



# LIBRARY AND STUDENT SERVICES

## ANNUAL REPORT FOR LEEDS BUSINESS SCHOOL 2021-22

September 2022

This report provides a School-specific view of services provided during 2021-22 by Library and Student Services, insight into what student and staff use of services and resources tells us about our future priorities, and proposals for our service/School collaboration during 2022-23.

### Key contacts

#### Library Services

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#### Student Services

**School Wellbeing Practitioner:** Gareth Cavill

*Joins October 2022*

# Performance and Feedback: Library

## National Student Survey 2022



## School Forum – Library Matters

Academic Librarians attend School Forum meetings to listen to and respond to issues raised by students, and also complete the Student Feedback Action Plans managed by the Students' Union to complete the feedback loop. For example, in this School Level 7 international students from the Human Resource Management course raised their difficulty in finding and accessing support, particularly as some were not used to studying in the UK. Academic Librarians provided information about international student support and students with English as an additional language, including webinars, drop-ins and one-to-one appointments.

## Innovation Case Study

### Enhancing LBS international student support

**Context:** Recruitment of international students across the University has grown significantly over the last few years and on courses within the Business School in particular.

**What:** In 2021-22, Leeds Business School staff partnered with the Library Academic Support Team to significantly enhance support for LBU international students. In particular, the School has contributed to a new International Students' Academic Introduction (ISAI) module which supports the transition to studying at LBU. Tailored skills development sessions have also been embedded into the LBS curriculum and international students have access to on-demand support such as drop-ins and workshops.

**How:** In 22-23, all new LBU international students are required to complete the ISAI module as they join the University. A member of LBS academic staff was on the university-wide steering group overseeing the module's design and implementation, feeding in the specific needs of the School's students directly. The 3-week module provides the practical information and academic support required for a successful transition to university study in the UK. It features videos, interactive quizzes and live webinars, and has permanence in MyBeckett for those who wish to revisit it or who commence their studies later.

In addition to the module, Academic Librarians and Academic Skills Tutors provide customised in-curriculum instruction on key topics such as academic writing and referencing, with the outcomes of such sessions informing the redesign of the university-wide [Academic Integrity module](#) for 22-23, addressing emergent challenges such as paraphrasing software. In 21-22, new 'English as an Additional Language' appointments, drop-ins and workshops were provided, as were new webpages on [English Language](#), [Academic English](#) and [Building on Feedback](#).

**Outcome:** Student-specific engagement data will be provided to the School after the ISAI module's completion, thus acting as a further guide for students' support requirements. The intent is to pre-emptively address common academic challenges faced by international students, improving the student experience by anticipating learner needs and providing timely support for common queries and issues. This will, in turn, support academic attainment alongside broader institutional priorities such as retention and progression.

Delivering academic skills support within the curriculum enables international students to benefit from tailored and level-specific in-class interactions to develop their skills and understanding. By providing opt-in opportunities alongside this, students are able to self-select areas for further development according to their needs. In 21-22, more than 100 international students across the institution attended the new 1-to-1 appointments, drop-ins and workshops designed specifically for them.

## Academic Skills

Development of students' academic skills (academic writing, information skills, critical thinking, presentations skills, maths and statistics, etc.) supports their attainment, continuation and progression, as well as employability. Library Academic Support provides teaching sessions, online learning, workshops and one-to-one support to enable students to build their academic skills. This is most effectively delivered within the curriculum, tailored to students' level, modules and assignments, and contextualised within the course. Digital materials and activities are crafted into the suite of skills modules: Study Ready, Study Smart (first/second/final year), Study Smart for Apprentices, Study On, Academic Integrity, all redesigned using feedback from 2021-22.

In-curriculum sessions for this School have increased to 39, from 19 in the previous year, through closer working between Academic Librarians and Course and Module Leaders. We would like to further increase this in 2022-23, particularly for Levels 4 and 5, which have dropped in the last few years.

An example of effective L4 intervention in this School is the Business in Action core module. Tailored content is developed for the MyBeckett module covering research skills, referencing, report writing and critical thinking. The course team follow up in seminar groups with activities provided by the Library to increase student confidence at the start of their course.

Bookings for [Skills for Learning open workshops](#) decreased very slightly from 465 in 2020/21 to 422 in 2021/22. These are recommended as targeted ways for individual students to develop their skills, and are particularly useful to build on assessment feedback.

Academic skills sessions for the School	University total	School data
Academic Skills teaching sessions delivered in the curriculum	474	39 Level 4: 5 Level 5: 1 Level 6:11 Level 7+: 22
Students booking onto workshops/webinars as self-directed support	3202	422
One to one appointments attended by students with an Academic Librarian or Academic Skills Tutor	498	38

### Supporting international students

Leeds Business School staff partnered with the Library to develop the new International Students' Academic Introduction module for 2022-23 starters, utilising the School's specific expertise in this area. This provides practical information and academic support for a successful transition to university study in the UK, featuring videos, quizzes and live webinars, and remains available in MyBeckett for students to revisit or for late starters. This pre-emptively addresses common academic challenges for international students, and provides early targeted support. Introduced in 2021-22, the Library now offers English for Academic Purposes workshops, webinars, individual appointments and online content for students whose first language is not English.

## Information Resources

The key driver for developing our information resources is module reading lists, which directly link to purchasing of books, digital resources and digitisation of readings. Our Information Resources Strategy prioritises digital resources for their flexibility and accessibility.

### Reading lists

73% of School module reading lists are populated with resources by the Course Team, below the University average of 84%. Increasing this coverage may help to improve the NSS score for learning resources. Across the University the reading list system had 340,385 views.

#### Top 5 most viewed School reading lists:

BUSI507 - Operations and Supply Chain Management	1200	Business Strategy
BUSI613 - Leading Innovation and Change	881	Business Strategy
MARK611 - Strategic Marketing	777	Marketing
MANA626 - Strategic Human Resource Management for Leaders	760	Leadership
MANA414 - Managing Organisations and People	742	Leadership

### Books

The Library has significantly increased the number of eBooks, as more titles have become available digitally and publishers have introduced different ways of providing access. High levels of engagement during the pandemic have continued in 2021-22.

#### University total eBook accesses:

**2019-20** = 483,132

**2020-21** = 859,380

**2021-22** = 820,215

- **11%** of all print books were purchased for Leeds Business School
- **8%** of all eBooks were purchased for Leeds Business School
- **7%** of all student-chosen eBooks were purchased for Leeds Business School

Some eBooks packages are cross-disciplinary and therefore benefit students in every School.

Number of **Inter Library Loans** requested by the School: **35**

## Digital information resources

Digital resources include electronic journals and databases.

Digital resource usage	School usage	% University
Accesses by students	<b>184,186</b>	<b>13.39</b>
Unique student users	<b>4,918</b>	13.88
Average accesses per active student	<b>37.5</b>	University average 38.80

### Leeds Business School: most used digital information resources

Top E-resources 21/22	Accesses by Students	% University	Rank
Statista	47,458	80.55	1
MarketLine Advantage	20,153	95.18	2
Fame	18,596	69.74	3
EbscoHost	16,611	4.43	4
ebrary	14,172	16.36	5
Gale Cengage	13,579	13.81	6
Emerald	10,555	37.03	7
Science Direct (Elsevier)	8,335	8.68	8
Atypon SP	5,965	9.28	9
Taylor & Francis	4,612	4.76	10
Springer	3,307	9.27	11
Wiley	2,879	6.89	12
JSTOR	2,769	7.28	13
Sage	1,668	8.43	14
Scopus	1,145	9.60	15
All other e-resources	13,634	n/a	(= 6 <sup>th</sup> place)

### Digitised readings

<b>Total for the School</b>	25 modules using digitised readings 90 readings in use
<b>New readings</b>	11 new readings added to School modules 2 additional modules have digitised readings

### Top 3 most viewed digitised readings:

Chapter/article	Book title	Module	No. Students	Views
The world we are creating	The future we choose	ECON503	59	95
Case study: Dell's supply chain symphony	Operations management: an international perspective	BUSI520	47	75
Video case: supply chain design at Crayola	Operations management	BUSI520	47	39

## Research Support

Use of university research systems managed by the Library - Symplectic Research Management System and open access Research Repository (ePrints) - increases visibility of research outputs, supports open research and ensures compliance with REF and research funder requirements. Symplectic is used to generate the lists of publications on academic staff's profiles, to report School research activity, and enables publications to be uploaded to the Repository.

### Research outputs recorded in Symplectic in 2021-22 for the School

Journal Article	Book	Chapter	Conference Proceeding	Film or Broadcast	Report	Working paper
74	5	17	3	1	17	2

### Open Access compliance

23/42	55%	Rate of compliance with the REF Open Access policy: article/conference publications within 3 months of acceptance.
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### Article Processing Charges (APCs) through Transformative Journal deals

APS	Cambridge	Elsevier	PLOS	SAGE	Springer	Taylor & Francis	Wiley	Total
0	0	3	0	0	1	4	0	8

### ePrints Research Repository

**1,560** full text downloads from ePrints of School research publications.

Total number of downloads across the University is 14,733.

Transformative journal deals include both subscription and APC costs, meaning more articles are immediately available as gold open access. The School has not made any APC payments to make articles available as Gold OA directly with the publisher. Across the whole university 34 articles were paid for in this way in 2021-22.

School's most downloaded article: [Gills, B](#) and [Morgan, J](#) (2021) *No More Excuses! Why the Climate and Ecological Emergencies Demand a New Paradigm*. Cadmus, 4 (5). pp. 83-102. <https://eprints.leedsbeckett.ac.uk/id/eprint/8173/>

# Disabled Students

**School population of students with a declared disability in comparison to the University**

University Student Population with a Declared Disability	University Student Population	Percentage of University Student Population with a Declared Disability	School Student Population with a Declared Disability	School Student Population	Percentage of School Student Population with a Declared Disability
3832	26807	14%	348	4332	8%

There are 3,832 students across the University who have declared a disability, accounting for 14% of our student body. This compares to 8% of the population for Leeds Business School.

**School disabled student population engagement with the disability service in comparison to the University**

University Student Population with a Declared Disability Engaging with the Disability Service	Percentage of University Student Population with a Declared Disability Engaging with the Disability Service	School Student Population with a Declared Disability Engaging with the Disability Service	Percentage of School Student Population with a Declared Disability Engaging with the Disability Service
3124	82%	259	74%

Of the students who have declared a disability, 82% have engaged with Disability Service from across the University, and 74% from the school.

**School disabled student population with a reasonable adjustment plan in comparison to the University**

University Student Population with a Declared Disability with a RAP	Percentage of University Student Population with a Declared Disability with a RAP	School Student Population with a Declared Disability with a RAP	Percentage of School Student Population with a Declared Disability with a RAP
2454	64%	193	55%

64% of disabled students across the University have a Reasonable Adjustment Plan in place. In the school, 55% of students have a Reasonable Adjustment Plan in place.

## Student Wellbeing

### Students access to Wellbeing Services

There are 1,206 students across the university who have accessed the Wellbeing Service, accounting for 3.96% of our student body. The proportion of students who have accessed the Wellbeing Service is significantly lower in Leeds Business School than the University average, with only 2% of students having used the service.

	Student Population	Student Population who have accessed the Wellbeing Service	Percentage of Student Population who have accessed the Wellbeing Service
Carnegie School of Education	2,105	77	3.66%
Carnegie School of Sport	3,142	138	4.39%
School of Cultural Studies & Humanities	701	67	9.56%
School of Health	6,367	245	3.93%
Leeds Business School	5,239	105	2.00%
Leeds Law School	1,424	38	2.67%
Leeds School of Arts	3,230	223	6.90%
School of Built Env, Eng and Comp	4,514	81	1.79%
School of Events, Tourism & Hosp Mgt.	1,007	36	3.57%
Leeds School of Social Sciences	2,745	196	7.14%
University Total	30,474	1,206	3.96%

## Leeds Business School Students Access of the Wellbeing Service and risk of withdrawal in comparison to university

	Student Population Indicated Risk of Failing Course	Percentage of Student Population Indicated Risk of Failing Course	Student Population Indicated Intending to withdraw or Suspend Studies	Percentage of Student Population Indicated Intending to withdraw or Suspend Studies	Percentage Rates of School Student Population who Accessed Wellbeing Service and enrolled (June 2022)
Carnegie School of Education	42	54.55%	17	22.08%	93.51%
Carnegie School of Sport	77	55.80%	43	31.16%	92.03%
School of Cultural Studies & Humanities	33	49.25%	18	26.87%	95.19%
School of Health	127	51.22%	61	24.91%	88.06%
<b>Leeds Business School</b>	<b>60</b>	<b>57.14%</b>	<b>27</b>	<b>25.71%</b>	<b>94.33%</b>
Leeds Law School	17	44.74%	10	26.32%	93.33%
Leeds School of Arts	112	50.22%	53	23.77%	97.37%
Sch Built Env, Eng and Comp	42	51.85%	22	27.16%	94.17%
School Events, Tourism & Hosp Mgt.	20	55.56%	8	22.22%	92.59%
Leeds School of Social Sciences	107	54.59%	46	23.47%	97.22%
<b>University Total</b>	<b>637</b>	<b>52.38%</b>	<b>305</b>	<b>25.32%</b>	<b>90.82%</b>

Data also showed that 57.1% of Business students who had attended any type of appointment with Student Wellbeing indicated that they were at risk of failing their course and 25.7% of Business students indicated that they intended to withdraw or suspend studies. However, data taken in June 2022 identified that 94.3% of these students were still enrolled.

### Clinical outcomes for students accessing Student Wellbeing

Data to June 2022 collected by counsellors using a validated outcome measure called CORE-10 show that 63% of students had clinically significant and/or reliable change as a result of counselling provided at LBU. This is above average when compared against benchmark sector data.

## Performance against KPIs

### Disability and student retention

University - Declared Disability			University - No Known Disability		
Total Students	Number Withdrawn	% Withdrawn	Total Students	Number Withdrawn	% Withdrawn
3,832	241	6.3%	22,975	1,184	5.2%

Students with a declared disability are on average more likely to withdraw in year than those with no known disability.

School - Declared Disability			School - No Known Disability		
Total Students	Number Withdrawn	% Withdrawn	Total Students	Number Withdrawn	% Withdrawn
348	19	5.5%	3,984	152	3.8%

Students with a declared disability within Leeds Business School are more likely to withdraw in year, than those without.

### Retention and Progression of Low-Income, level 4 students, 2018-2021

Over the three years from 2018/19, we have analysed the impact financial support from the university on the retention and progression of level 4 students from a low-income background (household income under £25,000).

Progression	Did not receive funding	Received Funding
University	79%	84.5%
School	78.6%	87%

Level 4, low-income students are more likely to progress if they receive funding from the university.

Withdrawals	Did not receive funding	Received Funding
University	6.9%	2.9%
School	5.3%	1.9%

Low-income level 4 students are less likely to withdraw if they receive financial support from the university.

## Insights: Student Hardship and Cost of Living

In 2021/22, applications to the Hardship Fund increased by 40%, when compared to pre pandemic years. Over 1,200 awards were made to students, and we spent over £1.1m through the fund.

Where the university has access to student household income data, we can see that financial hardship continues to have a greater impact on those from low-income backgrounds who are:

- disproportionately more likely to apply for hardship funding and,
- evidence a greater financial need, than those from higher incomes. (Table 1)

Data from both within the school and across the university, shows that there is a positive impact on the retention and progression of low-income level 4 student.

Average Hardship Fund awards for Business School students are lower than the institutional average for students across both income bands. This is because applicants from the Business School were less like to have children (students with children on average receive more than double the award of students without children), than the institutional average (3% and 7% respectively). When looking at awards for students who do not have children the average award for Business School students broadly matches the average across the University.

**Table 1.**

Household Income	Institutional Average	Hardship Fund Applications	Applications from Leeds Business School	Average Awards	Average Awards – Leeds Business School
<b>Under £25,000</b>	45%	63%	61%	£868	£783
<b>Over £25,000</b>	55%	37%	39%	£625	£505

Due to high levels of inflation, we expect this growth to continue in 2022/23, because:

- People from low incomes are less financially resilient to inflationary pressures and the impact of higher energy and food costs is more keenly felt.
- The annual increase in the Maintenance Loan (which the vast majority of our UG students rely on) will increase by 2.3% in 22/23. In April, a [House of Commons briefing paper](#), predicted a 7% real terms cut in funding for those students from low incomes.

There is increasing concern about how this will impact on the continuation and achievement of students and Library and Student Services is currently working with UET to identify interventions to reduce this impact.

## Insights: School-based wellbeing

The main reason that students in the Business School cite for withdrawing or suspending studies is 'health' (appendix 1 & 2). However, the proportion of students who have accessed the Wellbeing service is significantly lower in the Business School (2%) than the University average (3.96%). This may indicate significant unmet need and the service is keen to work with the School to understand and address this.

Evidence identifies that when psycho-education is delivered, by a Wellbeing practitioner, within a course students, when they are in need, are more likely to access the Wellbeing service.

Therefore, the School-based Practitioner role not developing in Leeds Business School, as it has in other schools maybe a reason for the lower rates of access. The gaps in a dedicated School-based Practitioner for this School and the School struggling to identify specific needs in relation to student wellbeing are key issues that we would like address.

Gareth Cavill, the new School-based wellbeing practitioner for Leeds Business School, joins us in October 2022 and will be keen to work with the School to identify how this role can be embedded and add value.

## Insights: Disabled Students

Students from the Business School are less likely to declare as being disabled the average across the University. Those who do declare, are less likely to engage with the Disability Service and have a Reasonable Adjustment Plan in place to support their study. We would be keen to explore this with the school and develop a greater understanding of why that may be.

### Experiences of disabled students receiving specialist support

There were five standout themes reported by disabled students receiving specialist support this year:

#### 1. Student independence:

Students have required additional levels of support. Possibly as a result of the increased support during the last two years, many students now seem to be less independent than in previous years. For students returning to campus, these support sessions helped act as a bridge to a return to lecture theatres and seminar rooms.

#### 2. Return to face-to-face teaching:

Many students have faced challenges with the change in delivery. Some students reported lecture recordings no longer being offered as standard, an inability to access materials ahead of sessions and course tutors' being less accessible.

#### 3. Group Work:

Like previous years, there continued to be an issue around group work for students, including relating to peers, understanding practicalities and relational challenges.

#### 4. Mitigation:

We have seen an increase in mitigation levels amongst final year students. Anecdotally, this has been linked to the transition back to a two-semester model and losing the flexibility around marking experienced during the COVID years.

#### 5. Identity:

More discussions relating to equality and identity. Specifically, around race, gender identity and sexuality. This has included challenges and experiences of discrimination in university and on placement.

The challenges of group work is a reoccurring theme reported by students across all our services and Gareth Cavill, your School-based Wellbeing Practitioner and your [Academic Librarian team](#), are keen to work with the school to identify interventions to address this.

## Insights: Enhanced support for students considering withdrawing from their studies

A key area we have identified in Student Services that we would like to work on improving surrounds withdrawals at Leeds Beckett. Investigating the reasons behind these decisions and how we can better support students concerning this process. We believe that by working collaboratively with School teams we can better identify the reasons for changes and implement enhanced mechanisms for providing the early intervention of information, advice, and support.

By investigating the reasons for higher percentages within each School, when compared to the university averages, we hope we can offer potential reductions to these figures by supporting students via various frontline services we offer and referrals to the specialist teams that we work closely with.

While Schools may be familiar with the data shown in the table regarding the different categories for withdrawal and the unique reasons that these may vary for your School, it would be incredibly helpful to this project for Schools to help us understand the factors that may influence these numbers. We hope that with a clearer insight into these areas, we could work symbiotically to be able to offer bespoke support to you and your students. Ideally, through your expert knowledge and conversations with students within your courses, you could also help us better understand the reasons why students withdraw to a deeper level. This will enable us to determine what potential targeted support we could offer to reduce these figures.

We are starting our project by reviewing the current withdrawal process and putting into place new plans of how we can support students that are considering withdrawing from university. This includes reaching them at an earlier stage in this decision-making process and ensuring they have all the information to understand the process and potential impacts.

We understand School teams are very aware of withdrawal information and incredibly busy supporting students with a significant portion of their university experience, so our goal is to help to assist and support Schools in this matter. As we already help guide students through this process as the primary frontline advice team that has contact with students considering withdrawing, we would like to further contribute to the shared responsibility we hold with Schools surrounding this topic.

Our team's specialist expertise aligns with the significant reasons for leaving categories such as health, personal and financial, and referrals to services such as Wellbeing, Student Money, Immigration, and Disability, means we are in a strong position to provide tangible benefits for all parties. We want to ensure every student has the ability to discuss their individual case with all the services that can help to support them and make sure that this is the right decision to take, and what other alternatives or adjustments could be offered if appropriate. Hopefully, by reaching more students, and at an earlier point, with customised support, this will lead to a reduction in both withdrawals and suspensions and provide smoother transitions back to Leeds Beckett for those students who have had a period of time away from the University.

## SUPPORT REPORT RESPECT

## Insights: Support. Report. Respect.

Our student community is entitled to a safe and inclusive place to live and study. However, there is widespread evidence to suggest that high numbers of university students across the UK are experiencing harassment, racism and sexual violence.

- Full time students are more likely to experience sexual assault than those in any other occupational group.
- In a study of over 6,000 students, nearly 50 per cent of women said they had been touched inappropriately.
- Nearly a quarter ethnic minority students experience racial harassment on campus.
- One in three Muslim students have experienced some type of abuse or crime where they study.

*Office for Students, 2022.*

To address these troubling findings, Student Advice leads on **‘Support. Report. Respect.’** in our student community.

There are four key elements to Support. Report. Respect:

1. Receiving disclosures of unacceptable behaviour.
2. Provision of an expert advice and guidance.
3. Planning and delivery of training for colleagues.
4. Leading campaigns to create and maintain a safe and inclusive community.

### Further Information

Web: [Support. Report. Respect.](#)

Email: [studentsupportreport@leedsbeckett.ac.uk](mailto:studentsupportreport@leedsbeckett.ac.uk)

[Office for Students’ Statement of Expectations for Preventing and Addressing Harassment and Sexual Misconduct.](#)

[Book a Support. Report. Respect. training session.](#)

### Student Disclosures

Given the troubling statistics concerning the prevalence of discrimination, harassment, abuse, and violence in higher education across the UK, it is unlikely that LBU is an exception. However, over the past 5 years, less than 1% of the LBU student population has made a disclosure using a reporting or disclosing tool that has been available to them. Yet, recent research among LBU staff suggests that students are making disclosures by talking to a trusted member of staff. Whilst it is encouraging that students are sharing their experiences, these disclosures are not being recorded centrally and students are not being referred to the dedicated support available to them.

If LBU is to demonstrate a meaningful commitment to creating a safe and inclusive community, encouraging students to disclose instances of unacceptable behaviour is vital. Not only does this enable the University to provide safe and appropriate support, advice and guidance to those affected, it also helps the University understand the prevalence of issues affecting the student community. This is essential to identify trends which inform preventative work to tackle discrimination, harassment, abuse, and violence.

Looking ahead, our aim is to ensure that all disclosures are recorded centrally, via **Support. Report. Respect.** This will ensure that all disclosures are handled appropriately, and students will be referred to the specialist support available to them. It will also enhance Student Advice’s ability to plan and deliver preventative work to respond to the emerging needs of our university community.

### Your Contribution

Making time to attend a **Support. Report. Respect.** training is a clear demonstration of commitment to our university’s purpose and values.

The training session is one hour, and will:

- Enhance your confidence when responding to disclosures from students.
- Ensure students receive an expert response to their disclosure and ensure access to specialist advice.

## Risk and Governance

### Growth in applicants declaring a disability

In 2021 14% of all UK UCAS applicants declared a disability, an increase of 105% (+42,650) since 2012. This growth in disclosures has been in the social, behavioural and communication impairments (mainly autism) and mental health conditions, which have increased by 249% and 453% respectively since 2012. Broadly speaking, the proportion of students sharing an impairment in the other categories has remained stable.

There is concern that, given this growth in numbers, the current model for meeting the needs of disabled students is not effective and creates risk in relation to the university meeting its legal responsibilities as defined by the Equality Act 2010. This will be an area of focus for the coming academic year.

### Student Mental Health

The number of students accessing this service increased by 115% from 2020/21. In addition, the number of requests for urgent support has increased and the complexity of issues presented has increased significantly too.

Despite increased investment the Service has been unable to meet demand for initial consultations, counselling and mental health support. There have been waiting times of approximately 10 weeks for counselling and longer for students waiting for mental health support.

To respond to this unmet need, the service has reviewed the service delivery model, the resource allocation, and the use of current resource.

Following the new service model, mental health practitioners will deliver short-term interventions to a greater number of students whilst specialist mentors will provide students with longer-term support. In addition, this challenge has given new impetus to working more collaboratively with statutory services and external providers in order to facilitate better pathways to appropriate student support.

## Priorities for 2022-23

- **Academic Skills** - School staff have commented that students are finding it hard to get used to different levels of study. We would encourage module leaders to point students towards the online materials for “Second Year Study Smart” which covers the move from Level 4 to 5. Level 6 students will find the Final Year Study Smart module relevant. This focuses on the transition to Level 6, in particular final year projects and dissertations. The links for our MyBeckett skills modules can be found on [TeachLearn: Developing your Students](#).
- **International Students** - We would like to continue working with Leeds Business School staff to enhance support for LBU international students, building on the new ISAI module mentioned above. The Library Academic Support team are working on a CLT Teaching Excellence Project to evaluate current support and we will invite academic colleagues and students from the School to be involved in this.
- **Learning Resources** - NSS results for Learning Resources were low for the School this year, however, for the two comparable returns, BAHIB International Business (2022: 78, 2021:68) and BABUE Business Economics (2022: 80, 2021: 68), there was a good increase in Library satisfaction which we want to keep improving on by targeting our support for L6 students on these courses and across the school.
- **Student Wellbeing** - Student Wellbeing will implement and evaluate its new service model. This will involve building on the work of School-based Wellbeing Practitioners in prevention and early intervention (for example, piloting drop-in sessions in some schools); closer working with external mental health services and specialist mentor providers; and having clearly defined boundaries for counselling, mental health support and specialist mentoring.
- **Outcome measurement** - There are gaps in CORE-10 data where the measure was not completed by students and improved use of outcome measurement is a key priority for the team in 2022/23.
- **Student financial support** - Develop existing and new strategies and processes to support students with low incomes and financial hardship and evaluate their effectiveness in relation to continuation and progression. Utilise and enhance existing student financial support evaluation methods, in relation to student retention, continuation and progression.
- **Disabled students** - Conduct a university level review of how we meet the needs of disabled students.

# Appendices

## Appendix 1: Reason for withdrawal from studies

### WITHDRAWALS BY REASON AND GROUP

Set to the latest available month in each academic year

Withdrawal reason	Grand Total	School									
		Carnegie School of Education	Carnegie School of Sport	Leeds Business School	Leeds Law School	Leeds School of Arts	School of Built Environment, Engineering and Computing	School of Events, Tourism and Hospitality Management	School of Health	School of Humanities and Social Sciences	
Health reasons	18.4%	14.4%	17.5%	21.5%	35.7%	25.0%	3.7%	12.5%	23.1%	25.5%	
Personal/other reason	16.9%	15.3%	9.5%	23.4%	19.0%	23.7%	14.9%	12.5%	19.8%	14.3%	
Chose wrong field of study	11.4%	13.5%	10.3%	8.4%	2.4%	14.5%	10.6%	6.3%	17.6%	7.1%	
Exclusion	11.3%	8.1%	28.6%	0.9%			24.8%	31.3%	0.5%	9.2%	
Gone into employment	9.2%	2.7%	11.1%	15.0%	7.1%	6.6%	8.1%	9.4%	6.0%	18.4%	
Workload/difficulty	7.4%	23.4%	5.6%	5.6%	7.1%	3.9%	8.1%		4.4%	3.1%	
Financial reason	7.1%	6.3%	6.3%	8.4%	7.1%	6.6%	6.8%	12.5%	6.0%	8.2%	
Family commitments	5.8%	9.0%	1.6%	6.5%	0.0%	1.3%	6.8%	9.4%	8.8%	4.1%	
Transfer to other Institution	5.2%	3.6%	6.3%	4.7%	9.5%	10.5%	5.0%		2.2%	8.2%	
University quality	2.1%	0.9%	1.6%	1.9%	4.8%	2.6%	3.1%		2.2%	2.0%	
No reason recorded	1.9%	0.0%	1.6%	0.0%	0.0%	5.3%	1.9%	3.1%	4.4%	0.0%	
Job re-location	1.0%	0.9%	0.0%	0.9%	0.0%		1.9%		2.2%		
Academic reason	0.7%	0.9%	0.0%	1.9%	0.0%	0.0%	0.6%	0.0%	1.6%	0.0%	
Job loss	0.6%	0.9%		0.0%	2.4%		2.5%				
Maternity leave	0.4%	0.0%	0.0%	0.9%	2.4%		0.0%		1.1%	0.0%	
Death	0.3%				2.4%		0.6%	3.1%	0.0%		
Writtn Off after lapse of time	0.1%		0.0%				0.6%				
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

## Appendix 2: Reason for suspension of studies

### WITHDRAWALS BY REASON AND GROUP

Set to the latest available month in each academic year

Withdrawal reason	Grand Total	Group		Withdrawal type			Cycle			
		School	School	Suspension	Suspension	Suspension	2021-22	2021-22	2021-22	2021-22
		Carnegie School of Education	Carnegie School of Sport	Leeds Business School	Leeds Law School	Leeds School of Arts	School of Built Environment, Engineering and Computing	School of Events, Tourism and Hospitality Management	School of Health	School of Humanities and Social Sciences
Health reasons	34.0%	25.6%	35.7%	28.4%	28.0%	33.7%	37.0%	10.5%	35.5%	45.9%
No reason recorded	22.0%	14.1%	18.6%	25.3%	30.0%	34.8%	16.0%	47.4%	19.4%	16.2%
Personal/other reason	13.8%	12.8%	14.3%	13.7%	16.0%	9.8%	11.1%	10.5%	17.4%	14.4%
Family commitments	6.7%	7.7%	7.1%	2.1%	4.0%	4.3%	9.9%	5.3%	8.4%	8.1%
Workload/difficulty	5.3%	17.9%	2.9%	4.2%	2.0%	4.3%	12.3%		1.3%	2.7%
Financial reason	4.7%	1.3%	5.7%	8.4%	12.0%	3.3%	3.7%	5.3%	3.9%	2.7%
Chose wrong field of study	4.5%	5.1%	2.9%	6.3%	2.0%	7.6%	2.5%	5.3%	5.8%	1.8%
Gone into employment	3.2%	2.6%	7.1%	2.1%	4.0%	2.2%	3.7%	5.3%	2.6%	2.7%
Maternity leave	2.5%	1.3%	1.4%	5.3%	2.0%		1.2%		5.2%	1.8%
Academic reason	1.6%	11.5%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%
Exclusion	0.5%	0.0%	0.0%	1.1%			1.2%	10.5%	0.0%	0.0%
Job re-location	0.5%	0.0%	4.3%	0.0%	0.0%		0.0%		0.6%	
Job loss	0.3%	0.0%		1.1%	0.0%		1.2%			
University quality	0.3%	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%		0.0%	0.9%
Transfer to other Institution	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.9%
Death	0.0%				0.0%		0.0%	0.0%	0.0%	
Writtn Off after lapse of time	0.0%		0.0%				0.0%			
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%