external evidence, and staff, student and external observations of and challenges faced, in LSBU's PGR provision. The review will focus on five workstreams: Recruitment, selection of students, and marketing, and promotion of PGR, the volume, quality, and standard of PGR provision, including PG supervision and internal examining, the funding of PGR scholarships and DTP prospects, LSBU's research culture in relation to the development and support of PGR students, and opportunities to increase the pipeline to research careers for interested pupils and students in the LSBU group, and establishing a robust PGR infrastructure for the episodic review of PGR provision, driven by responsible metrics and other evidence.

The Board is requested to approve the draft terms of reference.

LSBU Postgraduate Research Review 2022- Terms of Reference

1. Introduction

Postgraduate research (PGR) at LSBU is the education students undertake as part of research master's, PHD and professional doctorates. LSBU offers a one-year to submit, 6 months for viva and corrections (FT) MRes, 2 years to submit, 6 months for viva and corrections (PT) and MSc Research, a 3-year plus 1 year for writing up if required (FT) PhD, 6 years plus 1 year for writing up (PT) and 5 years, PT professional doctorates in health and social care and education (EdD). LSBU currently has 6 MRes students, 55 professional doctorate students and 202 PhD students.

PGR is overseen in schools by PGR Directors, and the overall LSBU operational lead sits in the central Research Team. The Associate PVC Research has strategic oversight, among other things, for PGR, reporting to Deputy Vice-Chancellor and Chief Business Officer at present, and from the beginning of the 2022-23 academic session, to the Provost.

The Research Board of Studies oversees the quality of PGR reporting to the Quality and Standards Committee directly, with occasional reports on its work reported to the University Research Committee, via its chair.

In relation to quality and standards, continuation rates for full-time PhD are 100%, and 76% for part-time students. Completions rates for the students is PhD students are 89% (FT), and 87% (PT). Progression rates are 87% (FT) and 100% (PT)¹.

Regarding student experience, Advance HE, via the Postgraduate Research Student Experience Survey (PRES) carried out bi-annually, assesses students' experience of PGR. Data from recent PRES results show a consistently low response rate; the median rate was 13% to the 2021 survey, a drop of c11%. While positive agreement around teaching increased significantly (+27%) in 2021, compared with 2019, noticeable declines in positive agreement were seen in 2021 around Research Culture (-10%), Research Skills (-12%), Professional Development (-12%) and Resources (-14%), when compared to 2019. Supervision scores well, slightly ahead of the sector average. While overall satisfaction showed a 2% increase, LSBU scored below all comparator groups. LSBU results showed the biggest decline in professional development and research skills, again well below all comparators. Open comments from students in the 2021 PRES responses *suggest collaboration, academic skills & resources* are key areas to focus improvements.

In relation to research integrity, LSBU's recent annual statement of concordat research integrity compliance was approved. In addition, since 2014, LSBU has held

¹ Based on data supplied by the PPI team in response to the OFS TEF consultation

an 'HR Excellence in Research Award' awarded by the EU in recognition of LSBU's its compliance with good practice in the delivery of the Research Concordat standards around researcher development. This award has been reviewed on a bi-annual basis since then, and we have kept the award. The next review is 2022. Our Researcher Development Group oversees these activities.

While PGR at LSBU is reviewed annually via standard LSBU internal, and external processes, there has been no comprehensive review of PGR since 2017, hence the current proposed review. The review falls within our five year review intention.

2. Rationale for review

The rationale for the PGR review emerged from discussions derived from internal and external evidence, and staff and student observations of challenges faced, in LSBU's PGR provision on the following issues:

- Recruitment and selection of students
- Student progression, completion, and continuation rates
- Student experience and response rates to the annual PRES survey
- National concerns and evidence from surveys about the culture and inclusivity of PGR environments in the UK, and the development of PG researchers in line with the principles of the Researcher Development Concordat
- The quality of PGR masters and doctoral supervision
- The volume, quality and standard of qualified research masters and doctoral supervisors and internal examiners at LSBU
- Resources required to improve LSBU's PGR performance
- Regulatory issues around research integrity
- Employability: the general and specific skills that PGR students acquire to optimise their post-study employment prospects
- The Office for Students' regulations for assessing the quality and standards of higher education, an integral part of a proposed revised TEF
- The delivery of the LSBU Group Corporate Strategy as it pertains to PGR: career-based pathways for intra-group progression, enabling students apply knowledge to practice, recognised for the quality and impact of research and, maintain high student satisfaction with infrastructure

3. Purpose of the review²

1. To enable staff to reflect, in consultation with PGR representatives, on the effectiveness of postgraduate research programmes and PGR support within their remit.
2. To provide an effective mechanism for identifying and minimising areas of risk, and to capitalise on opportunities for innovation and enhancement in relation to postgraduate research.
3. To provide an efficient system for reporting review outcomes and monitoring accountability for academic provision, thus demonstrating the University's commitment to improving PGR academic quality
4. To provide information for the University Research Committee, University Ethics Committee, Research Board of Studies, Researcher Development Group, Academic Board and Quality and Standards Committee on implementation of PGR-related Practice and the diversity of PGR practice in place across LSBU.

4. Scope of the review

The review will have five workstreams, table 1, with dedicated leads for each:

1. Recruitment and selection of students, and marketing, and promotion of PGR
2. The volume, quality, and standard of PGR provision, including PG supervision and internal examining
3. The funding of PGR scholarships and DTP prospects,
4. LSBU's research culture in relation to the development and support of PGR students, and opportunities to increase the pipeline to research careers for interested pupils and students in the LSBU group
5. Establishing a robust PGR infrastructure for the episodic review of PGR provision, driven by responsible metrics and other evidence.

For each workstream, the panel will assess the current state of play, assess the degree of change required:

- Tweak: minimal change, little need for additional resources.

² University of Birmingham: <https://intranet.birmingham.ac.uk/as/registry/policy/documents/public/annual-review/2018-19/pgr-ar-guidancenotes-18-19.pdf>

- Turn: moderate change required, likely need for additional resources.
- Major: significant change required with commensurate resources.

Following these assessments, the panel will recommend actions under each workstream to enable the required change.

DRAFT

Table 1: Workstreams of the PGR Review

Workstreams				
1. Recruitment and selection	2. Quality, standards, and the student experience	3. PGR scholarships and DTP	4. Culture and development	5. Infrastructure and resources
<ul style="list-style-type: none"> • The processes for the recruitment and selection of PGR applicants to maximise their chances of gaining the required qualification within the time allotted. • The London Doctoral Academy brand as a 'selling point' for PGR programmes. • SBI student recruitment • Review courses offered by LSBU for PGR and viability. • LSBU staff undertaking PGR degrees. 	<ul style="list-style-type: none"> • The quality of PGR provision • Students' experiences of PGR (including hidden voices) • The volume and quality of PGR supervisors and internal examiners. • Quality monitoring and review processes • The degree of change required to make a positive difference to resolving the concerns and challenges of our PGR provision. • Education, support and mentoring to enhance students' employment prospects. • The robustness of criteria to be a PGR supervisor and internal examiner. • Progression, 	<ul style="list-style-type: none"> • Resources to attract and retain the quality of funded PGR scholarships. • Monitoring of the number and outcomes of funded PhD scholarships • Possibility of DTP • Possibility of KTP type scholarships for MRes • Real world financial support (eg. What do you need to live in London, 4th year writing up, International needing higher first year for visa support.) • Linking up systems for interruption and pausing scholarship. 	<ul style="list-style-type: none"> • Research integrity • Addressing the needs of students with specific challenges: disability; MH and WB; neurodiversity etc. Those unwilling to use LSBU MHWB services. Training for all staff. • Equality, equity, diversity, and inclusiveness of the LSBU's PGR research culture benchmarked against external standards. Training of all staff. • Challenges of being a PGR director, supervisor examiners and PGR lead Celebration of successes/achievements students and supervisors • Possibilities and pitfalls of LSBU staff doing PGR at LSBU 	<ul style="list-style-type: none"> • Resources to maximise the quality of PGR • Resources and infrastructure to attract and retain quality PGR students (i.e., scholarships etc?) • The fit for purpose of Research & Enterprise Manager (formerly Haplo) • Workload planning model for research time allocation • Lab and other resources for students • Supports systems for students • Writing up year understanding of process and that the course is

	<p>continuation and completion rates</p> <ul style="list-style-type: none"> • Examination of theses: Process for providing reports and feedback. • External recognition and awards: UKGCE Recognition, THE awards • Adherence to best practice in PGR provision 	<p>DRAFT</p>	<ul style="list-style-type: none"> • Career-based pathways for intra-group progression • Employability: Company training requirement statements. Offering of some training courses (literature review) to companies. • RES Forms: workflow integrity and feedback times. 	<p>(full-time 3 years not 4 years).</p> <ul style="list-style-type: none"> • Intellectual Property: Block chaining. Currently mostly the students can publish. Long process if IP is being shared across company, student, LSBU.
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5. General QAA issues/questions as they relate to PGR:

- Reputational effect – What contribution does PGR make to LSBU's research reputation?
- Quality – Is PGR provision able to offer appropriate learning opportunities to students (often with reference to the [UK Quality Code](#), Concordat and associated guidance)?
- Standards – what is known about PGR provision from assessment results and student feedback
- Professional requirements – what do stakeholders, employers, PSRBs, etc... require from our PGR provision, and does it deliver that?

6. Methods of review

1. Documentary analyses of internal and external evidence: PRES, student experience surveys, league tables, HAPLO data: RES reports, Supervision records, RBOS, URC, QSC and UEC minutes
2. Focus groups and/or interviews with key stakeholders: Provost, Dep VC, APVC Research, Head of Research Office, LDA lead, PGR Team, PGR directors, supervisors, internal and external examiners and panel members, students: past and present, funders of scholarships, DORE, and Deans.

7. Committees relevant to the review

- University Research Committee
- University Ethics Committee
- Research Board of Studies
- Quality and Standards Committee
- Researcher Development Group

8. Success indicators of review

1. A fair, transparent, challenging, robust, and rigorous review process

2. Development of clear recommendations for change
3. A review in which stakeholders have confidence in its findings and recommendations

9. Long term success indicators for PGR

- Increase in the volume and quality of master's and Doctorate level research education
- A diverse and inclusive range of PGR masters and doctoral students
- Increased pool of outstanding PhD supervisors and internal examiners
- An increased pipeline of students progressing from further and UG education to PGR research programmes
- The development of a 'UK National Academies supported 'Young Academy' interdisciplinary forum for early career researchers
- Visible evidence from PGT quality review processes of improved research-informed teaching
- Membership of a UKRI-funded Doctoral Training Partnership

10. Possible KPIs for PGR

- 25% increase in the numbers of PGR students
- 50% increase in the number of externally funded PhD scholarships within 5 years
- PRES scores above the national average for the sector on all items assessed
- Doctoral student completion rate of 90% (80% PT), a continuation rate of 100% (80% PT), and a progression rate of 90% (100% PT)³.

11. Review Panel (Internally with external input)

1. APVC Research, chair

³ Based on OFS B3 data and proposed thresholds for PhD FT & PT with a 5% stretch above the thresholds to be amended, if necessary in light of OFS agreed thresholds following completion of TEF consultation.

2. Two PGR student reps
3. Uni DESE
4. TQE rep
5. One external member
6. One international member
7. External Business Partner
8. Equality, diversity, and inclusion lead
9. Two Deans
10. Two Directors of Research

Timeline

1st March 2022 – 30 June 2022

Patrick Callaghan

February 2022

	INTERNAL
Paper title:	Postgraduate Taught (PGT) Course Portfolio Review
Board/Committee:	Academic Board
Date of meeting:	23 February 2022
Author(s):	Prof Tara Dean, Prof Deborah Johnston, Karen Musk
Sponsor(s):	Professor Tara Dean, Provost
Purpose:	For Approval
Recommendation:	The Board is asked to approve the proposed scope and approach of the PGT Portfolio Review

Executive summary

This paper presents proposals for a review of the LSBU Postgraduate Taught (PGT) course portfolio. The proposed review addresses all three pillars of the LSBU Corporate Strategy and responds to challenges of increased student competition, regulation focusing on student outcomes and the delivery of national objectives for skills and social and economic prosperity.

All courses that are included in LSBU's HESA return under PGT provision are included in the scope of the review. A systematic approach to the review is proposed, which will combine strategically-relevant data and evidence with the development of a new PGT portfolio structure. Two interdependent Workstreams will be established, one that will undertake a detailed review of current PGT courses and another that will develop a distinctive Curriculum Framework for LSBU PGT courses.

Both workstreams will be informed by relevant consultations and initiatives in the sector and by analysis of PGT courses at comparator institutions. The outputs of both Workstreams will be combined and will feed into the annual PGT course monitoring process.

The Board is requested to approve the proposals.

London South Bank University

Postgraduate Taught (PGT) Course Portfolio Review

Background

LSBU last conducted a review of its Postgraduate Taught (PGT) portfolio in 2017. The focus of this review was on student numbers and pass rates, and on levels of income generation. As a result of this review a number of courses were modified.

Since 2017, the higher education sector has undergone significant change, characterised by, *inter alia*:

- increasing competition for students, requiring universities to develop a distinctive offer and to demonstrate the quality and value of that offer. This includes increased competition at PGT level, fuelled by the introduction of the PGT loan in 2016/17 and constraints to growth in recruitment to other provision
- Government support for universities being increasingly linked to the delivery of national objectives for skills and social and economic prosperity;
- regulation focusing on minimum thresholds relating to student outcomes and progression to employment.

The [LSBU Corporate Strategy 2020-2025](#) is well-placed to respond to these challenges, building upon established strategic priorities for student success, delivering real-world impact and providing access to opportunity, and re-emphasising the role of '*high quality professional and technical education*' in '*transforming lives, communities, businesses and society*'.

Within this context, it is pertinent to re-examine the contribution of the LSBU PGT course portfolio to the delivery of the LSBU Corporate Strategy and to develop a sustainable course portfolio that aligns with student and market demands.

Objectives of PGT Portfolio Review:

- To deliver an improvement in the quality and student experience of LSBU's PGT portfolio;
- To strengthen the alignment of the LSBU PGT portfolio with LSBU's research strengths;
- To improve the value and maximise the cost-efficiency of the PGT course portfolio;
- To incorporate the monitoring of LSBU's PGT courses within recently approved course monitoring and course development processes;
- To start to identify new PGT courses that will be sustainable, attractive to prospective students and of educational worth.

Anticipated outcomes and KPIs:

The anticipated outcomes of the PGT Portfolio Review are:

- An enhanced contribution of the LSBU PGT course portfolio to the delivery of the LSBU Corporate Strategy 2020-2025;
- An increase in the quality and cost effectiveness of the LSBU PGT educational offering;
- Overall PTES Student Satisfaction levels at, or approaching, those of the Post-92 benchmark group;
- Improved student outcomes with continuation, completion and progression rates at or exceeding OfS B3 thresholds in all relevant subjects (CAH2);
- Establishment of a clear link to APP work on eliminating gaps in student access, awards and outcomes;
- An increased pipeline of students progressing from UG education to PGT programmes;

- A demonstrable alignment of the LSBU PGT portfolio with LSBU's research strengths, evidenced by increases in the PGT-PGR pipeline and in the volume and quality of research-informed teaching on PGT courses.

Scope of PGT Courses included in the review:

Included in the scope of this review are all courses that are included in LSBU's HESA return under PGT provision. These include current credit-bearing, postgraduate (Level 7) taught courses leading to a stand-alone qualification (PG Certificate, PG Diploma, MA, MSc) awarded by London South Bank University, whether studied full-time or part-time, with September and January start dates, and delivered on campus or by distance learning.

Excluded from the scope of this review are:

- non-credit-bearing continuing professional development (CPD) courses;
- credit-bearing short courses that constitute part of LSBU credit accumulation and transfer schemes;
- PGT courses delivered by collaborative partner institutions;
- Apprenticeship qualifications at postgraduate level;
- the Master of Research (MRes) course, which is considered as part of the corresponding Postgraduate Research Review.

PGT Portfolio Review approach:

The PGT Portfolio Review will adopt a systematic approach that combines strategic data and evidence with the development of a portfolio structure that is agile, flexible and efficient. Two interdependent Workstreams will be established:

(i) **Workstream 1:**

Workstream 1 will undertake a detailed review of the current/live PGT Course Portfolio, based on information from:

- analysis of internal and external data and evidence, detailed in **Appendix 1**;
- a structured narrative provided by Deans/Heads of Division; and
- where relevant, interviews with key stakeholders (e.g. staff, students, employers, regulatory bodies).

Structured narrative evidence will allow for the wider value of courses to be presented, including how the course contributes to delivering LSBU Corporate Strategy, is aligned with LSBU's research strengths and how it supports national skills and prosperity.

(ii) **Workstream 2:**

Workstream 2 will be concerned with the development of a new, distinctive Curriculum Framework for PGT courses that will improve student outcomes, enhance consistency of curriculum elements, improve the efficiency of delivery and assessments, and embed the use of technology. This will be informed by a review of PGT programmes at comparator universities, by the review of student experience and outcomes in Workstream 1 and by the experience during the development of the recently-introduced UG Curriculum Framework.

The outputs of both Workstreams will be combined such that, as a result of this review, PGT Courses in LSBU's current portfolio will be signalled as: 'Approved to continue', 'Needs further modification', 'Closure suggested'. This will then feed into the annual PGT course monitoring process.

Both Workstreams will be informed by the [Office for Students Consultation on Student Outcomes and Teaching Excellence](#), LSBU's participation in the [Office for Students Developing a survey of](#)

[postgraduate taught students](#) pilot and Universities UK '[Framework for Programme Reviews](#)'. The PGT Portfolio review is also linked to LSBU the Postgraduate Research Review and the development of the Planning and Performance Team Template.

New Courses:

The identification and development of new PGT Courses are not included in the scope of this review, but, alongside consideration of current courses and the development of a distinctive curriculum model, it is anticipated that potential PGT courses for innovative, high quality professional and technical education will be identified. To this end, and in parallel with the PGT Portfolio Review, a Course Development Fund will be developed.

Governance and Committees

Project Board – chaired by Prof Tara Dean (Provost) to include Prof Deborah Johnston (Pro Vice-Chancellor (Academic Framework)); Prof Patrick Callaghan (Associate Pro Vice-Chancellor for Research); Nicole Louis (Chief Customer Officer); Marc Griffith (Director of Teaching, Quality and Enhancement); Karen Musk (Project support).

Engagement/Advisory Group – chaired by Prof Tara Dean (Provost), Deans of Schools, Directors of Education and Student Experience, Lisa Hardie (Head of Strategy and Planning), Prof Antony Moss (Director of Education and Student Experience); Sally Skillet-Moore (Deputy Director of Academic Quality and Enhancement): Karen Musk (Project Support).

Curriculum Framework Working Group – chaired by Tara Dean ((Provost) to include Prof Deborah Johnston (Pro Vice-Chancellor (Academic Framework)); Prof Patrick Callaghan (Associate Pro Vice-Chancellor for Research); Prof Antony Moss (Director of Education and Student Experience); Marc Griffith (Director of Teaching, Quality and Enhancement); Karen Musk (Project support).

Data provision sub-group

Representatives from Strategy, Planning and Performance Team (representative to be identified), Recruitment Planning and Operations (Mehmet Tarhan) and Academic Quality and Enhancement (Sally Skillet-Moore), Student Insight Team (Greg Deadman-Gatt), Karen Musk (Project Support).

Committees that need to approve proposals/recommendations and be kept informed of progress

University Academic Board (sign off for any changes to PGT curriculum frameworks)

Portfolio Board (signing off proposals for course closing/opening courses)

Quality and Standards Committee

Recommendations to be approved by University Management Board, LSBU Executive and Academic Boards

Timeline

1st March 2022 – 30 June 2022

Appendix 1: Data to be provided to inform the PGT Portfolio review

1.1: Data at School level
Demand – 3 years’ data <ul style="list-style-type: none"> Total PGT student registrations per year PGT Student registrations per year by term (September and January starts)
Income from PGT portfolio – 3 years’ data <ul style="list-style-type: none"> Total PGT fee income per year
Breadth of Portfolio <ul style="list-style-type: none"> Total number of live PGT Courses currently (2021/22) offered Total number of live PGT Modules currently (2021/22) offered
Student Experience - School PTES metrics to cover all courses ‘owned’ by that School. <ul style="list-style-type: none"> PTES survey responses on Overall Satisfaction, and in each of: Teaching, Engagement, Assessment, Dissertations, Organisation, Resources, and Skills ‘domains’. For each PTES ‘domain’, the comparative performance of LSBU will be colour-coded, using ‘Post-92 universities’ as the benchmarking group.
1.2. Data at Subject level
Student Outcomes Indicators <ul style="list-style-type: none"> Data at CAH2 Subject level for continuation, completion and progression, and compared with thresholds proposed in the Office for Students Condition B3 consultation. Data at CAH 2 Subject level for student splits (gender, ethnicity, disability, domicile, IMD) compared to thresholds proposed in the Office for Students Condition B3 consultation
1.3. Data at Course Level
Demand - 3 years’ data <ul style="list-style-type: none"> Applications by year of entry New entrants by year of entry Number/% of new entrants who are LSBU UG students progressing to PGT study at LSBU Total student numbers in any year <p><i>Student Data¹ will be broken down by: Term (September and January starts); part-time or full-time; gender; age; ethnicity; disability; domicile (UK/non-UK)</i></p>
Withdrawals <ul style="list-style-type: none"> % students withdrawing and % students repeating the year on a course in any year, compared with average withdrawal and repeat rates at PGT level across the University
Graduate Outcomes <ul style="list-style-type: none"> Data at course level for continuation, completion and progression, and compared with thresholds proposed in the Office for Students Condition B3 consultation. Data at course level for student splits (gender, ethnicity, disability, domicile, IMD) compared to thresholds proposed in the Office for Students Condition B3 consultation Number of PGT students who move onto LSBU (or other?) Postgraduate Research (PGR) programmes
Student Experience <ul style="list-style-type: none"> Feedback from the Mid-Semester Reviews on Courses and from Module Evaluation Questionnaire Feedback from PGT Course representatives

¹ Splits of student data where total numbers allow and without compromising anonymity

External Examiners <ul style="list-style-type: none">• External Examiners' reports on LSBU PGT courses
Course structure and delivery <ul style="list-style-type: none">• Information on PGT course structure (module levels and organisation, structure of credit value, degree of optionality, assessment regime)
Financial Sustainability <ul style="list-style-type: none">• Level of fees charged• Fee income per student• Completed Course Costing Tool spreadsheets for all live/current PGT Courses.
1.3. Data at Module level
Demand - 3 years' data <ul style="list-style-type: none">• Identification of Modules with ≥ 20 students enrolled• Identification of Modules with $\geq 10 - 19$ students enrolled• Identification of Modules with 1-9 students enrolled• Identification of Modules with 0 students enrolled
Graduate Outcomes <ul style="list-style-type: none">• Attainment: for Modules with > 5 students enrolled, average Module pass rate

	INTERNAL
Paper title:	NSS 2021 actions report
Board/Committee:	Academic Board
Date of meeting:	23 February 2022
Author(s):	Tara Dean
Sponsor(s):	Tara Dean, Sponsor
Purpose:	For Information
Recommendation:	The board is asked to consider the report and note the actions which are being implemented

Executive summary

The 2021 **sector** results are the lowest in NSS history, reflecting the impact of the pandemic on the student experience. Scores declined across all question areas, on average by -5.8%. Overall Satisfaction decreased more steeply by -7.2%. The decline in LSBU's scores was more pronounced than the sector's, driven by the combined adverse impacts of the pandemic and cyber-attack. LSBU was ranked 108th out of 119 providers for both Average score and Overall Satisfaction. An NSS taskforce (chaired by Provost) including Director of Education and Student experience from every school, was established in October 2021. The gp has been meeting every other week since October. The NSS 2021 results were analysed quantitatively using a number of approaches (ranking within LSBU, Subject ranking etc). The qualitative comments were read but no formal thematic analysis was carried out, although there were number of common themes that students reported on. The taskforce developed a standard template for action plans and these captured individual schools' actions as well as action at University level. This report summarises the key short and longer term action at University levels and highlights some of the actions taken by schools and the Student Union.

Following analysis of NSS 20/21 results, the NSS taskforce agreed a set of actions that need to be implemented at university level and at school level.

This paper summarises the actions.

University wide actions

Infrastructure:

Number of concerns were raised in the NSS about the adequacy and reliability of all aspects of our L&T infrastructure. This is identified as a top priority by all schools.

Short term action:

Regular room audits of student facing rooms by Estates and IT. It is key that all students facing rooms are checked prior to start of each semester to ensure up to date and functioning IT equipment and fix any estate related issues (eg leaks, heating etc).

Leads: Stuart Johnston (IT) and Carol Rose (Estates) and Directors of Operation at Schools

Timeline: ASAP and ongoing prior to every semester

Assessment and Feedback (A&F):

Short term action:

- 1) Academic Development Group will carry out a project to review A&F processes and procedures and agree short and long term changes to improve student/staff experience in this area.

Lead to be appointed by the end of January

Project to be completed by July 2022 (a paper will be brought to July's UMB for approval – with the agreed actions being implemented for the 22/23 academic year)

- 2) Whilst action 1 is being developed, all DESEs to check the turnaround time for assessment and feedback in semester 2 are adhered to, based on their local processes.

Students Digital Journey (SDJ):

Governance Group for SDJ recently set up (Chair: Nicole Louis)

Short Term Actions:

- 1) Review and enforce Moodle minimum standards
Lead: DESEs (reporting to ADG)
Project to be completed by: end of Jan 2022
- 2) Provide clearer advice and support to staff on delivering high quality online learning experiences

Action Completed: This guidance has been circulated to Deans and DESEs, and CRIT will highlight the resources we have available to support colleagues using digital technologies.

3) Establish LSBU's vision for the New Generation Learning Environment (NGLE)

Lead: Marc Griffith

Timeline: End of January 2022 a proposal on will be present to the SDJ Governance group.

Long Term Action:

Implementation of the approved NGLE project.

Lead: Marc Griffith

Timeline: Timeline for implementations needs to be agreed as it will be dependent on the technology capital investment business case.

Establish a Personal Tutoring (PT) System:

Short Term actions:

1) Rollout of Salesforce to all academic staff

This work overlaps with multiple other projects – mainly LEAP and LSBU2025. We have agreed the timeline, with the LEAP Exec, to roll out the technology which schools needs to be able to implement the new PT model. By the end of this calendar year, all schools will have full access to Salesforce, which will enable them to implement the new PT model. However, the other barrier is the staffing/workforce side of things – those schools with very high SSRs/too many Hourly Paid Lecturers (HPLs) cannot implement the new model.

Therefore, a key enabling action is to review the use of HPLs, agree the principles under which HPLs are utilised and consider fractional post in schools as opposed to HPLs as appropriate.

Leads: T Dean, Alex Bush and Caroline Evans

Timeline for completion: July 2022

2) Whilst the 1st action is being addressed, all DESEs to ensure the existing system within schools (based on existing School Personal Tutoring Policy) is implemented effectively.

Long Term Action:

Investment in employability resources: student and graduate support, LSBU graduate scheme, enhanced Group-wide employer engagement and B2B, placements and School employability resources, resource to support development of employability within the curriculum

Lead: Rosie Holden

Timeline: Proposal from Rosie Holden to Employability Workshop (exec leads TD, DJ, FM, NL) 28th Jan 2022, to UMB Feb 2022, to Exec Feb 2022. Timeline for implementation of additional employer engagement and placement resource – resource in place September 2022

Dependencies: Investment agreed by University, HR support to deliver change

Schools' key actions

All schools have produced action plans at course and at school level. There has been a good degree of scrutinising of NSS 2020/21 results.

All schools have organised internal staff meetings to present their data, share good practice and highlight areas that need addressing.

Some schools have run focus groups with their alumni to explore reason for low completion rates within their schools and have put in action to address this for NSS 2021/22.

All schools have held Dean and DESE drop in sessions for students. The frequency of these varied from weekly to monthly.

All schools have analysed their mid semester evaluation surveys will be used to identify issues at course and modules level that can be addresses in a timely manner. All schools are acting on issues which have raised as a result of NSR and sharing the fixes with students.

All schools are ensuring that Course Directors and other key student facing academics lead on presentations provided to students on NSS

Most schools had organised number of informal 'Pizza lunches' by course targeting L6 students with 2 functions:

- A) You said – we did. Reinforce we are listening by documenting past actions
- B) Identify current issues that require a response

Student Union's key actions

Student Voice - Launch of student issues tracker and course rep scheme to collect students' views and record improvements that have been made throughout the year, continuing throughout the year.

Academic Communities Collaborating with academic colleagues and academic student societies to deliver extracurricular activity, such as guest speakers, trips and socials

SU 'Let's Talk' Phone bank - Calling all final year students to check in, wish them good luck for the remainder of their studies and let them know about opportunities and services the SU provides.

Marketing Campaign, social media and physical displays on campus to celebrate our students, communities and the re-launch of the SU Lecture shout outs.

	CONFIDENTIAL
Paper title:	University Ethics Panel review to end 2020/21 academic session
Board/Committee:	Academic Board
Date of meeting:	23 rd February 2022
Author:	Daniel Frings, Chair of the University Ethics Panel
Purpose:	For information
Recommendation:	To note

Background

This report provides an overview of the operations of the UEP to the end of the Academic Session 2020-21. A number of items have been prominent in this reporting period:

1. Terms of reference
2. Ethics training
3. Code of conduct revisions
4. COVID response
5. Ethics monitoring

Overview of application activity

In 2019/20, Schools Ethics Panels approved a total of ~82 applications. 104 were approved (and 3 not approved) in 2020/21. This increased activity is encouraging as it suggests both an increase in research activity and adherence to ethical oversight practice. It is notable from the breakdown of application in Table 1 that the number (and level of change) of research approvals vary significantly between Schools. While this may well be the result of differing levels of activity, it also highlights a need for gauging adherence (in all schools) - see (5) below for an approach for this.

Our internal audit (of 19/20 applications) revealed no substantive concerns, highlighting increased timeliness of review return times and a good level of thoroughness. In some cases, reviewers' comments could be more helpful, and accessing reviewers continues to be a challenge.

Table 1: Breakdown of approved applications by year and school.

<i>School</i>	<i>Session</i>	<i>Signed off low risk</i>	<i>Approved</i>	<i>Approved following revision</i>	<i>Not approved</i>	<i>Total</i>
Applied Sciences	2020/21	2	23	18	3	45
	2019/20	4	9	17		30
	2018/19	5	2	19	1	27
Arts and Creative Industries	2020/21		8			8
	2019/20		1	3		4
	2018/19		5	1		6
Built Environment and Architecture	2020/21		3	4	1	8
	2019/20	3	3			6
	2018/19		6			6
Business	2020/21	3	8	3	1	15
	2019/20	5	7	1		13
	2018/19	1	2	1		4
Engineering	2020/21	1	2			3
	2019/20	1	2			3
	2018/19	2	2			4
Health and Social Care	2020/21		6	10		16
	2019/20		9	4		13
	2018/19		11	9		20
Nursing and midwifery*	2020/21	1		1		2
Allied and Community health*	2020/21			2		2
Law and Social Science	2020/21	1	6			7
	2019/20		2	12		14
	2018/19	1	5			6
Other	2020/21		1			1
	2019/20			2		2
	2018/19		2	1		3

Note: 2019/20 figure include application completed up to 17/08/20. * New panel, processed by same HSC subpanel

UEP overview of 2019/20

1. Terms of reference

These were reviewed, and UG and PG research introduced as part of the UEPs remit. This latter area is likely to be a significant piece of work - mapping and reviewing processes etc - over the coming few academic sessions.

2. Ethics training

Ethics training was delivered to all PhD students who attend induction, delivered by webinar. An additional webinar on open access in science was also delivered as part of the PhD summer school. This was well received and promoted this increasingly important area.

At a School level, training is delivered by local ethics leads as needed. This year we also worked with colleagues to prepare resources on powerhub which will be accessed by staff as a training resource.

3. Code of conduct revision

The code of conduct for Research involving Human Participants was completely revised over the 19/20 session and finalised and published this academic session. It can be found on haplo under the 'guides' section, and we feel is a clearer and more usable document.

4. COVID responses

The majority of the academic year saw face to face research including close contact being undertaken, with additional safeguards in place. The systems in place allow us to up and downgrade levels of activity quickly and transparently, and UEP and URC will continue to monitor the situation.

5. Ethics monitoring

In consultation with colleagues, we have proposed a system where research outputs which are uploaded into the LSBU are linked to ethics applications on haplo. Where such ethics applications do not exist, colleagues can indicate why. This will (i) ensure we can be more confident in our ethical oversight and accountability and (ii) raise awareness of need for ethics where needed. We will develop this proposal in 2021/22.

	INTERNAL
Paper title:	Preliminary REF/Research Roadmap
Board/Committee:	Academic Board
Date of meeting:	22 February 2022
Author(s):	Karl Smith, REF Coordinator and Research Impact Manager
Sponsor(s):	Peter Doyle, Head of Research Office
Purpose:	For Information
Recommendation:	<p>The Academic Board is requested to endorse the proposed plan of research environment and REF review and development activities. Feedback is strongly welcomed. The activities centre on:</p> <ul style="list-style-type: none"> •the internal review of the process by which LSBU's REF2021 submission was developed and the embedding of the identified best practice into LSBU's institutional memory; •the development of the targets, strategy and roadmap for LSBU's submission to the successor to REF2021; •the review and enhancement of LSBU's Research Centres and Groups framework, alongside the 2021-22 performance review of LSBU's Research Centres and also, the delivery of the enhanced (i.e., more data-rich) Annual University Research Audit (AURA); •gauging the progress being made with developing LSBU's submission to the next REF through producing an estimate of the GPA score that will be attained, based upon the current standing of the submission.

Context and drivers for work

- The LSBU REF 2021 submission was completed on **30 March 2021**. It:
 - represented the culmination of seven years' work;
 - involved **over 135 people** - from REI, the 7 Schools and the Comms, HR, Estates, Corporate Affairs and Exec teams, plus UCU;
 - constituted a **step-change** from the **REF2014** submission, with a **>70% increase in the number of staff submitted** (199 staff – vs 116 staff for REF 2014).
- The **REF2021 results** will be published by Research England on **12 May 2022**. It is recognised that to build on the major advances made since REF2014, it is vital to:
 - **critically review** the approach taken to developing LSBU's REF2021 submission in order to:

- identify areas of both **best practice** and **sub-optimal operation**; and
 - embed into **LSBU's institutional memory** the knowledge acquired;
 - use the review's findings to develop the following in preparation for LSBU's next REF submission:
 - targets that reflect the university's strategic ambition;
 - a systematic, robust and ambitious delivery strategy to meet these targets; and
 - a roadmap for delivery.
- LSBU's **Research Centres and Groups framework** was established in 2017/18 in order to develop a structured and robust approach to research, identifying and cohering researchers around research specialisms/areas of excellence, whilst providing a mechanism for growth:
 - upon initialisation in 2017/18, each Research Centre issued a three year delivery roadmap, inclusive of targets – these covered the 2018/19-2020/21 period;
 - for 2021/22, each Centre has produced a 1 year roadmap but a new, three year period is required for the ensuring period.
 - whilst successful, it is recognised that the Centres and Groups framework, inclusive of the mechanism by which QR (REF) income is allocated to Schools and through them, to Centres, has considerable scope for optimisation, noting that the extant framework:
 - conceives Centres as being located within single Schools;
 - does not have a sufficiently well-defined process for Groups to attain Centre status;
 - does not take full advantage of the opportunity that QR income provides to drove a step-change in LSBU's research environment;
- In order to gauge progress with developing LSBU's submission to the next REF, it is necessary to **estimate** the **GPA score** of the submission, based upon its current state.

Overview of proposed activities and timeline (the full timeline is given in Appendix 1*)

Activity	Date
In support of the 2021-22 Centre Reviews, the completion of AURA and the production of a REF GPA estimate, Directors of Research are to coordinate reviews of ≥2* research outputs published in the 1 August 2020-31 January 2022 period, with the support of the Research Office.	Feb-Mar 22
Directors of Research asked to review their REF2021 UoA environment statements and draft local level (UoA-specific), REF strategies	Feb-Sept 2022
AURA results disseminated to Schools, Research Centres and across LSBU	March-April 2022
2021-22 Centre reviews completed	April 2022
Mock REF GPAs for Outputs, Impact and Environment determined	April 2022
Centres + Groups framework reviewed - key foci will be: <ul style="list-style-type: none"> • use/allocation of QR income; • creating inter-disciplinary, School-independent, Research Centres; 	April-June 2022

<ul style="list-style-type: none"> development of new Research Centre roadmaps. 	
REF results published	12 May 22
<p>Conclude part 2 of the REF2021 submission process review, covering data; management, the Code of Practice and the Significant Responsibility for Research criteria/framework (part 1 was presented to the University Research Committee on 9 February 2022). Additionally, a vital part of this review will be assessing:</p> <ul style="list-style-type: none"> the gap between the predicted and actual GPA scores for each of the three components (Outputs, Impact and Environment) of each UoA; the factors that contributed, variously, to the attainment and exceeding of targets, as well as under-performance. 	May-June 2022
REF and Impact 2027-28 strategy, targets plus roadmap drafted	May-Jul 22
REF and Impact 2027-28, targets strategy and REF 2027-28 roadmap finalised	Sept. 2022

***Appendix 1 (presented to the University Research Committee on 9 February 2022): full timeline of activities planned**

- The AURA results, as described in the expanded/enhanced AURA framework proposed in the 29 Sept. 2021 URC paper on this topic, are to be principally disseminated in **March 2022** via the channels outlined below and in the context of AURA results from past years (where this data is available):
 - the Research Committee;
 - the Staff Comms email;
 - the intranet research pages;
 - School Townhalls.
- For the 2021-22 **Research Centre reviews**, the research output, PGR completion, funding performance and Impact of Centres are reviewed with respect to their progress in the:
 - 1 August 2020-31 July 2021 period (ensuring continuity with the last review round);
 - 1 August 2021-31 January 2022 period (enabling progress against;
- As previously proposed, School BSMs are consulted in **February 2022** to ascertain **QR 2021-22 spend** and identify where **underspend** is likely to occur;
- Schools are tasked in **February-March 2022** with coordinating the review of their researchers' **research outputs**, in support of the Centre reviews, AURA and the mock REF GPA score elucidation. It is proposed, further, that
 - only outputs on the repository are to be reviewed;

- outputs judged to be $\leq 1^*$ by the DoR and/or with respect to the self-assessed AURA score will not warrant formal reviewing;
- all $\geq 2^*$ outputs are to be reviewed against the REF, Rigour, Originality and Significance criteria;
- the review process will be used to test the **research output review form** implemented to uphold a recommendation of part 1 of the REF submission process review, URC paper (9 Feb 202)
- The administrative support of the Research Office and LRR are provided with respect to identifying outputs on the repository and ensuring that appropriate research output protocols are followed
- the period covered
- early career researchers are encouraged to be enlisted as reviewers, both to deepen their knowledge
- DoRs are advised to meet with Joe Arnold to agree plans and coordinate the outputs requiring review
- **February-March 2022:** *The REF Working Group is reconvened for a special Research Environment (RE) strategy workshop to commence the development of the RE plans*
- **February-March 2022:** Spend on **research infrastructure** is collated, reported and embedded into AURA
- **February-June 2022:** Part 2 of the review of the REF2021 submission preparation process is conducted, which will look at:
 - data management, coordination, storage and validation/checking;
 - coordination of and communications to the UoA teams;
 - the Code of Practice and Significant Responsibility for Research (SRR) criteria;
 - the management of the Staff Circumstances process;
 - anticipating and responding to the audit queries from Research England;
 - the REF2021 performance of LSBU in the context of: i) its REF 2014 performance; and ii) the REF2021 performance of other institutions (if the URC meeting takes place after the results are published on 12 May 2022;
 - the process for assigning researchers to UoAs, noting the recommendation from the REF stakeholder, URC survey paper (29 Sep 2021) - "A protocol is established for arbitrating in matters where the UoA assigned to/proposed for a researcher is contested."
- **March-July 2022:** Each UoA team is asked to review their REF2021 Environment statement and develop Research Environment targets/KPI and a research strategy/roadmap
- **April 2022:** a supplementary output from AURA will be the **mock-REF GPA score**
- The timeline for subsequent Research Centre reviews is to be determined via the **Centres and Groups framework review**, which will principally be conducted in **April-June 2022** (this is a revision on the previously proposed timeline), with the recommendations raising to be revised pending the 1 May publication of the REF

2022 results, with key foci of the review (building on the previous Centres and Groups framework review URC paper) being:

- establishing how **greater inter-disciplinary** and cross-/inter- UoA and School working can be fostered, noting the idea of Centres that do not without parent Schools;
- revisiting the QR funding framework, noting the vision/aspiration of making Centres more self-sufficient and shifting as emphasis away from raw volume and towards quality, as well as enhancing the **return on investment** on QR **funds**, as well as the long-term sustainability of LSBU's research environment;
- timing of Centres reviews and AURA;
- the views of key stakeholders – Centre Heads, Directors of Research, Research Group leads;
- the Group to Centre promotion process;
- the role of and expectations on Groups and Centres;
- the automated of the tracking of performance via the use of PowerBI etc.
- **May-July 2022:** after the publication of the REF Results:
 - the proposed QR funding allocation framework is reviewed in light of the likely QR income;
 - LSBU's **REF strategy** is developed;
 - the full REF roadmap is developed, with mile-stones and check-points a key component.
- **May-June 2020:** Hold first Institutional Research Environment workshop - involve key stakeholders (especially Directors of Research and Deans) to develop and iterate the statement
- **June 2022:** The REF Working Group is reconvened to discuss the REF2021 Environment statements in light of the publication of the REF2021 results, looking in particular at:
 - Areas of strong/exceptional performance
 - Areas with development potential
 - Best practice
- **June-July 2022:** the timing of AURA and the Research Centres are reviewed, taking into account:
 - the likelihood that SRR identification and research time allocations will be reviewed each year during the staff appraisal period;
 - AURA data may be made available for appraisals of researchers (the appraisal period is early Autumn)
- **June-July 2022:** the REF 2021 submission, inclusive of all of the supporting evidence and data, is deposited into a single **REF2021 MS Teams Team** to ensure that information is retained for posterity, Thus:
 - will be sub-divided into eight different channels – each channel will comprise a UoA;

- further channels may also be added to accommodate the Code of Practice etc. Additionally, REF2021 results analysis reports will also be deposited on this Team.
- **June-July 2022:** a MS Teams REF2027-28 Team is established (a single Team is advocated to avoid confusion about which Team to access), with, in the short-term, the following constituent channels:
 - Research outputs
 - Guidance
 - Output scores
 - Research Environment
 - Guidance
 - Statements
 - Evidence
 - Impact
 - Guidance
 - Case study drafts
 - Evidence (note, HAPLO may be used as a repository)
 - N.B. This file structure may be revised once the UoAs that LSBU will be submitting to have been finalised
- **June-July 2022:** A channel is established on the proposed REF2027-28 MS Teams Team for recording Environment statement drafts and supporting evidence
- **June-August 2022**
 - Exemplar REF2021 Env. Statements and Impact case studies are identified, sourced (once published) and commonalities presented to UoA leads
- **August –September 2022**
 - The **REF2027/28 strategy**, targets and KPIs are finalised and presented to URC, which will encompass:
 - Interdisciplinarity strategy
 - Impact strategy
 - Internationalisation
 - Open research
 - Staff support and development
 - The **definitive REF2027/28 roadmap** is developed and presented to URC
- **September 2022:** Draft Research Environment UoA strategies/plans are reviewed
- **September-October 2022:** REF Panel reports are studied as soon as they are published and the good and bad practice identified is incorporated into the best practice guidance developed
- **Autumn 2022:** Directors of Research/UoA leads are asked to complete a Research Environment AURA annex – this will record key research environment achievements

	INTERNAL
Paper title:	Sub-committee reports
Board/Committee:	Academic Board
Date of meeting:	23 February 2022
Author(s):	Dominique Phipp, Secretary to the Academic Board and Sub-Committees
Sponsor(s):	Tara Dean, Provost
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the reports.

Please find summaries of sub-committee meetings held since the last Academic Board meeting. Full minutes are available on request by any internal colleagues.

University Research Committee, 9 February 2022

The Committee approved:

- The REF 2021/22 roadmap and the recommendations of the REF process 2020/21 survey. The Committee discussed its monitoring of REF and agreed that no alteration to reporting timelines is needed at present.

The Committee discussed:

- A presentation on IT issues affecting research colleagues and the availability and costs of technical support for grant bids. The Committee agreed that the University has not devoted sufficient attention and resource to research in the past. It noted that a review of technical support services would be undertaken soon which research colleagues could feed into.
- Recent issues identified by the Research Board of Study. The Committee agreed to establish a working group to respond to and resolve these issues.
- A report from the Inclusive Research Group on its proposed work plan and resource needs. The Committee commended the values of the IRG and was supportive of its direction of travel as outlined. It endorsed the report's recommendations, which included proposals such as allocating specific funds to support additional costs for researchers with caring responsibilities and/or disabilities.

The Committee noted:

- A report on REF 2021/22 preparations to date.
- The importance of developing a strategy for public involvement and engagement with research. The Chair noted that a draft strategy or guidance would be brought to the next meeting for discussion.
- A report on AURA staff survey results.
- The annual research ethics report.
- A report on the findings of the Postgraduate Research Experience Survey and action plan to improve PGR student satisfaction.

Supplementary items included for information, but not discussed:

- An update on the PGR environment, progression, completions and oversight of appeals for PhD students.
- An update from the Research Development Group.
- An update on the research funding landscape.
- An update on research grants and awards.
- An update on Open Access compliance.
- The PGR review draft terms of reference and PGR Director role specification.

Student Experience Committee, 26 January 2022

The Committee discussed:

- A report on student complaints. Discussion was focussed on the actions in progress to improve the number of complaints being resolved at 'stage 1', use of a tracker to log responsibility for complaints and monitor their status, how to improve awareness of the student complaints procedure, and staff training.
- A 'lessons learned' review of the factors that negatively impacted the pre-CAS process for international students in S1 2021/22, and the recommendations of the investigation.
- The results of the Decliner Survey 2021/22 and what action could be taken to reduce the number of prospective students declining their offers to study at LSBU. The Committee asked the Director of Student Operations to investigate the impact of financial hardship on prospective students and to consider what financial support could be offered to struggling prospective students.
- How Net Promoter Score mini questionnaires could be used to collect student feedback. It discussed pilot NPS scores and industry benchmarking.
- In year withdrawals and interruptions data. The Committee noted the importance of being able to explain where data has been affected by the pandemic and why the University was unable to mitigate this effect. It also noted that non-EU withdrawals and interruptions for 2021/22 are high and asked the acting Head of Performance Analysis to investigate.
- Trends in students' behaviour relating to utilisation of campus library and learning resources. It was noted that footfall at campus spaces remains low

despite the lessening of the covid-19 pandemic, which is a trend also seen at other universities.

The Committee noted:

- An update from the Co-Chairs on upcoming OfS consultations, an OfS proposal for new metrics to monitor courses, and a recent survey to collect staff feedback on hybrid working and personal productivity.
- A report on the SBSU's NSS Campaign.
- An update on the activities of the NSS Task Force. It was noted that an NSS action plan would be brought to the next meeting for review.
- An update on progress against the Access & Participation Plan targets.
- A presentation on customer service statistics and an action plan to improve response times.
- A verbal report on Student Voice report plans.
- The introduction of the Personal Development Plan, a MyAccount tool developed to support monitoring and improvement of students' experience and outcomes.

Supplementary items included for information, but not discussed:

- Mid-semester review and actions.
- Student Services and Operations update.
- Student progression action plan.

Quality and Standards Committee, 19 January 2022

The Committee approved:

- The introduction of a course sustainability review prior to validation and revalidation of courses, also known as a "gateway to validation" process.
- The establishment of a working group to review the University's existing degree algorithm and the rationale for its use, to practice degree algorithm modelling, and to implement a new degree algorithm. A progress report would be brought to the next meeting.

The Committee discussed:

- Quality and standards issues that had arisen since the last meeting including the quality of student progression data in the MIKE system; the need to appoint new external examiners for end point assessments; student engagement with and feedback on the new Late Submission and extenuating Circumstances procedure.
- The draft Annual Education report to the Board of Governors. The Committee endorsed the report as an accurate reflection of academic activities in 2020/21, subject to a final check of a section focused on adverse outcomes.
- The Annual External Examiner report, which offered an overview of the feedback and comments made by external examiners when completing their

report forms. The Chair noted that a ballot for UCU strike action had been launched and asked colleagues to consider whether the University's exam boards would be able to operate effectively if there is widespread withdrawal of external examination.

- Development of an LSBU collaborations typology to assess academic risk and provide clarity for quality assurance of collaborative arrangements.

The Committee noted:

- An update on emerging external and institutional issues, namely the expected OfS consultation on B3 and TEF metrics.
- An update on postgraduate research outcomes.
- A report on plans to introduce two additional non-credit bearing apprenticeship modules.
- An update on ofsted inspection readiness for apprenticeship provision.
- An update on success of the Bakery School's three-term delivery pilot. A full evaluation report on the model would be brought to a future meeting.

Supplementary items included for information, but which were not discussed:

- Annual Pearson Institutional review.
- Student progression and retention update.
- LSBU Global and Transnational Education update.
- Academic Delivery Group activities update, including MEQ survey data analysis of student expectations. It was noted that this report would also be taken to the Student Experience Committee for discussion.
- SASC meeting minutes and minute summaries.

Quality and Standards Committee, Chairs' Action, 20 December 2021

Following approval by the Committee of the Assessment and Examinations procedure 2021/22 on 26th May 2021, further changes were recommended to the documents relating to:

- the late submissions of assessment,
- alternative assessment arrangements for disabled students,
- Award and Progression Examination Board's consideration of apprenticeship programmes, and
- Posthumous awards

The amendments were shared with the Committee for comments and the changes were then approved by Chair's action.

Quality and Standards Committee, 24 November 2021

The Committee approved:

- The proposed methodology for a new Course Development Plan process, replacing the existing Course Monitoring Report process. Implementation of the new procedure would be delayed to the next academic year, giving colleagues time to familiarise themselves with the expectations of the new process.
- The Apprenticeship Quality Improvement Plan 2021/22. It also noted the Apprenticeship Self-Assessment Report showing performance in 2020/21.
- A proposal to formalise and continue use of the Course Scrutiny process, which was developed during the pandemic when course monitoring was suspended, for another year to ensure oversight of risks is consistent and effective in 2021/22.
- A recommendation to add additional stages to the procedure for responding to external examiners' reports to improve oversight of responses.
- Changes to the Professional Statutory and Regulatory Bodies process (PSRB), including moving the PSRB register audit timeline to the end of January 2021/22 and May 2022/23, and increasing clarity on storage of PSRB information in schools. The changes also included inviting external examiners to comment within their annual report on the management of assessment and the quality of programmes accredited by a PSRB.
- Introduction of a requirement that courses are validated at least every 5 years.
- The revised Schools' Quality Standards and Assurance Review process.

The Committee discussed:

- Quality and standards issues that had arisen since the last meeting, including issues with access to student progression data in the MIKE system, and the response to the OfS's enquiries into grade inflation at LSBU.
- A report on student appeals against exam board decisions and academic misconduct. The Committee discussed training and guidance that could be offered to staff to improve handling of academic misconduct, and how students could be better protected from harm and blackmail by third parties (e.g. essay mills).
- The draft principles for Lecture Captioning to support the captioning of academic audio and video content.
- A summary of the UK collaborative arrangements approvals process.

The Committee noted:

- An update on emerging external and institutional issues, namely that the Committee is playing an increasingly Group-wide role as a growing number of University qualifications discussed during future committee meetings would be taught outside the University by other areas of the Group.
- An update on LSBU Global and Transnational Education.

Supplementary items included for information, but not discussed:

- Academic Planning Panel activities summary and validations update.
- List of approved external examiners.
- SASC meeting minutes and minute summaries.