

Meeting of the Board of Governors

4.00 - 6.00 pm on Thursday, 17 May 2018
in Boardroom - Technopark, SE1 6LN

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		JC
2.	Declarations of Interest <i>Governors are required to declare any interest in any item of business at this meeting</i>		JC
3.	Minutes of previous meeting	3 - 8	JC
4.	Matters arising	9 - 10	JC
Chair's business			
5.	Chancellor appointment	11 - 12	JC
6.	Independent governor recruitment	13 - 14	JC
Items to discuss			
7.	Vice Chancellor's report	15 - 30	DP
8.	Chief Financial Officer's report	31 - 44	RF
9.	Project Larch update	45 - 48	DP
10.	Corporate strategy progress report	49 - 60	DP
Items to approve			
11.	Office for Students registration	61 - 112	JS
12.	Data Protection Policy summary	113 - 116	JS
Items to note <i>the following papers will only be discussed at the meeting if there is a matter that any governor wishes to raise with the Secretary the day before the meeting</i>			
13.	Reports on decisions of committees	117 - 120	JS
14.	Corporate risk	121 - 128	RF
15.	Board strategy day report	129 - 134	JC

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
16.	SU election results	135 - 142	JS
17.	General meeting of the members (see separate paper)		JC

**Date of next meeting
4.00 pm on Thursday, 12 July 2018**

- Members:** Jerry Cope (Chair), Douglas Denham St Pinnock (Vice-Chair), David Phoenix, Sodiq Akinbade, Steve Balmont, Shachi Blakemore, Duncan Brown, Julie Chappell, Michael Cutbill, Kevin McGrath, Peter Fidler, Hilary McCallion, Tony Roberts and Suleyman Said
- Apologies:** Mee Ling Ng, Jenny Owen and Pat Bailey
- In attendance:** Richard Flatman, James Stevenson and Michael Broadway,
- Observers:** Nelly Kibirige and Nazene Smout

Agenda Item 3

	CONFIDENTIAL
Paper title:	Meeting minutes and proposed redactions
Board/Committee	Board of Governors
Date of meeting:	17 May 2018
Author:	Michael Broadway, Deputy University Secretary
Sponsor:	James Stevenson, University Secretary and Clerk to the Board of Governors
Purpose:	To approve the minutes of the last meeting as a correct record and note the redactions for publication.

Executive Summary

The Board is asked to approve the minutes of its meetings of 15 March 2018 and note the proposed redactions (in grey) for publication on LSBU's website.

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**Minutes of the meeting of the Board of Governors
held at 4.00 pm on Thursday, 15 March 2018
Boardroom - Technopark, SE1 6LN**

Present

Jerry Cope (Chair)
Douglas Denham St Pinnock (Vice-Chair)
David Phoenix
Sodiq Akinbade
Steve Balmont
Duncan Brown
Julie Chappell
Michael Cutbill
Kevin McGrath
Peter Fidler
Mee Ling Ng
Hilary McCallion
Jenny Owen
Tony Roberts

Apologies

Shachi Blakemore
Suleyman Said
Pat Bailey

In attendance

Ian Mehrtens
Richard Flatman
James Stevenson
Michael Broadway

1. Welcome and apologies

The Chair welcomed members to the meeting.

The above apologies were noted.

2. Declarations of Interest

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

3. Minutes of previous meeting

The Board approved the minutes of the meeting of 23 November 2017 and their publication, subject to a minor amendment to minute 12.

The Board noted the resolution regarding the charge over the Passmore Centre passed on 22 December 2017.

4. **Matters arising**

All matters arising would be discussed at a future meeting.

5. **Chair's business**

The Board noted that Carol Hui had resigned as a governor and thanked her for her contribution to the Board and the University. A replacement is being sought through advertisement. Governors were asked to encourage suitable candidates to apply.

The Board noted that Roy Waight had resigned as audit committee co-optee, due to other commitments. The Chair of the Audit Committee is leading the search for a successor.

The Board noted the CUC remuneration code consultation had closed. The remuneration committee would review the University's compliance with the final code at its summer meeting.

The Vice Chancellor updated the Board on project Larch. The Lambeth College Board would be meeting that evening to recommend to the Skills Minister for final approval the preferred partner of the College following the Structure and Prospects Appraisal process. If the University is the preferred partner, the Board would need to be satisfied that the finance and governance arrangements are appropriate.

The Board noted that the University is applying for 'designated' status for a new FE company which would run Lambeth College if the University is the preferred partner.

{Secretary's note – at its meeting of 15 March 2018, the Lambeth College Board recommended the University as its preferred partner.}

6. **Vice Chancellor's report**

The Board discussed in detail the Vice Chancellor's report, which reviewed progress against the three outcomes in the corporate strategy: student success; real world impact; and access to opportunity.

The Board noted the proposed transnational education (TNE) partnership with Nanjing University, China. It was agreed that as the proposed partnership would be standard TNE, Board approval would not be required at this stage.

The Board noted the proposed Cambridge Technology Campus, which would provide the University with a presence in the technology hub in Cambridge.

The Board noted the changes to the senior team with the Chief Executive of South Bank Academies and the Dean of the Business School both retiring.

7. **Chief Financial Officer's report**

The Board noted the Chief Financial Officer's report, which updated the Board on the current financial position, forecast surplus of £1.5m for 2017/18, semester 2 recruitment, budget for 2018/19, pensions and capital expenditure plans.

The February 2018 management accounts forecast a £1.5m surplus in line with budget. Income was forecast to be £6.1m behind target due to under-recruitment. The Executive plans to manage this in-year, but the under-recruitment provided greater challenges for next year's budget and the five year forecasts. The five-year forecasts would be discussed at the April 2018 board strategy day.

The Board noted the risk letters from HEFCE for 2015/16 and 2016/17.

8. **LSBU estates development**

Ian Mehrtens joined the meeting

The Board discussed the proposed estates development plans which had been discussed in detail at the Major Projects and Investment Committee (MPIC) meeting of 1 March 2018.

The Board approved the high level Estate Plan and priorities subject to the further review and approval of individual business cases, including:

- Proceeding with the plans for Phase 1, London Road refurbishment, an investment of up to £65m capital expenditure over 4 financial years.
- finalising short term cashflow financing arrangements for phase 1 and investigating financing options to take forward Phases 2 and 3.

The Board approved the recommendation from MPIC that the final business plan for phase 1 incorporates:

- A clear communications strategy for both students and staff.
- A provision for alternative sports hall facilities until such time as new facilities were built as part of later development phases.
- A temporary Learning Resource Centre that offered the same level of service to students as currently provided.

The Board approved the recommendation not to sell the Perry Library.

The Board noted the renewal of the lease for the Havering campus and the potential opportunity for a presence in Purfleet as part of an educational hub.

9. **Corporate risk register**

The Board discussed the risk report in a new format, which would be updated for future meetings.

10. **Group structure recommendations**

The Board approved the recommendations of the Group Structure Committee:

- That the Board of Governors oversees all the activities of the Group. Therefore in practice, the University is the holding company;
- To have the following group subcommittees of the group Board:
 - Audit;
 - Finance, Planning and Resources;
 - Major Projects and Investment;
 - Remuneration; and
 - Nomination
- To have shared professional services across the group; and
- To have a group executive.

Changes would be implemented during the remainder of the year.

11. **Reports on decisions of committees**

The Board noted the committee reports.

12. **Office for Students - public interest principles**

The Board noted the update on the new regulator for HE, Office for Students. The Board would be asked to approve the initial registration before it is submitted to the Office for Students in May 2018.

13. **Declarations of interest update**

The Board authorised the declared interests of Jerry Cope.

**Date of next meeting
4.00 pm, on Thursday, 26 April 2018**

Confirmed as a true record

..... (Chair)

**BOARD OF GOVERNORS - THURSDAY, 15 MARCH 2018
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
5.	Chair's business	Recruitment of new governor	June 2018	James Stevenson	On agenda
		Recruitment of co-optee to Audit Committee	June 2018	James Stevenson	In progress
12.	Office for Students - public interest principles	The Board to approve Office of Students registration prior to submission in May 2018	May 2018	James Stevenson	On agenda

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	CONFIDENTIAL
Paper title:	Chancellor appointment update
Board/Committee:	Board of Governors
Date of meeting:	17 May 2018
Author(s):	James Stevenson, University Secretary
Sponsor(s):	Jerry Cope, Board Chair
Purpose:	For approval
Recommendation:	The Board is requested to reaffirm the appointment of Sir Simon Hughes as the next LSBU Chancellor

Executive Summary

By email decision dated 15 August 2016, the Board of Governors agreed to appoint Sir Simon Hughes as the next LSBU Chancellor.

Sir Simon's term was due to commence in the spring of 2017. However with the announcement of a General Election and his intention to run as a candidate, the installation was postponed, pending the outcome of the election. If not elected as an MP, it was planned that the installation would take place later in 2017.

In October 2017 the Board was informed that, due to circumstances outside the University's control, the announcement of the new Chancellor would be delayed until May 2018.

The University is now in a position to announce the appointment, pending final confirmation from the Board of Governors. If approved, the installation will take place on 1 November 2018.

The Board is requested to reaffirm the appointment of Sir Simon Hughes as the next LSBU Chancellor, to succeed Richard Farleigh. Appropriate thanks will be sent to Richard who has served since 2012.

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Agenda Item 6

	CONFIDENTIAL
Paper title:	Independent Governor applications
Date:	17 May 2018
Board/Committee:	Board of Governors
Author:	Claire Freer, Governance Assistant
Board sponsor:	Jerry Cope, Chair of the Board
Purpose:	To update the Board on the independent governor recruitment process.
Recommendation:	To note

Summary

At its meeting of 15 March 2018, the Board agreed, to start the process to recruit up to two new independent governors, following the departure of Carol Hui.

The Nomination Committee has agreed to focus on identifying suitable candidates that have a legal background for one of the positions.

The vacancies have been advertised through Guardian Jobs, Women on Boards and LSBU Alumni and LinkedIn networks. 21 applications were received.

At its meeting on 17 May 2018, the Nomination Committee will review the applications to shortlist the candidates and agree which candidates should be invited to interview. Interviews will be held the week of 21 May and the final selection made at the Nominations Committee meeting on 7 June.

The Appointments Committee is required to approve the appointment of new governors.

The Board is requested to note this update.

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	CONFIDENTIAL
Paper title:	Vice Chancellor's Report
Board/Committee	Board of Governors
Date of meeting:	17 May 2018
Author:	David Phoenix, Vice Chancellor
Executive sponsor:	David Phoenix, Vice Chancellor
Purpose:	To update the Board on University matters
Recommendation:	To note the report.

Executive Summary

The key points in the report are:

- Despite a challenging landscape we have had some significant successes since our last Board meeting:
 - we have been nominated for two THE awards;
 - been placed 93rd in the CUG 2019 league table;
 - and achieved 87.5% graduate outcomes in this year's DLHE and improved our full-time continuation rate by 2.2% points to 88.5%.
- In year retention remains static compared to previous years although greatest attrition occurs post exam boards.
- Recruitment remains challenging and the VC continues to have concerns about clearing given our reliance on clearing numbers. However whilst applications are down 6.0%, if we exclude HSC they are up 4.35% Year To Date and nearly recovering to 2016 levels of demand. Recruitment will remain our main focus over the coming months.
- Consultation with staff and unions has begun on the need to reduce staff costs.

Vice Chancellor's Report May 2018

This report has been formatted around the three key outcomes listed in the corporate strategy followed by a review of activity related to the enablers.

1.0 Corporate Strategy Outcome 1: Student Success

The focus of this outcome is developing the learning pathway to improve student engagement and the outcomes they achieve.

1.1 Graduate Employment Headlines

The Destination of Leavers of Higher Education (DLHE) 2016/17 has been signed off and submitted to HESA. This data is commercially confidential until 9th May 2018 when all institutions will have submitted their data and no further changes can be made.

DLHE 16/17 feeds into:

- TEF 4 (2018/19). This is the last year that Provider Level assessment is undertaken before TEF 5 (subject level only assessment)
- Times Good University Guide 2019 (published Sept 2018)
- Guardian 2019 (published May 2019)
- CUG 2020 (published April 2019)

The DLHE survey will be replaced with the Graduate Outcomes survey commencing this year, it is expected that the 2016/17 DLHE results will be used by TEF for 2 years. It is unconfirmed how the league tables will adapt to the changes this year but they may also repeat this year's result for 2 years. We are currently seeking to prepare for the survey as there is likely to be deterioration in outcomes as a result of the methodology.

Overall Results:

- All positive outcomes – 96.9% (Exceeded 2020 target of 95%)
- First degree UK Graduate outcomes & further study – 87.5% (exceeding 2020 target of 80%)

Cohort	2016/17	2015/16	Difference	2016/17	2015/16	Difference	2016/17	2015/16	Difference
	Graduate Outcome	Graduate Outcome		Positive Outcome	Positive Outcome		Population	Population	
All in DLHE population	90.9%	84.5%	↑ 6.4%	96.9%	94.4%	↑ 2.5%	4453	3486	↑ 967
Postgraduate Only	94.9%	89.6%	↑ 5.3%	97.8%	94.4%	↑ 3.4%	1471	1041	↑ 430
TEF FT (UG, UKDomiciled)	87.7%	80.9%	↑ 6.8%	95.5%	94.2%	↑ 1.3%	2005	1703	↑ 302
TEF PT (UG, UKDomiciled)	92.4%	85.4%	↑ 7.0%	97.9%	95.0%	↑ 2.9%	776	617	↑ 159
EPI (FT, First Degree, UKDomiciled)	87.5%	81.7%	↑ 5.8%	Not used in LT	Not used in LT	-	1861	1512	↑ 349

School based results:

- There has been a positive uplift for graduate outcomes in all Schools, with the largest increase in ACI and LSS.

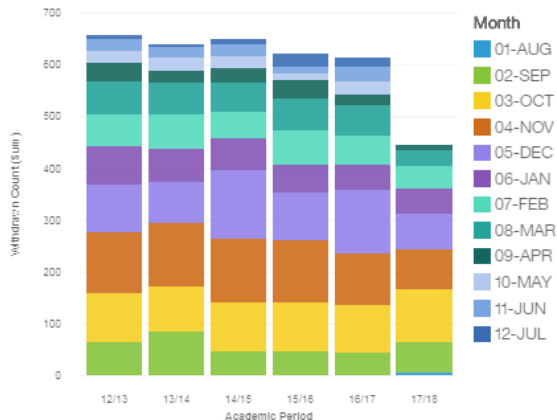
School	2016/17 Graduate Outcome %	Target Graduate Outcome %	Difference From Target	2015/16 Graduate Outcome %	Difference from previous year
School of Applied Sciences	74.7%	68%	↑ 7%	65%	↑ 9.6%
School of Arts and Creative Industries	78.4%	63%	↑ 15%	63%	↑ 15.9%
School of Built Environment and Architecture	90.7%	82%	↑ 9%	83%	↑ 7.3%
School of Business	81.1%	73%	↑ 8%	72%	↑ 9.3%
School of Engineering	86.2%	82%	↑ 4%	84%	↑ 2.2%
School of Health and Social Care	99.1%	97%	↑ 2%	98%	↑ 1.0%
School of Law and Social Sciences	78.0%	68%	↑ 10%	67%	↑ 10.6%

1.2 Student Retention

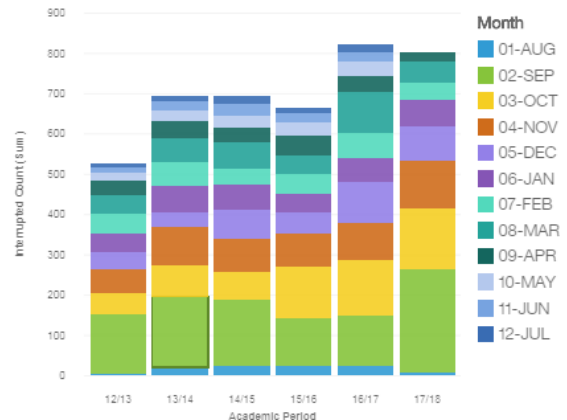
As of 30 April 2018 for all students, there had been 445 withdrawals, compared to 544 in the same time period in 2016/17. For interruptions the 2017/18 figure is 803 compared to 745 in 2016/17. A net decrease of 41 withdrawals and interruptions in 2017/18 compared to 2016/17 for the period August to April. Withdrawal and interruptions are represented by month in the graphs below. In relation to year 1 full-time first degree undergraduates (KPI 13 – Year 1 progression), as of the end of April there were 13 fewer withdrawals and interruptions than in 2016/17.

Withdrawal and interruption figures in this report for the months August to January, will have increased compared to previous reporting, as withdrawals and interruptions are backdated to the last engagement the student had with the University. We will continue to monitor the impact of this upon reporting.

Withdrawals by Month and Year (30/04/18)



Interruptions by Month and Year (30/4/18)



1.3 Continuation

The Higher Education Statistics Agency (HESA) released 2016/17 continuation stats in March 2018. This relates to students that enrolled at LSBU in 2015/16 and returned in 2016/17. This data therefore lags, compared to internal LSBU data. HESA continuation statistics contribute to domestic league tables (including the Guardian table for the first time for the 2019 publication – published in May 2018) and the Teaching Excellence and Outcomes framework (TEF).

Compared to the previous year, LSBU improved its full-time TEF cohort continuation rate by 2.2% points to 88.5%. This was the biggest increase compared to key competitors (e.g. Kingston, Westminster, Greenwich and Middlesex). LSBU was not negatively flagged in the TEF against this measure (although it was below benchmark), and this improvement, will further strengthen the score against this measure.

The other key continuation metric is projected outcomes (those expected to complete or to transfer to another institution), this measure is also used by league tables. Like the continuation measure, LSBU showed a significant improvement of 2.3% points to 76.9%. This however is still 1.5% below benchmark, last year however LSBU was 3.1% below benchmark. In future years this will be negatively impacted by last year's fall in year 1 progression

2.0 Corporate Strategy Outcome 2: Real World Impact

This outcome focuses on the applied nature of our teaching research and enterprise and the way the three interact to ensure we have a real world focus and impact.

2.1 Research, Enterprise and Innovation

For the 2017/18 academic year (year to date end March) we have secured just under £2.2m of research income against a target of £3.4m. For the remainder of the year we have contracted research income of circa £1.2m meaning that, as it stands, we are marginally behind budget by £10k. There are currently 11 projects in the pipeline with a total value of £20m.

To date we have almost £5.4m of enterprise income against a budget target of £10.5m (excluding Transnational Education). For the remainder of the year we have contracted enterprise income of £5.1m giving us total income with some certainty of just under £10.5m. This leaves a shortfall against budget of £111K for which we have an enterprise bid pipeline of £5.6m.

2.1.1 AURA and Research Update

The Annual University Research Audit (AURA) takes place each autumn and offers academics the opportunity to review and record their research achievements and the information collected is used to: 1) inform our Quality-Related (QR) funding allocations to Research Centres; 2) ensure that all individual researcher achievements are recorded and recognised; and 3) help Schools and Research Centres set priorities and refine their local research strategy. AURA forms a crucial part of our mission to establish a world-class research environment at LSBU and make our academics' research count.

The University has completed its second annual audit (AURA 2.0) and feedback reviews are now happening with all Schools. AURA looks at published outputs from academics and the comparative strengths of the 13 research centres. This audit is externally validated, builds upon the strong REF2014 outturn and will form the starting position for the REF2021 submission. Once completed this analysis also forms the basis for distributing the research investment in the 2018/2019 budget and monitoring via research centre road maps owned by lead academics in each School. A report will be provided to the Academic Board later in the year.

Some early headlines from AURA 2.0 figures, with the AURA 1.0 data presented in brackets as a comparison.

- No. AURA completions by Dec. 22nd 2017: 284 (243)
- No. unique research outputs: 477 (338)
- No. unique journal articles, books and book chapters: 341 (212)

The collaborative research links with the US are already strong with the current Fulbright Scholarship in APS. With our US partner Long Island University in New York, there is a strong prospect for two more Scholarships later this year. Given that 59 Fulbright alumni have won the Nobel prize and 82 have won the Pulitzer prize, LSBU is positioning itself amongst the forefront of international research activity.

2.1.2 Regeneration Projects Activity

REI is currently leading on 3 projects funded under ERDF, the combined value of these projects is £3.5m and over the next 3 years we will support over 300 businesses 80 of which will work intensively with us to produce new innovative products to market. The projects give small high growth businesses accesses to facilities, academic and student expertise to support them to innovate and grow. We are co-delivering a further 2 projects with Lewisham Borough Council and Newham College with a total value £3.2m. LSBU delivers business support workshops and student consultancy through these programmes which over 3 years will support c600 businesses, create 130 new jobs, introduce 120 new products to market and support in excess of 100 potential entrepreneurs. In addition, LSBU is in the final stages of developing 2 further

'Research and Innovation' 3 year projects which will commence in January 2019 and seek to support a further 130 SMEs to develop 45 new products, these total £3m.

These projects will support high growth sectors critical to the Industrial Strategy such as Clean Growth, Health Tech and Immersive Tech, but also promote inclusive growth by working to support business starts ups in disadvantaged communities.

2.1.3 Tenancy Update

The Clarence Centre and associated incubators (Technopark and Blackwell's) submitted for benchmarking against their global peers with UBI Global in October 2017. The results were announced at the UBI Global Summit in February, with the Clarence Centre ranking 2nd in the UK, 4th in Europe and 15th globally. In the UK, the Clarence Centre ranked behind the SetSquared Partnership, a coalition of 5 research intensive Universities which has been open for 10 years and which is currently jointly ranked number 1 with DMZ, the incubator based at our Canadian partner Ryerson University.

3.0 Corporate Strategy Outcome 3: Access to Opportunity

This outcome focuses on the need to work in partnership with key organisations to deliver our strategy and the civic engagement aspects of our vision. Its outcomes include measures such as recruitment of students that can succeed as well as international activity.

3.1 Recruitment: Semester 1 2018, Undergraduate Full Time (as at 30th April)

Overall, LSBU applications are down 6.0%, (LSBU excluding HSC applications are up +4.35%).

- HSC have seen 1.5K fewer applications vs LYTD, and nearly 5K fewer applications compared to 2016.
- ENG and ACI fell -4.5% and -7 % respectively.
- BUS has seen the largest growth: a rise of +21.5% (470 applications).
- BEA, LSS and APS follow with a slight increase each, ranging between 4.8% - 1.8% on Last Year.
- Year to Date, excluding HSC we have received 10.4K applications, nearly recovering to 2016 levels of demand (10.7K).

Fig 1. LSBU Applications & By School

LSBU	Previous Cycles		Current Cycle vs 2017 (LY)		
School	2016	2017	2018	% Δ vs LY	+/- Δ vs LY
BUS	2.2 K	2.2 K	▲ 2.6 K	21.58%	470
BEA	1.0 K	0.9 K	▲ 1.0 K	4.89%	46
LSS	2.2 K	2.3 K	▲ 2.3 K	3.40%	77
APS	1.8 K	1.5 K	▲ 1.5 K	1.85%	28
ENG	1.7 K	1.5 K	▼ 1.4 K	-4.46%	-65
ACI	1.9 K	1.7 K	▼ 1.6 K	-7.03%	-119
HSC	11.4 K	8.2 K	▼ 6.7 K	-18.77%	-1545

Overall	Previous Cycles		Current Cycle vs 2017		
LSBU	2016	2017	2018	% Δ vs LY	+/- Δ vs LY
LSBU exc HSC	10.7 K	10.1 K	▲ 10.5 K	4.35%	437
LSBU	22.1 K	18.3 K	▼ 17.2 K	-6.06%	-1108

3.1.1 The Sector – Undergraduate Full Time

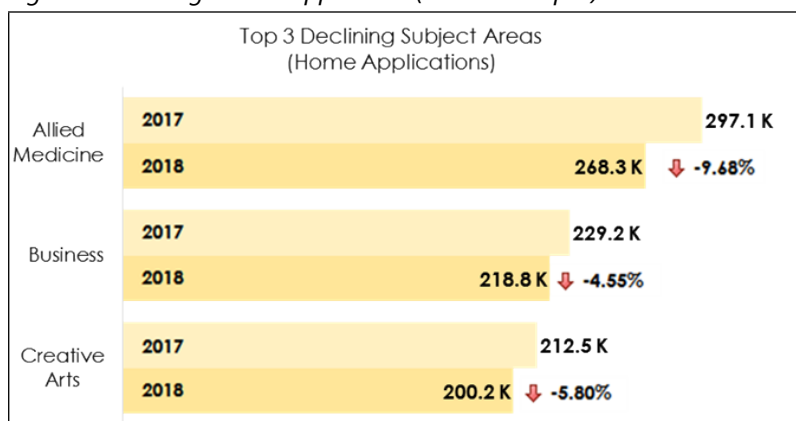
Our Year on Year performance is slightly ahead of our Competitor Group, (-6.0% vs -6.8% overall) (as at 30th April).

Fig 2. Sector Trends vs LSBU

Group	2016	2017	2018	% Δ vs LY	+/- Δ vs LY
LSBU Applications	22.1 K	18.3 K	17.2 K	▼ -6.03%	▼ -1.1 K
Total Competitor Set	141.5 K	127.9 K	119.2 K	▼ -6.83%	▼ -8.7 K
All UCAS Applications	2.80 M	2.69 M	2.63 M	▼ -2.46%	▼ -66.3 K

A fall of 8.7K overall in our Competitor Group is equivalent to losing an institution the size of Roehampton (by applications); indicating the difficult market conditions for London Moderns. The sector has contracted by -2.5% vs last year. This is exclusively down to a near -90K drop off in Home applicants; a small increase growth from Overseas and EU leaves a net position of -66K. The subjects which have seen the largest decrease in applications are core to the LSBU offer, creating a challenging environment for recruitment:

Fig 3. Decreasing Home Applicants (as at 16th April)



3.1.2 Conversion of Applications to Offers – Undergraduate Full-Time Only (as at 1st May).

In response to the downturn, the sector is visibly making each application count. Universities have become very generous with Unconditional Offers, which have risen by 8.5%; equating to 19,000 extra offers to date. In addition, universities are more cautious and have thus rejected 53K fewer applications vs last-year-to-date.

In the context of fewer applications, LSBU has increased offer making performance:

Offers: Up by volume (we made 900 more Undergraduate Full-Time offers vs last-year-to-date) and by proportion: 63% of applicants received an Offer vs only 54% at this time last year.

Rejections: With more interventions and flexibility on tariff, rejections are down roughly 40%.

Firm Accepts: Up 370 Undergraduate Full-Time Firm Accepts versus last-year-to-date, an increase of more than 26%.

	2018	2017	(DARR On 01/05/2018, UGFT)
APS	174	143	▲ 22% +31 FA's
ACI	246	263	▼ -6% -17 FA's
BEA	82	50	▲ 64% +32 FA's
BUS	216	140	▲ 54% +76 FA's
ENG	153	132	▲ 16% +21 FA's
HSC	565	394	▲ 43% +171 FA's
LSS	227	172	▲ 32% +55 FA's

3.1.3 Undergraduate Pipeline – (Overall FT/PT, including HSC and Apprenticeships, as at 1st May).

Across all undergraduate provision Firm Accepts are up year-on-year in all Schools except Arts & Creative Industries. The fall in applications for ACI, experienced at both a sector and LSBU level, is on a smaller applicant base versus HSC and therefore our steps to mitigate the impact in how we manage the applications is more limited. The School extended the audition/testing process across more courses, which whilst delivering fewer offers has achieved a higher conversion rate – Firm Accepts are only down by 17 whereas applications are down 119.

The greatest increases in Firm Accepts are seen in Health & Social Care (up 140), Law & Social Science (up 55) and Business (up 78).

In addition, there are currently 500 Live/Active Offers compared to last year, which is a positive improvement in our offer making performance: we are progressing applicants to offer stage quicker.

3.1.4 HSC Focus (as at 1st May).

A number of initiatives and changes to the process have resulted in additional Firm Accepts, and additional Offers earlier on in the year – despite UCAS applications declining nearly 19% for HSC.

There remain approximately 300 applicants left to process (predominantly late applicants) who are going through the testing process. From the end of April, dual Tests and Interviews will launch, which should be beneficial in terms of conversion and turnaround time as applicants can sit their test and have their interviews in one day.

3.1.5 Postgraduate Taught (as at 1st May).

At this early stage of the Postgraduate recruitment cycle, we have seen an overall decline of 30 Firm Accepts. This is mainly driven by BUS (-20) and LSS (-45), while other Schools remain broadly in line with Last Year. While Home applications and Firm Accepts appear broadly in line with last year, Overseas and EU demand appears particularly weaker. We have a Post Graduate Open Evening in the next month to support recruitment and are promoting our Graduate Loyalty Scheme to existing final year students (discount of the cost of PG fees).

3.1.6 Impact on revenue target

The recruitment/revenue targets for 18/19 have been set within the context of the current market conditions and performance for each of the Schools – we are now adding this information into our regular reporting so that we can provide a regular update on performance versus revenue target. We will also forecast potential

performance through to the end of main cycle, so we can provide a clear view on the targets for recruitment through Clearing.

3.2 Partnerships

The partnership closure programme has seen some 70, mostly overseas, partnerships close. Many of these were dormant but others did not meet the strategic needs of LSBU or enhance its reputation overseas. There is now a much clearer idea of what LSBU is looking for in partners in terms of scale and reach and most importantly sustainability to ensure any students on LSBU awards have an excellent student experience and are in suitable institutions. A report will be provided to FP&R.

The work done on establishing a sound financial base and the increased confidence in LSBU operations has seen BUE now wishing to build on the current arrangements. Expansion is key to both institutions and the President of BUE recently discussed the road map for new developments. The new models are expected to be developed over the months of May and June and will explore a more comprehensive engagement between the two institutions and greater visibility for LSBU in Egypt.

After discussion with the Chair and Vice Chair, the VC has sent a letter to Mr Khamis, the investor behind BUE, to confirm we would be interested in developing the idea of a LSBU branch campus in Cairo. This would fall within the framework of the recent agreement signed by the UK and Egyptian Ministers of Education and be located on a site adjacent to and complementary with BUE

The two institutions are promoting their current successes, Ingredients of Successful Partnership, in the British Council Going Global 2018 in Kuala Lumpur with Stuart Bannerman representing LSBU and Leslie Croxford BUE.

As previously reported we are currently in the process of setting up a new partnership in China with Nanjing Institute of Industry Technology NITT, one of the best colleges in China, delivering 4+0 programmes. This will be in partnership with the Business School and the Engineering School. This is one of the first “semi-autonomous” institutions in China which extends the host college degrees from provincial to national level. We are looking at starting in September 2018 with a cohort of about 200 students and this will grow eventually to about 1000 students in the next four years.

Working with HSC in North Cyprus and Istanbul it is hoped to have the first validated programmes running in Nursing in the autumn. The capacity in the partner is several thousand students so while it won't be as big as BUE the student numbers should still be substantial.

Our current TNE income is about £2 million and we expect this to double over the next 3 years. It is hoped that the current headwinds against student recruitment will

ease for international students coming into the UK but in the meantime the 27% growth in TNE is very welcome.

The International Directorate is also holding roadshows with the Schools to go through the setting up process for new partnerships with the support of the legal team. Due diligence is emphasised as are the elements which need to come together to make a partnership work.

3.3 International/EU Recruitment

This will be a very demanding year as the competition remains tough. Assisted applications continue to be the most reliable in delivering students to LSBU where Study Agents act rather like Travel Agents in guiding potential students to their destination which suits them. Currently this approach delivers an 82% conversion rate and which is why International is concentrating its efforts on working with some of the best Study Travel agents.

We also have new management operations for LSBU activity in India and China and altogether there is confidence that the 18/19 recruitment cycle will be better than this year. Currently applications for full time undergraduate are up 38% and firm accepts are up 23%. In contrast post graduate applications and accepts are in line with last year.

3.4 Apprenticeships

The current recruitment forecast for apprentices for 2018/9 across the Schools is 400 apprentices (700 Cumulative.) This number will be dependent upon various external factors related to government approval of apprenticeship standards. The original target for 2018/9 recruitment was 500, however at the time this target was set the university was not aware of the challenges that would be created in getting the standards approved.

3.5 South Bank Academies Update

Prof Bhamidimarri has handed over as CEO to Nicole Louis with support of the MAT Board until the end of the calendar year. The VC will act as accountable officer and we are notifying DfE. DfE continue to question our governance arrangements hence we are seeking to resolve this and then we can seek a permanent replacement, for example an Executive Head. If we can't resolve the issues we will need to assess the benefits and risk to the University of proceeding with the current direction of travel as significant work is required to integrate the schools into a group structure

3.5.1 South Bank Engineering UTC

We organised a review by an experienced Ofsted inspector which raised a number of points for improvement. Quality of teaching, learning and assessment is improving

but remains fragile due to the high proportion of inexperienced teaching staff. Good practice is shared increasingly well and CPD is effective. Employer partnerships and the focus on employability remain a real strength. Increased support for example through trust-funded tutors heading towards exams is working well. Conduct is good overall, with systems working well but with a more challenging cohort this year and larger group sizes necessitating considerable Special Educational Needs and pastoral input. There has been significant improvement in safeguarding.

A DfE review of governance has raised questions about the effectiveness of the local governing bodies but the points raised were already being picked up as part of our review of governance and link to the need to resolve governance for the MAT with DfE

Project progress on Phase 2 completion of the UTC building has accelerated and we are pleased to report this is currently ahead of schedule.

Over the Easter break, changes to IT structure and general infrastructure of the Academy took place. This has created more capacity for teachers to deliver effective lessons.

3.5.2 University Academy of Engineering South Bank

Quality of teaching and learning are good and an improvement cycle has been developed with staff to ensure quality and continual development. An annual external review has been undertaken and feedback and support was positive, with steps being made to move the school from 'good' to 'outstanding' in some areas. Enrichment activities have improved with engagement from LSBU staff. They are leading two enrichment clubs this term.

Increased support for example through MAT-funded tutors as pupils head towards exams is working well. Revision courses are taking place for those sitting their mocks, GCSEs and A levels to help them reach their targeted outcomes. Gaps in learning are being addressed to prepare students for their exams.

3.6 Public Affairs and Civic Engagement

Following our work with the Open University (OU) and Birkbeck on part-time learner numbers, we are working with a number of other leading organisations both to help raise the profile of areas of particular importance to the university and to strengthen our relationships in key parts of the sector. This includes projects with National Council for Universities and Business on engineering skills; UUK on Flexible Learning; the Learning and Work Institute on vocational education; and with UPP Foundation on civic universities. Alongside, we have continued our programme of breakfast briefings with well attended sessions on apprenticeship and the Shared

Prosperity Fund, at which we were pleased to be joined by a representative of the Ministry for Housing, Communities and Local Government.

We have continued to submit to key government consultations including the Post-18 Funding Review and we will also be publishing a paper on Level 4 and 5 education to coincide with the government review of this area.

Over recent months, we have had extensive interaction with the Department for Education. In addition to regular communications around Lambeth College and the MAT, DfE has been keen to consult on a variety of topics and we have received visits to discuss apprenticeships, Levels 4 and 5 education, the Family concept and T-Levels. Robert Halfon MP, the Chair of the Education Select Committee, is due to visit the university in June. The VC has been asked to Chair the UUK Funding Policy Network which hopefully will provide useful insight and influence on the sector response to the funding review.

Locally, we continue to work closely with the borough councils and employer organisations. This includes supporting Southwark Council on its Skills Strategy (part of which is delivery of the Passmore) and hosting its annual Careers Fair. We are also working with local Business Improvement Districts including a recent event for local businesses to learn more about apprenticeships and our own apprenticeship offer. Our annual Friends event for local stakeholders this year focused on the University's work in employability and served as a platform to announce our new Employment Agency. The University's involvement in the LGA/ HEFCE sponsored Leading Places programme has continued into a new phase around delivery of a workspace for creative businesses at Waterloo.

4.0 Strategic Enablers

4.1 Campus Development

Works to enable Phase I of the campus development is now underway. Over the summer period, work will be undertaken in Perry Library to facilitate the co-location of the Learning Resources Centre (LRC) and the library service with an expected completion of September 2018. Additionally, the existing Grads Café in the Tower Block will be undergoing extensive re-furbishment/enlargement as it will need to be used as an alternative to Campus Kitchen, the main restaurant on campus, on the closure of the London Road building. Work to the vacated LRC building to create a new Executive Suite and a new home for the Business School will commence later in the year. Following the successful appointment of a full design team for the re-furbishment of the London Road Building itself, an exercise is currently underway to identify alternative space in which to move teaching space, offices and other users of the building. The building will remain open during the 2018/19 academic year.

4.1.2 Passmore Centre.

The construction/re-furbishment works in the Passmore Centre are now underway and on track for the target completion date of 21 September 2018 with a view to full occupancy by the School of Apprentices in November. The project remains fully compliant with the terms and conditions of the Agreement with the London Borough of Southwark whose officers have the opportunity to be regularly involved with the project on a day to day basis. The project continues fully on budget.

4.2 Organisational Effectiveness

Following a review of organisational effectiveness, the VC has created an Organisational Effectiveness Group (OE Group), chaired by the COO comprising three Deans and the Directors of the main Professional Service Groups.

The Group has a remit to improve the organisation effectiveness ensuring that processes are effective.

The OE Group has taken as its baseline, the output from a recent Current State Analysis undertaken by a consultancy, Gate One.

At the time of writing, the Group has met twice and developed 9 projects that span Professional Service Groups and once completed will deliver a more effective organisation. In doing this work, consideration will be given to other entities within the group so that services can be offered Group-wide wherever possible, reducing cost and improving effectiveness.

The COO will report to the exec quarterly on progress and it is intended that going forward a summary of that report will come to FPR through the COO's report.

4.3. Pay Gap

When compared with the whole sector, we are proud that since 2009 we have seen our gender pay gap steadily reduce from 13.25% (mean) to today's levels of 6.7% (mean) and 5.4% (median), which is significantly lower than the higher education sector and the UK as a whole.

Overall, the results below clearly highlight the progress made by the sector over the last 10 years in narrowing the gender pay gap but also the huge challenges ahead.

Median gender pay gap, 2007 – 2017

	Gender Pay Gap (median) 2007	Gender Pay Gap (median) 2017	Difference (percentage points)
England (HE sector)	23.9%	14.4%	-9.4
Scotland (HE sector)	29.4%	9.1%	-20.3
Wales (HE sector)	34.4%	23.6%	-10.8
UK (HE sector)	24.5%	14.3%	-10.1
UK (whole economy)	22%	18%	-3.5

Source: ONS. Based on median hourly earnings (excluding overtime)

4.4. Pay Negotiations

UK university staff have been offered a 1.7% pay increase for 2018-19. The pay offer was made by the Universities and Colleges Employers Association, which negotiates pay for 147 UK higher education institutions. The proposed deal would also see a higher pay uplift for the lower paid. Overall, it would mean that the average pay increase would be in excess of 3% once additional incremental rises linked to seniority are considered.

Initially, trade unions have asked for a 7.5% pay increase or £1,500, whichever is greater, as well as a £10 minimum wage that would see all higher education institutions become “living wage” employers. Employers were pleased that the trade unions have recently signalled a willingness to negotiate as the trade unions’ initial headline claim would require HE institutions to add £1.7bn to the pay bill, which would create severe financial difficulties across the sector. HE institutions also feel that the merits of the benefits and working conditions they provide to staff are often overlooked, knowing that they do provide an excellent reward package.

The final meeting between UCEA and unions, at the Joint Negotiating Committee for Higher Education Staff, would take place on 10 May.

4.5 Staff restructure

As agreed with the Board, the executive is seeking to find £5-8M savings for 2018/19. A message about the need to reduce expenditure has been delivered via my meetings with staff, followed this week by an all staff email. We aim to finalise information on our actions this month and shared with all Trade Unions information on the scale of the challenge ahead this week rather than waiting until all plans had been assembled. My aim was to provide an opportunity to the TUs to feed into the

process from the early stages. It is disappointing that the response has been to simply request a delay to any action for 12 months. Further information will be provided to the Board in June 2018. A separate consultation to close the Public health courses in Health and Social care closes on the 18th May and affects 14 staff.

4.6 Prevent

I am pleased to say that we have received our Prevent duty outcome letter from HEFCE who concluded that we have *demonstrated sufficient evidence of due regard to the Prevent duty*. Our next submission will be December 2018.

	CONFIDENTIAL
Paper title:	Report from the Chief Financial Officer
Board/Committee	Board of Governors
Date of meeting:	17 May 2018
Author:	Richard Flatman, Chief Financial Officer
Executive sponsor:	Richard Flatman, Chief Financial Officer
Purpose:	To update the Board on financial matters
Recommendation:	<p>The Board is requested to:</p> <ul style="list-style-type: none"> • note the report

Attachments:

Appendix 1: Management accounts summary to 31 March 2018

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Report from the Chief Financial Officer: May 2018

1. Financial performance

Management accounts:

The latest management accounts summary to 31 March 2018 is included as appendix 1.

The full year forecast as at 31 March 2018 is trending towards a surplus of £1.5M, this would deliver the University on budget.

The University has taken decisive action to restore our budgeted level of surplus and reduce the level of risk in our forecast. In order to restore our surplus, the Executive have been charged with reviewing the levels of remaining discretionary spending within their portfolio and have been tasked with delivering Opex savings of £1M. In terms of risk, our monthly staffing expenditure has been below budget and so the Executive have taken the decision to 'bank' £0.5M of year to date staff savings and to increase our restructuring provision by the same amount.

The impact of the above is to increase our surplus by £1M and restore the restructuring provision to £1.5M. There are still risks in terms of delivering to budget including FRS 102 holiday adjustments, the cost of our bad debt provision and year end pension adjustments. To counter these risks, the University remains focused on cost control and due to our current monthly staffing underspend against budget there may be a further £0.5M of staff savings available by year end.

The University is currently holding cash and cash equivalents of £49.2M. This is ahead of budget, primarily due to reduced capital expenditure and is £3.6M more than the comparable position in 16/17.

2. Financial forecasts / budget for 2018/19

As discussed at the recent Board strategy day, we now have a good working first draft of the updated 5 year forecasts which will be presented to FPR and Board in June/July respectively. The future strategy and targets remain broadly unchanged although FT home/EU recruitment aspirations have been adjusted to 2,450 Year 1 students in 2018/19 excluding the School of Health & Social Care (lower than the original 17/18

target of 2,500 but higher than the 2,335 actually achieved.

We remain committed to growing income to £170m although the timetable through organic growth has slipped by about a year.

Good progress is being made on the budget for 2018/19 and, after accounting for the adjusted target of 2,450, income is planned to rise to £145m from the current level of £143m. However, there are potential risks around recruitment and unlike last year we have no significant level of contingency within the budget. We have therefore modelled alternative, more prudent, scenarios which require reductions in staffing cost taking us closer to the target 55% of income. In the first instance, we have agreed staff cost target reductions in all areas amounting to £5m. This work is ongoing and as discussed at the strategy day we would prefer the reduction to be closer to £8m. This would provide the necessary contingency and avoid the necessity for further reductions in future in the event that income falls short of £145m.

In agreeing targets, we are looking closely at the needs of each area of LSBU activity in terms of staff cost, shape and skills requirements for the future rather than simply looking at reducing staff equally across all areas.

HEFCE / OfS update

HEFCE Assurance / risk assessment review

We recently received HEFCE's annual assessment of institutional risk for LSBU and this was reported in detail to the last Board meeting. The assessment was positive and, whilst asking us to keep HEFCE updated as the merger discussions with Lambeth College progress, showed LSBU as being not at higher risk with a normal level of contact.

We are now in the process of completing LSBU's registration with the Office for Students (OfS), the successor body to HEFCE. Whilst no new financial information is required to be submitted as part of the registration process it has been made clear that the OfS will not rely on the HEFCE risk assessment. The OfS will carry out its own assessment against a completely different set of metrics. The timescale for this at present is not clear.

We are working on the assumption that updated financial forecasts will be required for submission in July as per the old HEFCE timetable and that the new risk assessment will be carried out at some stage thereafter.

2016/17 HESA reconciliation exercise

The OfS have recently informed us of the outcome of the 2016/17 HESA reconciliation exercise. This exercise compares the data returned by us to the Higher Education Statistics Agency (HESA) following the 2016/17 year end with the Higher Education Students Early Statistics (HESES) data submitted by us to HEFCE in December 2016. Where material discrepancies arise, institutions are selected for further detailed review resulting in action plans and potential financial clawback. We have not been selected and are not required to submit a formal response to the exercise. This is the 3rd successive year that we have not been selected for review indicating that our returns are increasingly accurate as the basis for financial forecasting.

2018/19 funding letter

The OfS Board met on 26 March to consider the government's priorities for higher education and funding available for financial year 2018/19 as set out in the strategic guidance letter from the Minister of State for Universities to the Chair of the OfS.

In light of the strategic guidance letter, the OfS Board has:

- Confirmed that there should be no change, as a result of the confirmation of FY2018/19 funding, to recurrent teaching allocations for 2017/18 as previously announced by HEFCE. Allocations may still be revised for other reasons eg incorrect data or terms and conditions of grant not met but this is unlikely to be the case for LSBU
- Agreed budgets for and approaches for FY2018/19 both for capital grants and recurrent grants. In terms of recurrent grant for the sector there is a reduction of £19m from the £1.3bn in 2017/18 (1.5% reduction).

We will be notified of our individual allocation of recurrent grant for 2018/19 and formula capital grant for FY2018/19 on Wednesday 9 May and a verbal update will be provided to Board.

The analysis of LSBU funding is complex, particularly given the change in support for HSC students and the potential decline of Student Opportunity funding and so we have taken a prudent view in the first draft of the budget which assumes a decline by £2M to £11.7m (15% reduction) as compared to the £13.7m received in 2017/18.

A large proportion of the 2018/19 budgeted reduction relates to Student Opportunity funding which we are assuming will fall by £1.479m. This would have taken us down by 60% from the position a couple of years ago. However, it would appear that the OfS

is continuing with HEFCE's approach of phasing in this reduction. Based on the allocations across funding lines at sector level it is possible that we may have overestimated the likely reduction so there may be potential upside for 2018/19. For the longer term forecasts we will continue to assume further future reductions for 2019-20 and beyond.

3. Other matters

Lambeth College

Following the SPA process and the latest announcement that LSBU is the preferred partner for merger with Lambeth College, further work has been done from a financial perspective in a number of areas including:

- Update of due diligence by PwC
- Refresh of the CFADS financial model for Lambeth College
- Discussions with Barclays regarding loan novation to LSBU
- Discussions with LPP regarding the future treatment of pension fund liabilities
- Discussions with the Transaction Unit (TU) regarding the quantum of funding required, the drawdown profile expected and the terms. We have yet to see the term sheet although the TU have promised to send this through.

We are also under pressure from OfS to send to them consolidated forecasts in old HEFCE format for LSBU and Lambeth College combined in order that they can provide assurance to the TU that the new group would be financially sustainable. At best we could do this using the LSBU 2017 forecasts as the current forecasts are still in the process of development. However, we are not yet in a position to complete a consolidated forecast as we have questions about the updated CFADs model, the level of funding required and we have not yet received the term sheet from the TU.

A more detailed verbal update on these issues can be provided at the meeting.

Estate development

Detailed cashflows for the funding of phase 1 of the estate development programme were presented to Finance, Planning & Resources Committee (FPR). The recommendation, approved by FPR, is that we invite bids for a £25m 5 year vanilla revolver (liquidity contingency line) which we can draw on as and when required. The intention is that this is available during the 5 year period to fund working capital but will not be crystallised into fixed or variable rate longer term loans at the end of the period.

External audit

The external audit planning meeting has been held and KPMG will present their audit plan for 2108 to the June Audit Committee.

Interim testing has been completed and no issues have been reported. A further visit is planned during August to do more detailed payroll testing and student data analytics work in advance of the year end audit visit which is planned to start on 27 September.

We are continuing to work closely with the auditors to confirm the correct technical accounting treatment regarding the:

- *proposed conditional grant to Lambeth College* – which depending on outcome will have a significant impact on the reported consolidated accounts. Further work is required following receipt of the draft term sheet from the Transaction Unit
- *St George's Quarter preliminary costs (£3m+)*. Provided costs are in accordance with our existing policy (ie capital in nature), our ability to capitalize in the accounts will depend on a robust audit trail through Board/ committee minutes that plans are in place to develop SGQ
- *depreciation policy on London Road development expenditure*. Further detailed information regarding the nature of the planned expenditure is required to enable a reliable indication of the likely split between new buildings (depreciated over 50 years) and Building improvements (depreciated over 15 years).

Sector awards

LSBU has been short-listed for the Times Higher Education Leadership and Management Awards (THELMAs) in two categories including “Outstanding Strategic Planning Team”.

This is good news for Finance & Management Information (FMI) and is the third time in 4 years that we have been shortlisted. The nomination was for the implementation of TM1, our planning software, and the development of our rolling 3-year planning and budgeting model which has been used in the development of the 5 year forecasts for the Board of Governors. The 5-year forecast is now supported by a comprehensive suite of planning models that include Student numbers, Research and Enterprise Pipelines and Staffing forecasts, all of which are hosted in the cloud and so can be easily accessed by the Finance team.

Appendix 1

Management accounts summary to 31 March 2018

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March Executive Summary

1) This Executive Summary reports on the draft financial position of London South Bank University as at 31 March 2018.

2) RAG Status

Income Growth	-0.2%	Staff Cost Growth	5.9%	Staff Cost %	58.1%	Opex Growth	-14.1%	FYF Surplus	1.0%	EBITDA	10.8%
	<i>adjusted for Catering</i>		<i>excluding restructuring</i>		<i>excluding restructuring</i>		<i>adjusted for Catering</i>				

3) Summary

The full year forecast as at 31 March 2018 is trending towards a surplus of £1.5M, this would deliver the University on budget and would generate a surplus equivalent to £118 per student FTE.

The University has taken decisive action this month to restore our budgeted level of surplus and reduce the level of risk in our forecast. In order to restore our surplus the Executive have been charged with reviewing the levels of remaining discretionary spending within their portfolio and have been tasked with delivering Opex savings of £1M. In terms of staffing, our monthly expenditure has been below budget for 7 of the last 8 months and so the Executive have taken the decision to 'bank' £0.5M of YTD staff savings and to increase our restructuring provision by the same amount. The impact of the above is to increase our surplus by £1M and restore the restructuring provision to £1.5M. There are still risks in terms of delivering to budget including FRS 102 holiday adjustments, the cost of our bad debt provision and year end pension adjustments. To counter these risks the University remains focused on cost control and due to our current staffing monthly underspend there may be a further £0.5M of staff savings available by year end.

The University is currently holding cash and cash equivalents of £49.2M. This is ahead of budget, primarily due to reduced capital expenditure and is £3.6M more than the comparable position in 16/17.

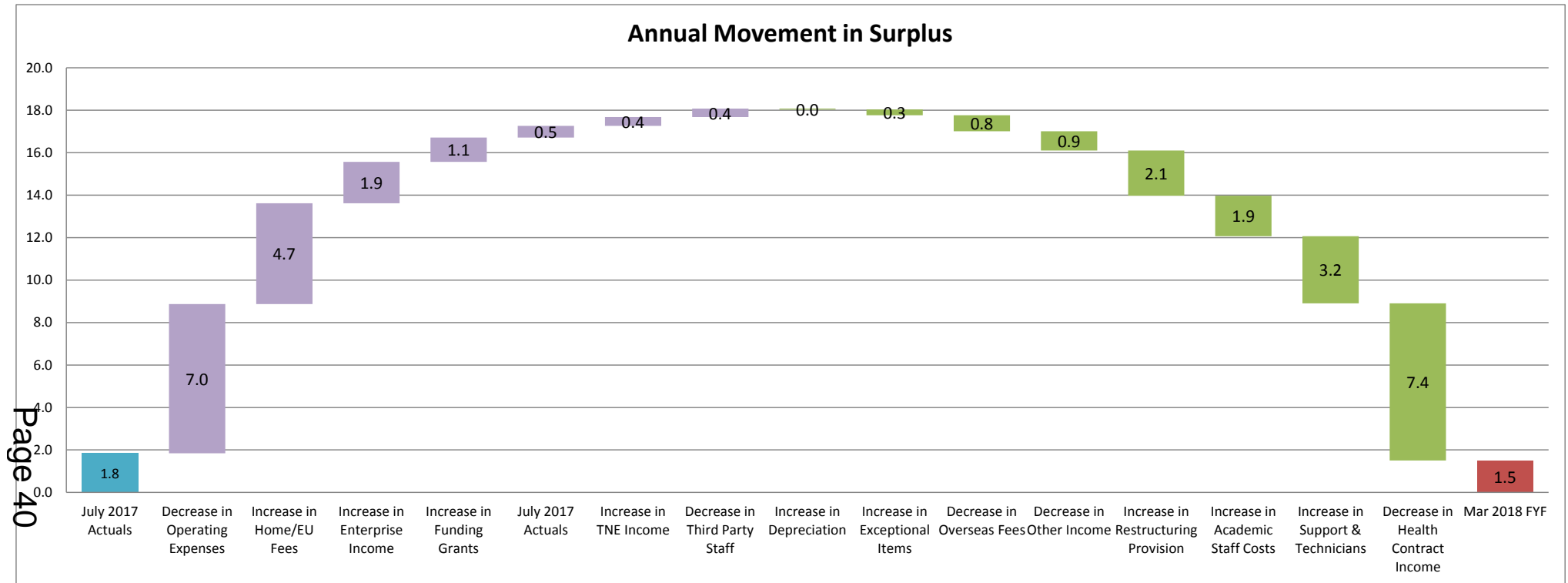
The current forecast will deliver EBITDA at 10.8% which is below the 17/18 target of 13.0% and our recurring staff cost expressed as a % of income is currently forecast to be 58.1% which is above the 55% target set by the Board of Governors. After adjusting the 16/17 income figure for the catering adjustment, our comparable income is 0.2% lower than last year although this does not yet include the release of any grant income to cover the capital costs associated with the Passmore Centre.

4) Table 1: Full Year Forecast vs. Budget

Financial Summary in £'m	Budget				Year to Date Position				Full Year Forecast Position				
	16/17 Actuals	17/18 Budget	Change to 16/17	Change %	16/17 YTD	17/18 YTD	Change to 16/17	Change %	Feb 17/18 Forecast	Monthly Move	Mar 17/18 Forecast	variance to Budget	variance %
Funding Grants	12.6	13.3	0.7	5%	7.8	9.4	1.7	21%	13.7	0.0	13.7	0.5	3%
Health - Contract	26.0	18.6	-7.4	-28%	17.1	11.7	-5.4	-32%	18.6	0.0	18.6	-0.1	-0%
Home / EU UG Fees	59.4	67.8	8.4	14%	59.9	64.9	5.0	8%	64.9	0.1	65.0	-2.8	-4%
Home / EU PG Fees	9.3	10.2	0.9	10%	9.3	8.3	-0.9	-10%	8.4	-0.0	8.4	-1.8	-17%
Overseas Tuition Fees	9.6	11.0	1.4	15%	9.6	8.9	-0.6	-7%	8.8	0.0	8.8	-2.2	-20%
TNE Income	1.6	2.1	0.5	32%	0.4	1.7	1.3	341%	2.1	-0.1	2.0	-0.1	-4%
Research Activities	4.5	5.0	0.5	11%	2.9	3.3	0.3	11%	5.1	-0.1	5.0	0.1	1%
Enterprise Activities	8.7	10.6	1.9	22%	5.5	5.4	-0.2	-3%	10.7	-0.0	10.7	0.1	1%
Student Related Income	10.6	11.3	0.8	7%	7.6	7.1	-0.5	-6%	10.3	0.0	10.3	-1.0	-9%
Other Operating Income	1.1	0.4	-0.7	-62%	0.8	0.4	-0.3	-44%	0.5	-0.0	0.5	0.1	25%
Endowments & Interest	0.2	0.1	-0.0	-26%	0.1	0.1	-0.0	-33%	0.1	0.0	0.1	-0.0	-18%
Income	143.5	150.5	7.0	5%	120.9	121.2	0.3	0%	143.3	-0.1	143.2	-7.2	-5%
in £'m													
Academic Staff Costs	39.4	42.7	3.3	8%	25.8	26.9	1.1	4%	41.6	-0.3	41.3	-1.4	-3%
Support & Technicians	36.4	39.7	3.3	9%	24.0	25.9	1.9	8%	39.7	-0.2	39.5	-0.2	0%
Third Party Staff	2.7	1.6	-1.1	-41%	1.8	1.7	-0.1	-5%	2.3	0.0	2.3	0.7	45%
Restructuring Provision	-0.6	1.5	2.1	-336%	0.2	0.5	0.4	200%	1.0	0.5	1.5	0.0	1%
Depreciation	9.6	10.0	0.3	4%	6.4	6.5	0.0	1%	9.7	0.0	9.7	-0.3	-3%
Operating Expenses	49.8	45.9	-3.8	-8%	26.3	27.0	0.8	3%	43.6	-0.9	42.7	-3.2	-7%
Interest Payable	4.4	4.4	-0.0	0%	3.0	3.0	-0.0	0%	4.4	0.0	4.4	0.0	0%
Exceptional Items	0.0	3.2	3.2	0%	0.0	0.3	0.3	0%	0.6	-0.3	0.3	-3.0	-92%
Expenditure	141.6	149.0	7.3	5%	87.4	91.8	4.5	5%	142.8	-1.1	141.7	-7.2	-5%
Surplus for the year	1.8	1.5	-0.3	-19%	33.5	29.4	-4.2	-12%	0.5	1.0	1.5	0.0	0%
Surplus as % of income	1.3%	1.0%							0.3%		1.0%		
Surplus per student FTE	£132.9	£115.5							£39.4		£118.2		

5) Forecast Summary

As compared to 16/17 we are now forecasting a £0.2M decrease in like for like Income, a £4.7M increase in Staffing Costs, an £7.0M reduction in Operating Expenses, an increase of £0.1M in Depreciation and an increase of £0.3M in Exceptional Items to fund our Investment Pots, leading to a reduction of £1.3M in our annual surplus.



The key movement in the year on year position of the University is the reduction of £7.4M in Health Contract income. This is not all due to a reduction in activity but is because New students have transferred to the same funding regime as UG and PG students in the other 6 schools. There is however a net reduction in our forecast of £2.7M for Home / EU students. This is in line with the reduction in student FTEs of 6%. The decrease in year on year operating expenses of £7.0M looks challenging, however last year we wrote off £5M of expenditure in the last 2 months of the year and so the 'real' required reduction is £2.0M which is equivalent to a 4% year on year reduction. The other major investment is in staffing, this was budgeted at 55.6% of our income which was in line with the expectations of the Board of Governors, however our income shortfall has pushed this percentage up to 58.1% of our income. The university remains focused on staff cost control to ensure that staffing levels do not become unsustainable. The other key change is that the University put aside £3M for step change projects but we have had to delay these investments in order to manage our income shortfall.

6) Contribution Analysis

Following the £7M reduction in Tuition Fee income we are now no longer expecting the School portfolio to grow their income as compared to 16/17 but rather to decline by £0.8M. We are investing an additional £2.2M in the schools and so the net contribution from the Schools is £3.0M less than in 16/17. Two Schools; Arts & Creative Industries and Health & Social Care are forecast to grow in terms of Income, the Schools of Engineering, is broadly flat whilst Applied Sciences, Built Environment & Architecture and Law & Social Sciences are forecast to decline.

Contribution per School across Teaching, Research and Enterprise activities

	Applied Sciences		Arts and Creative Industries		Built Environment & Architecture		Business		Engineering		Health & Social Care		Law & Social Sciences		Total All Schools	
	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF
Income (M)	£11.2	£10.9	£10.5	£11.3	£18.4	£17.8	£17.4	£16.9	£18.5	£18.5	£34.0	£34.5	£15.0	£14.4	£125.1	£124.3
Expenditure (M)	£5.4	£5.6	£5.1	£5.3	£7.1	£7.5	£8.0	£7.3	£9.8	£11.1	£19.5	£19.8	£6.6	£7.2	£61.6	£63.8
Contribution (M)	£5.9	£5.3	£5.4	£6.0	£11.3	£10.3	£9.4	£9.6	£8.7	£7.4	£14.5	£14.7	£8.4	£7.2	£63.5	£60.5
Contribution %	52%	49%	51%	53%	61%	58%	54%	57%	47%	40%	43%	43%	56%	50%	51%	49%

The 7 Schools have different levels of Research and Enterprise activities which can mask differences in Staff / Students ratios and contribution and so the teaching only levels of contribution is shown below.

Contribution per School across Teaching activity only (excluding TNE)

	Applied Sciences		Arts and Creative Industries		Built Environment & Architecture		Business		Engineering		Health & Social Care		Law & Social Sciences		Total All Schools	
	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF	16 / 17 Actual	Feb 17/18 FYF
Teaching Income (M)	£10.5	£10.3	£10.2	£10.9	£17.1	£17.0	£17.1	£16.5	£16.0	£15.0	£29.8	£29.3	£14.4	£14.0	£115.2	£112.9
Teaching Staff (M)	£3.0	£3.2	£2.8	£2.9	£3.8	£4.9	£4.9	£4.4	£4.6	£4.4	£12.7	£12.9	£4.5	£4.8	£36.3	£37.5
Teaching Expenditure (M)	£1.7	£1.6	£1.8	£1.8	£1.9	£2.1	£3.0	£2.6	£2.7	£2.7	£4.6	£4.6	£1.9	£2.1	£17.7	£17.5
Teaching Contribution (M)	£5.8	£5.5	£5.6	£6.1	£11.3	£10.0	£9.3	£9.5	£8.7	£7.9	£12.5	£11.8	£8.1	£7.1	£61.2	£57.9
Contribution %	55%	53%	55%	56%	66%	59%	54%	58%	54%	53%	42%	40%	56%	51%	53%	51%
Full Year Student FTE	1,109	1,046	1,109	1,127	1,854	1,792	2,341	2,034	1,600	1,419	4,212	3,729	1,628	1,539	13,853	12,686
Contribution per Stud FTE	£5,200	£5,200	£5,000	£5,400	£6,100	£5,600	£4,000	£4,700	£5,400	£5,600	£3,000	£3,200	£5,000	£4,600	£4,400	£4,600
Return on Academic Investment	191%	174%	201%	210%	295%	206%	189%	213%	189%	180%	99%	91%	181%	148%	169%	154%

In terms of contribution per student, the Schools of the Built Environment & Architecture, Engineering and Arts & Creative Industries remain significantly ahead of the average School position although their costs do not include the cost of centrally funded Labs and Technicians. The Teaching staffing costs exclude any technicians, administration or research staff and demonstrate that the Schools of Business, Arts & Creative Industries and the Built Environment & Architecture remain significantly ahead of the School's average when measured in Return on Academic Investment

7) Student Number Analysis

In terms of Student numbers, at the comparable position in 16/17 had 13,516 FTE. We currently have 12,686 enrolled FTE and so are almost 6% down year on year. The biggest drop following Semester 2 enrolment is in New students which are now 13% down. We also had a large recruitment of HSC students in March 2017 which has not been replicated in March 2018

New School	FTE Mar				Change % Change	Continuing School	FTE Mar				Change % Change	Total School	FTE Mar				Change % Change
	FTE Mar 16/17	FTE Mar 17/18					FTE Mar 16/17	FTE Mar 17/18					FTE Mar 16/17	FTE Mar 17/18			
ACI	508	514	6	1%	ACI	601	612	11	2%	ACI	1,109	1,127	18	2%			
ASC	456	435	-21	-5%	ASC	666	611	-55	-8%	ASC	1,122	1,046	-76	-7%			
BEA	816	736	-80	-10%	BEA	1,038	1,056	18	2%	BEA	1,854	1,792	-62	-3%			
BCM	1,116	944	-172	-15%	BCM	1,075	1,090	15	1%	BCM	2,191	2,034	-157	-7%			
ENG	682	523	-159	-23%	ENG	918	896	-22	-2%	ENG	1,600	1,419	-181	-11%			
HSC	1,933	1,598	-335	-17%	HSC	2,079	2,131	52	3%	HSC	4,012	3,729	-283	-7%			
LSS	760	676	-84	-11%	LSS	868	863	-5	-1%	LSS	1,628	1,539	-89	-5%			
Total	6,271	5,427	-844	-13%	Total	7,245	7,259	14	0%	Total	13,516	12,686	-830	-6%			

8) Student Withdrawal Analysis

In 16/17 we refunded £4.2M in income to students who Withdrew or Interrupted representing 5.4% of Tuition Fee Income. In 17/18 we were budgeting £5.4M in refunds representing 6% of the total Tuition Fee Budget. In line with the decline in recruitment we have reduced this forecast to £3.9M and this has been factored into our income forecast. At 31 March we now have 757 students that have dropped out from the University, this is up from 575 at 28 February, or by 24% compared to last month.

This spike is not unusual and is the result of FT UG students that leave the University after viewing their results in February and fail to re-engage with their course, or by not attempting their assessments at all and are withdrawn after the exam board. As a year on year comparison, less students as a head count have interrupted at this point – March 2017; 382 compared to 352 in 2018, and the pattern continues with withdrawn; 495 in 2017 compared to 405 in 2018.

9) Income Analysis

In terms of income there was a slight reduction in full year forecast Research income within the Schools of Arts & Creative Industries although our YTD position is looking strong as a University and is 10% ahead of the comparable position in 16/17. There is a wider risk in term of our Enterprise Income and our YTD position is slightly worse than the comparable position in 16/17 although the forecast is more demanding. We will review this forecast in detail next month.

10) Staff Cost Analysis

In terms of staffing, we have taken steps to improve the accuracy of our staffing forecast by applying a vacancy factor across the University. In terms of our YTD spend we are currently underspent against budget by £0.8M excluding the variance on the restructuring provision. This underspend is primarily driven by savings in Academic Staff against budget. This month we have banked £0.5M of savings in our Staffing forecast which is now expected to deliver £0.8M of savings against budget in line with the year to date position.

11) Operating Expense Analysis

In terms of Operating Expenses, the University is currently underspent by £3.3M YTD against budget and that has given us some confidence that we will be able to generate the £1M savings required from Opex without impacting the day to day student experience

12) Budget Analysis

There are 32 distinct areas of the University that have separate budgets and each area is expected to deliver to their Budget. Due to the shortfall in recruitment, none of the Schools are forecast to deliver to budget. Marketing, Innovation, and the Confucius Institute are also currently forecasting a deficit against budget .

Page 42

Full Year Outturn Last Year (£)	YTD Actuals Last Year (£)	Description	Code	Client	FULL YEAR				YEAR TO DATE				Full year Forecast less Actual YTD (£)		
					2017 Forecast (£)	2017 Budget (£)	Variance - Forecast to Budget (£) %		Note	2017 Actuals (£)	2017 Budget (£)	Variance - Actuals to Budget (£) %		Note	
-143,478,035	-120,932,859	Total Income			-143,217,065	-150,459,411	(7,242,345)	(5%)		-121,224,246	-123,862,792	(2,638,546)	(2%)		-21,992,819
77,889,377	51,729,537	Total Staff Costs			84,685,470	85,479,692	794,222	1%		55,077,580	55,629,718	552,139	1%		29,607,890
9,619,774	6,423,188	Total Depreciation			9,663,328	9,963,303	299,975	3%		6,470,871	6,485,981	15,110	%		3,192,458
49,758,553	26,253,740	Total Other Operating Expenses			42,728,778	45,910,827	3,182,049	7%		27,046,162	30,330,703	3,284,541	11%		15,682,616
4,368,590	2,976,699	Total Interest Payable			4,372,027	4,358,157	(13,870)	(%)		2,970,525	2,961,438	(9,087)	(%)		1,401,501
		Total Exceptional Items			271,463	3,247,433	2,975,970	92%		271,463	271,463		%		
		Total Internal Allocations			-4,000		4,000								-4,000
-1,841,740	-33,549,697	Contribution			-1,500,000	-1,500,000		%		-29,387,646	-28,183,490	1,204,156	4%		27,887,646
54.7%	42.6%	Recurring Staff costs as % of income			58.1%	55.8%				45.0%	44.7%				
1.3%		Contribution %			1.0%	1.0%				24.2%	22.8%				

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	CONFIDENTIAL
Paper title:	Project Larch update
Board/Committee	Board of Governors
Date of meeting:	17 May 2018
Author:	Matt Dunn and Michael Broadway
Sponsor:	Dave Phoenix, Vice Chancellor
Purpose:	Decision
Recommendation:	<p>The Board is requested to:</p> <ul style="list-style-type: none"> • note the update and indicative approvals route for Project Larch; • approve the incorporation of South Bank Colleges; and • delegate to the Chair and Vice Chancellor approval of SBC's articles and appointment of the first directors.

Project update

At its meeting of 15 March 2018, the Lambeth College Board nominated LSBU as its preferred partner. A target completion date of 1 August 2018 has been set for the College to be dissolved and South Bank Colleges (the proposed new FE subsidiary of LSBU) to commence.

The College and University have been working together to complete a number of activities:

1. Resubmission of the Transaction Unit (TU) bid. The DfE requested that the TU bid be resubmitted by 3 May 2018. This has involved significant effort from our teams and the bulk of the documentation was submitted on time. Once financial due diligence is completed (see 3 below) the cash flow model (CFADS) will be submitted during week commencing 7 May 2018.
2. Designation application for proposed new FE subsidiary. Progress has been made over the last 12 months and we have reached a point where a final draft has been achieved. This was successfully discussed with a senior DfE panel

on 2 May 2018. We are awaiting formal feedback but have been told that any further refinements are likely to be minor drafting updates.

3. Due Diligence (DD). Financial and legal due diligence was undertaken as part of the original TU submission in 2017. PwC has been re-engaged to update the financial DD and are scheduled to provide a report in week commencing 7 May 2018. VWV have been re-engaged to update the Legal DD.
4. Curriculum Planning. The College and University have commenced planning for future curriculum offers based on the framework laid out in the TU bid. In the first phase we are focusing on courses which can be quickly mobilised, marketed and offered for September 2018, for example, Access courses.
5. Estates and LEAP. A revised Estates strategy (and link to the TU bid) was completed for the 3 May submission to TU. The application to LEAP funding is progressing and is on track for submission at the start of June 2018. The TU are though revisiting and challenging some of the estates assumptions and there remains a risk their view will not be acceptable. We will have more clarity when we see the TU terms sheet.

There is still much work to be undertaken to complete the transaction but we are moving closer towards finalising terms (see approvals route below).

Approvals route

An indicative approvals route with the key Board and committee approvals leading to a planned completion date of on or around 1 August 2018 is set out below.

In order to transfer Lambeth College into the LSBU Family a new subsidiary company is to be created, with LSBU as the sole member. N.B. this means that LSBU will not be a party itself to the transfer of undertaking which will be between Lambeth College Further Education Corporation (FEC) and SBC.

Incorporation of newco

At its meeting of 16 March 2017 (minute 9 refers), the Board approved the incorporation of a new company for the purpose of operating further education colleges and to be designated by the Secretary of State for that purpose.

The Board is requested to authorise the Chair and Vice Chancellor to finalise the incorporation of newco, to be named "South Bank Colleges" (SBC), in anticipation of designation around July 2018.

The final articles of association required for designation are currently being negotiated with the DfE. The relationship with LSBU will be documented as part of a governance agreement. Final versions of these documents will be part of the Board approval pack in July 2018.

Prior to transfer of the undertaking of LC to SBC, it is proposed that the first directors are: Jerry Cope, Dave Phoenix and one non-LSBU director.

The Board is requested to:

- note the update and indicative approvals route for Project Larch;
- approve the incorporation of South Bank Colleges; and
- delegate to the Chair and Vice Chancellor approval of SBC's articles and appointment of the first directors.

Larch indicative approvals route – 2018

Board (17 May 2018)

- Project Larch update
 - Approval steps
 - to approve the incorporation of South Bank Colleges
 - to delegate to the Chair and Vice Chancellor approval of SBC's articles and appointment of the first directors

MPIC (28 June 2018)

- Review detail ahead of the Board
- Review due diligence
- Review updated business case
- Review draft transaction docs
- Exit note
- Review restructuring of LC commercial debt
- Update conflict of interest provisions in LSBU's standing orders

SBC first board meeting (tbc)

- Housekeeping matters and approval steps

Board (4pm on 12 July 2018)

- Final approval on behalf of LSBU
- Ratify articles
- Approve governance agreement
- Approve asset deed
- Approve restructuring of commercial debt and approve any security over LSBU's assets (Barclays loan)

SBC Board (6pm on 12 July 2018)

- review due diligence reports
- approve acceptance of property, rights and liabilities of Lambeth
- approve draft transaction documents
- governance agreement
- authorise a committee to legally complete transaction (if required)

Lambeth Board (5.30pm on 12 July 2018)

- Note articles and governance agreement of SBC
- Resolve to transfer property, rights and liabilities of corporation to SBC
- Approve novation of Barclays commercial debt
- Notify secretary of state
- Resolve to dissolve

	CONFIDENTIAL
Paper title:	17/18 Mid Cycle Corporate Strategy Progress Report.
Board/Committee	Board of Governors
Date of meeting:	17 May 2018
Author:	John Baker – Corporate & Business Planning Manager
Executive/Operations sponsor:	Pat Bailey – Deputy Vice-Chancellor
Purpose:	To present an overview of the progress made to date in the 17/18 academic year for each of the goals of the Corporate Strategy
Recommendation:	The Board is requested to review and approve this progress report.

Executive Summary

The progress report is structured by each goal of the Corporate Strategy, with an additional section for league table performance.

The narrative sections address the progress made against the priorities identified within the 17/18 Corporate Roadmaps, and the data sections present the latest forecasts or results against each of the corporate KPIs.

The sections have been reviewed by the goal leads, and are presented here for review in their entirety.

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DVC Executive Summary: Pat Bailey

This mid-year review provides us with a snap-shot of progress since November 2017, and allows us to identify some of the actions and achievements that should enable us to meet the corporate targets.

This is the third academic year of the fully restructured University, and the upward trajectory of the University has been reflected in a number of mid-year indicators and nominations:

- DLHE data have shown a further significant improvement, which are expected to reinforce our position as the top London modern for graduate employment (sector results due shortly)
- Postgraduate research survey (PGRES) has improved by 9% in overall satisfaction
- Research income is forecast to exceed the £3.1M target, with TWI continuing to provide a model for major grant-winning, and with the possibility of us establishing a Cambridge 'campus'
- Shortlisted for two Times Higher Education Leadership & Management Awards (THELMAs)
- The quality of service provision (our 4 ServiceMark areas) has risen to 84% (77% last year)
- Higher Apprenticeship numbers have continued to grow strongly, with ca 350 enrolled
- Up 15 places to 93rd in the CUG (from 120/123 3 years ago) – one of the highest 'risers'

At this point in the academic year, there are important infrastructure and facilities developments that have been put place, or are scheduled for introduction:

- The £5M refurbishment of the Passmore Centre has started; soft launch in November
- Plans being finalised for major Estates upgrade focused around London Road
- The LSBU employment and temping agency was launched in January
- Initiation of the LEAP Programme, to transform the student journey during their time at LSBU
- A significant upgrade of the email system and the student VLE (Moodle)
- New lecture capture capabilities that are being piloted
- A project to review and improve assessment methods (HE Academy's TESTA approach)

All of these projects are crucial to the improvement of the student experience, and should hopefully lead to a steady improvement in our NSS scores, for which the student response rate this year is our highest ever (usually a good sign). Alongside DLHE outcomes and progression rates (which were down about 3% this year for year 1-to-2), the NSS is the other big driver for the Teaching Excellence Framework outcomes. Following on from our 'TEF silver' last year, LSBU is one of the universities piloting the crucial subject-level ratings that will come into force in 2 years (this was a major undertaking); as well as feedback from the pilot, the DVC will provide additional feedback from his role on the TEF panel.

Alongside student support, a range of initiatives are aimed at staff, exemplified by the 'Wellbeing Activity Day' in March, our involvement in the Southwark Health network, and surveys aimed at assessing staff engagement and stress levels. In the area of equality and diversity, we were just outside the Stonewall top 100 (103rd), and are hopeful of achieving our first award (bronze) in the Race Equality Charter – this requires a huge amount of work for submission in July, but is especially important at LSBU because of the high BAME % in both staff and students.

One of our biggest challenges is student recruitment – both ensuring that we are identifying the right courses, and also that we are then attracting the students to come to LSBU. Early indications are that, whilst applications for September 2018 are generally slightly up (4%), firm acceptances are performing significantly better – this is extremely important, as student progression is highest for students who choose LSBU in the main cycle rather than through clearing. We have a range of initiatives to promote progression into HE, including a revamped outreach programme, work with our 'family of educational providers', and new foundation level routes into health subjects. Overall, the signs are encouraging, at this mid-year point, that we are coping well in an extremely challenging HE environment.

Goal 1:		Teaching & Learning					
#	Key Performance Indicator	Aspirational Group 15/16 average	14/15	15/16	16/17	17/18 Target	Forecast / Result
1	Graduate level employment &/or Further study (EPI population)	67.1	68%	76.0%	81.8%	80%	

Executive Lead: PVC Education & Student Experience - Shân Wareing

The HEA Achieve accreditation was awarded earlier this year, to allow continued operation of the HEA fellowship scheme amongst academic staff. LSBU was commended by the HEA for way in which our scheme is designed to build a community around the CRIT, through mentor and mentee relationships.

LSBU has participated in the Subject Level TEF pilot process with Hefce, the results of which are due shortly, but which will not be formally published. This has provided excellent organisational insight into the systematic review processes which will be required to ensure positive results in future iterations.

The majority of the DLHE data collection has now been completed, and initial analysis suggests the graduate employment result will consolidate LSBU's position as the top modern London institution.

The Role Description for Course Directors has been updated and provided to the School DESEs for implementation and circulation, and a range of events have been planned by CRIT for this audience around inclusive design approaches and principles.

The Moodle baseline has now been approved by the DEL Governance Board, and has been made available on the platform to all staff. A new site template with the baseline embedded has also been developed for roll out next year to support the transition process to the new requirements for all sites. This will include the mechanism to conduct anonymous marking, which has been piloted.

An amount of funding for exploring lecture capture technology was approved in January, and the project initiation meeting has taken place with a pilot group of 25 academics drawn from across all seven schools. The technological potential is being provided through laptop provision, rather than equipment installation within rooms, to ensure that the facility is available to the selected pilot group wherever they are teaching, and review of experience will inform the approach taken going forward.

CRIT has also initiated using the TESTA approach to reviewing assessment (Transforming Experience of Students Through Assessment) developed through a Higher Education Academy project. This has now been rolled out in APS & ACI, with local project ownership, enabling a self-serve approach to pedagogic development & innovation amongst academic communities.

Related Risk Matters

The continued uncertainty around the operation of the TEF at subject level means there is a real risk it could focus attentions and effort on metrics that have no real link with pedagogy or teaching excellence, or could expose some sections of the LSBU portfolio.

The digitally enhanced learning (DEL) action plan, deriving from principles presented to the Academic Board & Board, depends on additional funding and staffing facilitation to achieve maximum impact.

Goal 2:		Student Experience					
#	Key Performance Indicator	Aspirational Group 15/16 average	14/15	15/16	16/17	17/18 Target	Forecast / Result
2	NSS scores – overall satisfaction (First Degree respondents)	82.4%	82%	82%	82%	84%	
3	International Student barometer (% recommending LSBU)	not available		77%	77%	78%	80%
4	PGT experience (% satisfaction)	not available	74%	74%	74%	77%	
5	Student Staff Ratio	17.6:1	16.4:1	17:1	16.5:1	17:1	

Executive Lead: PVC Education & Student Experience - Shân Wareing

The LEAP Programme (formerly Student Journey Transformation Project) business case was approved at the March meeting of MPIC, a Programme Director has been appointed, and is now embarking on a series of work stream development activities to embed the framework for this programme.

The NSS response rate is currently at 76.2%, 4% above the final result in 2017, and above the sector average, with the survey closing on the 30th April.

Work continues to further develop the self-service parts of the existing advice and guidance architecture, developing the range of FAQs to address issues identified through Student Administration and Front line experience, and on improving the telephone enquiry management systems in the student life centre. Work is under way in conjunction with ARR to implement online customer service (real time conversations) which is intended for launch in time for enrolment in September.

The timetabling review group provided analysis and recommendations to the Operations Board in the autumn. The recommendations around extensive awareness raising in the schools of process requirements, and grinding in of best practice have now been acted on.

The submission process for the Race Equality Charter (REC) has resulted in the production of a large amount of data about the experiences of the student body along the entire student journey by a range of demographic and entry criteria. This has enabled a renewed institutional focus on the parity of outcomes of our students, and, along with the insights gained through the subject TEF process, these data sets are being incorporated into the standard course monitoring processes for ongoing review and action planning, with explicit actions being developed to tackle the attainment gap and the disparity of outcomes at other stages on the student journey through the submission process.

A range of activities focused at Course Directors have been delivered through the CRIT, including the HEA Achieve Fellowship scheme, the CRITical Conversations series, the JoLT journal, and a series of webinars and online training events including the recent #10DOT pan-university twitter programme.

A standard for minimum common provision of Personal Tutoring was circulated to Schools, to enable local adaptation to meet needs relating to external bodies and course mode, and relevant information for each course has now been published on the corporate website.

Related Risk Matters

We need to maintain our capability to ensure the consistent quality of the student experience across all of our provision (NSS impact), including that delivered in partner institutions in the UK and overseas.

Many projects and initiatives involve information technology, and there is a risk delivery within anticipated timescales could be challenging or post installation support or culture change could be under-resourced. To mitigate, the Executive collaborate to prioritise high impact activity, and the project pipeline is reviewed by the ICT Technical Roadmaps Board.

Goal 3:			Employability				
#	Key Performance Indicator	Aspirational Group 15/16 average	14/15	15/16	16/17	17/18 Target	Forecast / Result
6	DLHE Positive Outcomes; employment or further study (EPI)	92.0%	90.2%	90.8%	94.6%	95%	
7	Number of Student start ups	53.6	30	50	65 (*)	90	

Executive Lead: PVC Education & Student Experience - Shân Wareing

The Higher Education Achievement Report (HEAR), was launched to students in October, and the work to build in academic references automatically for students is now underway, for the 16/17 cohort to receive them in 2019.

The LSBU employment and temping agency, 'LSBU Employment' was formally launched in January 2018, providing temporary & casual staff for the university and its business partners, whilst helping to improve the experience and employability of London South Bank University students. To date 83 temporary assignments have been placed, representing 20,655 hours of work, to contacts drawn from 898 registered temporary workers (made up of students & alumni and a small proportion of external sign up's). A further 115 external positions are under recruitment, alongside over 100 internal positions, and the total charges processed to date are £345K, generating income for LSBU of £26,600.

A dedicated Placement Officer joined the team in January and whose role is to focus on this activity, and to create and run the first user group this semester, as well as linking with the software User group for best practice.

The majority of the DLHE data collection has now been completed, and initial analysis suggests the positive outcomes result will improve further on the 16/17 position.

The LSBU Graduate Attributes have been defined utilising the University's EPIIC values, following a research project which identified those aspects valued by employers which was presented to Academic Board. These attributes will be initially articulated for students through the academic references provided within the HEAR.

The Educational Framework specification has now been fully embedded within the Course Specifications document, along with a set of Guidance Notes to support course teams, with examples & explanations provided, and this has been circulated by TQE, and will be used for all new course validations from now on.

Currently just over 40% of LSBU courses have now had the infrastructure to support work related learning confirmed in validation documentation.

Related Risk Matters:

There are risks associated with the new employment agency, but a series of cross institution meetings are addressing these, and the internal audit placement management report's recommendations for improved practice have now been implemented.

Goal 4:		Research & Enterprise					
#	Key Performance Indicator	Aspirational Group 15/16 average	14/15	15/16	16/17	17/18 Target	Forecast / Result
8	Research Income (without QR funding)	£10.3	£2.0	£1.9	£2.8	£3.1	£3.2
9	Enterprise Income	not available	£8.1	£7.8	£9.2	£10.5	£10.7

Executive Lead: PVC Research & External Engagement - Paul Ivey

The Annual University Research Audit (AURA) was completed by 284 members of academic staff, and identified 173 researchers identifying 1 or more research outputs, and 139 reporting 1 or more journal outputs. The results are reported in the quarterly School review meetings, and utilised in developing a strategic approach to supporting units of assessment for the REF2021.

The London Doctoral Academy has completed further work to ensure concordat compliance, focusing on the strand around employment of research staff, we have now aligned the researcher contract in terms of leave and London weighting so that it is more equitable in comparison to other staff across the institution. Student representatives have now been appointed in all Schools for the London Doctoral Academy, to ensure that a PGR student perspective on research matters is included within the meetings of the Research Board of Studies.

The results of the PGRES survey have been received, and the University has improved by 9% in terms of satisfaction expressed by PGR respondents.

The research income outturn is forecast ahead of target at £3.2 million. The University has established a relationship with the Building Services Research & Information Association (BSRIA) and it is hoped that this partnership will develop along the lines of the partnership with the Welding Institute (TWI) unlocking access to funding opportunities around energy efficiency in building. Heads of Terms have been agreed in principle by their board, and agreed at School level, and it is hoped that the Collaboration will be formally launched in September.

The School of Engineering is working on two projects in association with LURN, the research collaboration arm of London Higher, the association of Universities in London. One led by Deborah Andrews and is focused on a Vehicle to grid proposal in collaboration with Queen Mary's and Kings College London, in partnership with TFL and another, led by Elsa Astrimoldou, is focused on Air quality and Health – and is an initial collaboration with the Cross-River Partnership.

Enterprise income is £0.2m ahead of target, and represents a 16% increase on the previous year.

The entrepreneurial university collaboration with our TNE partner in Bahrain is scheduled for a soft launch in April.

A new Associate Director was appointed for the Health Innovation Lab for CPD & related Commercial Activity, and will be in post by July.

Related Risk Matters

A focus on income pipelines and targeted work around CPD for Health Professionals is planned to counteract this.

Work is needed to ensure that workload is balanced across support teams, and to ensure full compliance across academic areas in relation to the open access publication of outputs necessary for REF eligibility, and to ensure impact details is articulated during project delivery.

The UK's eventual departure from the European Union, and the potential impact on EU funding remains a threat to our planned growth. The highest perceived risk is to ERDF and research grants.

Goal 5:		Access					
#	Key Performance Indicator	Aspirational Group 15/16 average	14/15	15/16	16/17	17/18 Target	Forecast / Result
10	% recruits from low participation neighbourhoods (Young FT FD)	6.8%	7.7%	8.4%	9.2%	8.2%	8.9%
11	FTUG % (w/o HSC contract) recruited before Clearing	not available	71.8%	71.8%	71.1%	75%	78.3%
12	First Degree Completion projection (at / above benchmark)	-2.5%	-7 %	-5.8%	-5.5%	-2%	-1.8%
13	Year 1 progression	not available	73.1%	77.3%	74.7%	80%	
14	Good Honours	67.4%	61.2%	66.4%	69.1%	63 - 67%	
15	PGT completion	not available	61.5%	58.7%	69%	70%	

Executive Lead: Chief Marketing Officer – Nicole Louis

The 2018/19 entrant cycle is challenging, but at this point LSBU has seen offer making increase by 7% compared to the same point in the cycle in 16/17, and an increase of 4.1% in applications from home UG students (excluding Health courses).

A new outreach strategy has been drafted following reviews of existing activity & gap analysis, incorporating a new annual plan for managing MAT interactions through five key strands & leads, which will be reviewed by the end of April. This includes new School specific outreach plans developed with School Recruitment Leads, identifying key feeder institutions for schools and divisions. This will enable the development of additional partnerships to widen the recruitment pipeline.

The percentage of students recruited from Low Participation Neighbourhoods (LPNs) decreased slightly by 0.3%, but is ahead of target, although a re-calculation of this metric by Hefce last year may impact on this measure for LSBU in future years, as the number of LPN neighbourhoods in London has reduced.

A revised institutional approach to planning and tracking progress against the Access & Participation Plan, which will be provided to OfS as part of the package of documents required for registration, will ensure that the impact of the new outreach strategy is monitored in year. The Plan has to be very different from the OFFA Access Agreement, and in development we have interrogated institutional data on access, progression, retention/non-continuation, degree attainment and employment outcomes across a number of different groups, including all EDI characteristics, course status and other personal details such as care leaver & tariff on entry. From this we have drawn out priorities by comparing to institutional average, three year trends and sector benchmarks. We have set ambitious but realistic targets which link to our Race Equality Chartermark plans, our work to address the BME degree attainment gap and which will support future TEF submissions.

9 new Higher and Degree Apprenticeships are now being delivered within 4 Schools. The Apprenticeships Team has supported the enrolment of 254 apprentices during 17/18 to date (an increase of 190). Planning permission has now been granted for the Passmore Centre, & contractors appointed, so progress on IPTE is now underway ready for the launch in 18/19.

Related Risk Matters

Established market patterns of activity around recruitment continue to be disrupted by sector changes.

We continue with the major overhaul of brand positioning & architecture and dynamic communication of this proposition to ensure better fit with the aspirations of applicants. We still need to determine the optimum portfolio mix across subject areas & ensure course development aligns with identified demand.

Goal 6:		Internationalisation					
#	Key Performance Indicator	Aspirational Group 15/16 average	14/15	15/16	16/17	17/18 Target	Forecast / Result
16	QS Star Rating	not available	3 stars	3 stars	4 stars	4	4 stars
17	Overseas student income (millions)	£31.9 m	£11.2	£9.8	£11.2	£13.1	£10.8

Executive Lead: PVC Research & External Engagement - Paul Ivey

At this point in the cycle, our EU application numbers are up compared to the same point last year, with Firm Accepts up by 16% at 252, against a total number of offers of 931 (from 854 at this point last year). Potential partnerships with Latvia & Portugal are also currently in development

For international applicants, the numbers of firm accepts are just ahead of last year at 625, but a larger proportion of these are conditional acceptances, an increase of 25% on the numbers last year.

The working group led by the Director International has resulted in the creation of the International Steering Group, a forum which meets to review all emerging Partnership proposals, and make recommendations to the PVC R&E for approval, in the context of the newly established gold silver and bronze partnership tiers. A draft financial model for partnerships has been created, and is being reviewed with a partner in Egypt for feedback prior to Executive presentation, pending the restructuring of the SBEUL enterprise approach

A series of five International Roadshows have already taken place with Deans & relevant School staff, to roll out the approved TNE process model and related documents, incorporating this revised LSBU partnership model & related due diligence procedures, and agree priorities for the coming year.

An outbound trip for students from LSS has been planned and students will visit BUE, our TNE partner in Egypt. (AE)

A 4 year integrated CAS for follow on programmes from CEG, our on campus pathway provider, has now been trialled with programmes in Business, and will now be developed for other areas. This enables the students to make one visa application for the full duration of their studies through to UG graduation, and is expected to increase the progression rate from these programmes.

We remain below the threshold on visa refusal rates with UKVI with regard to our Highly Trusted Status, and the implementation of recommendations from a third party audit is in progress.

Related Risk Matters:

Pre Brexit uncertainty in the international marketplace is having a significant impact on the attractiveness of the UK as a study destination. We continue to manage compliance with our Tier 4 licence, but the relocation of all UKVI processing to the UK is having an impact on turnaround times for our applicants.

The international student recruitment opportunities may be limited by the fact it still does not currently look likely that students will be excluded from the immigration stats, despite the release of data that contradicts the political assertions made using the International Passenger Survey ONS data.

Goal 7:		People & Organisation					
#	Key Performance Indicators	Aspirational Group 15/16 average	14/15	15/16	16/17	17/18 Target	Forecast / Result
18	Appraisal completion % (Amongst all eligible staff)	not available	90%	91%	95.6%	100%	
19	Average Engagement Score as %	70%		58%	62%	66%	

Executive Lead: Executive Director of Human Resources - Mandy Eddolls

The 2018 Engagement survey has been launched to all staff with a completion deadline of the 11th May.

The Wellbeing Activity Day was held on 21 March with 400 staff and students in attendance. Dave Phoenix signed the 'Time to Change' Pledge on behalf of LSBU, to change the way we think and act about mental health at work, & Professor Patrick Callaghan delivered the keynote. A range of fun activities and 20 stalls helped to promote the Health & Wellbeing concept & embed a Wellbeing culture.

LSBU grew its reputation as a lead member of the Southwark Health Network, additionally our new membership of Healthy Universities UK provides an opportunity to engage with other higher education institutions, & our first Wellbeing data dashboard was published, which provides valuable insight into our achievements around the Wellbeing agenda.

The University has also conducted a staff Stress Survey in December & January based on the HSE Management Standards, which attracted 739 responses, an increase of 54% on the previous survey. Results have been shared with each area, who are analysing responses and developing plans to take action as required to address findings, but No areas across the University were identified as in Urgent need of action as identified in the HSE tool.

Local leads are in the process of developing career pathways in 9 areas of the institution; P&O, LLR, Technicians, Procurement, REI, General administration, Finance and Registry and SSE. The marketing team have been commissioned to design an intranet page with content from local leads, and the Career pathway project was presented to multiple staff forums for stakeholder review.

The AUA Mark of Excellence project team are progressing the project plan, with the behaviours & values framework developed in draft, which incorporates the AUA behaviours, & LSBU Leadership Attributes and EPIIC Values. This can be used for recruitment, development and supporting the appraisal process. The OD and Leadership Academy training offer have been mapped against these components, allowing staff to use the course offering to target needs identified through review of these values & attributes.

A contract has now been signed with Sodexo to deliver a 3rd party benefits platform to all staff and contractors, and a launch event is planned at the June Staff Conference to introduce these benefits.

A new Performance Improvement procedure was launched to staff in September through the Intranet, to replace the old capability procedure. General feedback from HR Business Partners and Managers has confirmed improvement.

The draft Business Partnering strategy was reviewed by the Customer Service Working Group, and the principles are now being developed further in order to structure this role across the PSGs.

With regard to workplace standards, we narrowly missed out on a place in the Stonewall top 100, at 103, and the Race Equality Charter project team are working towards a July submission. We received the Excellence level in the Mayor of London Healthy Workplace Awards, excellence being the highest category possible, and we are one of very few universities to achieve this.

Related Risk Matters

There are concerns in some areas around the engagement survey which is launched at a time when restructure processes are underway in some areas.

Goal 8:		Resources & Infrastructure					
#	Key Performance Indicator	Aspirational Group 15/16 average	14/15	15/16	16/17	17/18 Target	Forecast / Result
20	Surplus as % of income	3.0%	0.9%	2.4%	1.3%	1.0%	1.0%
21	Income (£m)	£202.8m	£140.8m	£138.2	£144.5	£150.5m	£143.2
22	EBITDA margin (EBITDA expressed as % of income)		9.2%	11.8%	12.0%	13.0%	10.8%
23	Student satisfaction ratings with facilities & environment (FD)	86.5%	87.7%	90.0%	87.2%	90.0%	
24	ICS Service Index %	-	68%	76%	66%	76%	83.6%

Executive Lead: Chief Operating Officer - Ian Mehrtens

The Transformative Estates Development Plan concept was supported at the March MPIC meeting, which in the first phase approved the scale and massing of the proposed redevelopment of London Road, to provide a focused student learning and resources environment, along with a refreshed environment for the School of Business in the current Learning Resources Centre.

For the four ServiceMark accredited areas of LSBU (AoS, LLR, SLC & the Accommodation office) the average score has increased from 76.5 in 2015 to 83.6 in 2017/18, with this accreditation received last year being valid until 2019, when they will take local responsibility for maintaining this recognition. The Organisational Effectiveness group has commenced a project to deliver customer charters across LSBU, being led by the interim Director of People & Organisation.

With regard to progress made to ensure the resilience & cost effectiveness of our digital infrastructure, our business systems are currently following a migration path to Microsoft Cloud as part of our 'Cloud First Strategy'; This reduces the overhead on our central services supporting software applications. IT are also currently in the process of modernising current Data Centres to a Hybrid Cloud solution to accommodate data growth.

Microsoft One Drive has been launched for the whole of LSBU which gives greater data storage space for both students and staff, from 4GB to 1 TB, and the Office 365 portfolio is currently in stages of deployment to provide staff and student with the latest Microsoft collaboration tools.

Regarding income diversification, the Nursing & Midwifery Council has now approved the HSC Foundation Nursing Programme for 18/19 entry, and there has been strong support from partners to sponsor existing staff, as well as providing an alternative pathway for UG applicants who don't achieve A level results, so this opens up new markets without impacting on league table results.

Energy saving initiatives and projects implemented this year include the utilisation of high-efficiency LED light fittings and sensor switches now as standard on all internal refurbishment and building projects, commencing with the Sport Hall and central locations within London Road, and LSBU is on-track to achieve the 4% reduction target outlined in the Corporate Roadmap, ahead of the Hefce commitment.

Related Risk Matters

The Internal Audit diagnostic risk assessment of IT systems and procedures revealed some potential weaknesses with the current environment and controls, and action is almost complete to address these findings.

A Programme manager has been appointed and a Programme Board constituted to oversee institutional preparedness for the General Data Protection regulations (GDPR) delivery of a compliance action plan.

University Level:			9: League Tables				
#	KPI	Aspirational Group 15/16 average	14/15	15/16	16/17	17/18 Target	Result
25	Times - League table ranking	98	120 / 127	120 / 128	106 / 128	103	
26	Guardian – League table ranking	86	111 / 119	107 / 119	92 / 121	87	
27	Complete University Guide – table ranking	90	119 / 126	115 / 127	108 / 129	105	93 / 131

Complete University Guide 2019:

LSBU improved its rank by 15 places, which was the 7th largest increase in rank in the Institutional table.

This was with a score of 523, compared to 536 in the 2018 table, but it should be noted that scores decreased consistently across the table (only 6 out of 131 institutions didn't decrease their score) despite increases in rank. It is unclear if this reflects a methodological change or an apparent sector decline.

The main metrics which contributed to this overall increase in rank were the 2017 NSS and DLHE results, where LSBU saw big improvements compared to the Sector, increasing by 38 and 28 respectively, when ranked by the scores derived from these individual measures.

The only decrease was the score attributed to Facilities spend / student, where reduction in the 16/17 HESA return (£437 to £408) resulted in a drop of 22 places, although this aspect only has 0.5 weighting.

For subject performance, percentile rank has improved for 23 out of 30 subjects with five subjects within the 50th percentile: Education, General Engineering, Law, Mechanical Engineering and Sports Science.

The biggest improvements, both largely due to DLHE results, were seen in Mechanical Engineering, a 30 place increase to 30/69 and Creative Writing, a 29 place increase to 31/56 (although the number of Institutions in this table has reduced from 70 to 56).

Food Science and Marketing declined slightly as did Social Work, Sociology and Town & Country Planning. Economics was ranked 75th out of 77, although DLHE data was not available to compilers, so the rank should increase next year with results available for this metric.

Comparison with other movers in the table:

LSBU showed the greatest increase in overall rank within LSBU's Aspirational group (plus West London). This was followed by Westminster which increased by 13 places to 82nd. The biggest decrease in rank was Middlesex which fell by 32 places to 105th – This was the greatest decrease in rank in the overall table also. City University also fell considerably by 24 places to 66th.

Westminster increased Graduate Prospects scores from 54.9% to 65.9% which helped to improve their ranking. Their Facilities Spend/student also improved from £298 to £415. Middlesex decreased in the Graduate Prospects score from 64.7% to 59%, which was the major contributor to their decrease in rank. City also have decreased in Graduate Prospects score from 78% in 2018 to 68.5% in 2019 which was the major contributor to their decrease in rank as was Student Satisfaction which fell from 4.2 to 4.0.

Overall the University with the greatest increase in rank was Staffordshire, which increased by 32 places to 73rd, this was mainly due to an increase in NSS rank from 52nd to 12th and an increase in Graduate Prospects from 57.7% to 79.3%. This improvement is possible as the NSS has the highest weighting of metrics in the table (17%).

	CONFIDENTIAL
Paper title:	Office for Students Registration Documents
Board/Committee:	Board of Governors
Date of meeting:	17 May 2018
Author(s):	Claire Freer, Governance Assistant
Sponsor(s):	James Stevenson, University Secretary
Purpose:	For approval
Recommendation:	The Board is requested to approve LSBU's submission documentation for registration with the Office for Students.

Executive Summary

As part of LSBU's registration with the Office for Students, we are required to submit a completed application form, an access and participation plan, a self-assessment of consumer protection law compliance, a student protection plan, and a management and governance self-assessment.

The Board is asked to review and approve the attached documents, which will form part of our published registration record with the OfS.

Please find attached:

- Application form – governors will be sent the 'Key individuals' section separately and asked to review and confirm their own information.
- Access and Participation plan.
- Consumer protection law compliance self-assessment
- Student protection plan
- Management and governance self-assessment

Governors will also be required to provide written consent to the OfS holding and processing their personal data for the purpose of the OfS's regulation of LSBU. This will be facilitated at the meeting.

The completed application will be submitted to the Office for Students by end of May 2018.

For governors' background information, the OfS's approach to regulation is published as a supplement on Modern.gov.

Application form

Provider UKPRN: 10004078
 Provider name: London South Bank University

When you fill in this page please make sure that:

1. You have confirmed that the information included in this application is accurate, and that this application is being submitted on behalf of your governing body.
2. The 'General details' table is completed.
3. You have answered the question about the use of 'university' in your provider's title.
4. If (and only if) university or university college title has been awarded, the details about when and how you received permission to use the word 'university' have been provided.
5. If (and only if) you hold time-limited degree awarding powers (DAPs), you have included their year of expiry.

Guidance:

Please complete the yellow cells using the drop-down menus or by typing directly into the cell. We are collecting the information in the first part of this section (aside from registration contact details) because it will appear on the OfS Register. We are collecting registration contact details because we want to ensure that we are communicating with the correct person who has completed this form. We will use the information provided in the second part of this form to assess the eligibility of new providers to register with the OfS.

Submission of application

Please confirm that the information included in this application is accurate, and that it is being submitted on behalf of your governing body.

General details

Please check the information in this table and make any corrections.

UKPRN	10004078
Legal name	London South Bank University
Trading names	LSBU

Please complete this table.

Website address	www.lsbu.ac.uk	
Address of primary place of business	Line 1	103 Borough Road
	Line 2	London
	Line 3	
	Line 4	
Correspondence address (if different to above)	Postcode	SE1 0AA
	Line 1	
	Line 2	
	Line 3	
	Line 4	
	Postcode	
Email address for public correspondence	lsbuinfo@lsbu.ac.uk	
Telephone number for public general enquiries	+44 (0) 20 7815 6100	
Name of primary contact for the OfS registration process	James Stevenson	
Email address of primary contact for the OfS registration process	james.stevenson@lsbu.ac.uk	
Telephone number of primary contact for the OfS registration process	+44 (0)20 7815 6011	

The use of the word 'university' in your title

Please check the information below and make any corrections.

Have you been granted permission to use the words 'university' or 'university college' in your title?

Title held	Date awarded (year)	How was it granted? ¹
University	1992	Act of Parliament

If you selected 'other', please tell us how your use of 'university' in your title was granted.

¹How was use of 'university' granted? By Royal Charter, Act of Parliament or by obtaining approval for the use of 'university' or 'university college' under the provisions of the Companies Act 2006.

Application form

Provider UKPRN: 10004078

Provider name: London South Bank University

Degree Awarding Powers

Please check the information below and make any corrections. Where we hold this information, we have included the highest level of degree awarding powers that you hold.

Do you hold degree awarding powers?

Yes

Highest level of degree awarding powers held

Type of degree awarding powers held	Date awarded (year)	Period	Date (year) DAPs will expire (for time limited DAPs only)
Research degree awarding powers	1992	Indefinite	

If you hold other degree awarding powers, please list them here

Type of degree awarding powers held	Date awarded (year)	Period	Date (year) DAPs will expire (for time limited DAPs only)

Information about your higher education courses (for completion by new providers only)

Please list a representative sample (up to 15 courses) of the higher education courses that you intend to offer. We will use this information to assess your eligibility for registration.

Name of qualification	Course name

Information about your application

Provider UKPRN: 10004078

Provider name: London South Bank University

When you fill in this page please make sure that:

1. You have answered the questions about registration category and degree awarding powers.
2. Once you have selected your registration category, you have only answered questions relevant to your registration category.
3. You have confirmed yes to only one of the statements for your registration category.
4. You have answered all questions in the 'Application for Degree Awarding Powers' section if (and only if) you intend to apply for degree awarding powers.
5. You have told us if you are submitting draft changes to your governing documents with your application.

Guidance:

Please complete the yellow cells using the drop-down menus. We will use this information to check that you have submitted all the supporting evidence required for your application.

Registration category

Which registration category are you applying for?

Approved (fee cap)

If you are applying in the **Approved (fee cap)** category please tell us if:

You intend to charge up to £6,000/£6,165 for qualifying students on qualifying courses.

You intend to charge over £6,000/£6,165 (up to a limit of £9,000/£9,250) for some or all qualifying students on qualifying courses.

You do not intend to charge fees to qualifying persons on qualifying courses.

Yes

If you are applying in the **Approved** category please tell us if:

You are applying solely for the purpose of your students accessing disabled students allowance.

You intend for qualifying persons on qualifying courses to access student support up to the basic amount. This means your students will be able to access tuition fee loans of up to £6,000/£6,165 for eligible courses.

You do not intend to charge fees to qualifying persons on qualifying courses.

Application for Degree Awarding Powers

If you intend to apply for degree awarding powers, please complete this section.

Do you intend to apply for degree awarding powers?

No

If yes, what type of degree awarding powers do you expect to apply for?

If yes, what type of authorisation do you expect to apply for?

When do you expect to apply?

Privy Council oversight of governing documents

If you will be subject to Privy Council oversight of some of your governing documents in the academic year 2018-19 and need to make changes to ensure that they uphold the public interest governance principles, we will be able to consider these changes in draft as part of the registration process. This approach will mean that you do not need to seek Privy Council approval for minor changes during 2018-19. If you do need to make changes you will need to submit a draft of the changes you want to make to these governing documents with your application for registration. The draft changes will need to be made to your governing documents when Privy Council oversight ceases on 1 August 2019.

Please tell us if you are submitting draft changes to your governing documents

No



Validation arrangements

Provider UKPRN: 10004078
Provider name: London South Bank University

- When you fill in this page please make sure that:
1. You have told us whether you are a member of any validation arrangements.
2. If (and only if) you validate degrees at other providers, you have listed the providers in tables 1 and 2.
3. If (and only if) you have HE validated by another awarding body, the validating partners are listed in tables 3 and 4.

Guidance:
Please complete the yellow cells using the drop-down menus or by typing directly into the cell. There are two questions in this section. If you validate higher education at another higher education provider, please provide a list of all providers where such arrangements are in place at the time of your application. Use Table 1 where providers have UKPRNs and/or Table 2 for any providers who don't have a UKPRN or are listed as other providers in table 1. Please search for all UKPRNs on the UKRLP website: https://www.ukrlp.co.uk/. If you do not have your own degree awarding powers, please tell us whether any of your higher education is validated by an awarding body and provide a list of all providers where such arrangements are in place at the time of your application. Use Table 3 where providers have UKPRNs and/or Table 4 for any providers that don't have a UKPRN. Please search for all UKPRNs on the UKRLP website: https://www.ukrlp.co.uk/. A validated course is a module or programme that a degree awarding body approves to contribute, or lead, to one of its awards. The validated course is delivered by the provider that designed it and students on the course normally have a direct contractual relationship with that provider and not the validating provider. The validating provider remains responsible for the academic standards of the award granted in its name. We are collecting this information because it will appear on the OfS Register.

Validation arrangements

Do you validate courses at any other provider? Yes

If yes, list the providers with which you have validation arrangements in place at the time of your application in the tables below.

If the provider has a UKPRN, please list the UKPRN in the table below. The provider name will complete automatically. UKPRNs can be looked up on the UKRLP website (https://www.ukrlp.co.uk/).

Table 1 - where you are the validating provider

Table with 2 columns: UKPRN (of the providers you are validating) and Provider name (of the providers you are validating). The table contains multiple empty rows for data entry.



Validation arrangements

Provider UKPRN: 10004078
Provider name: London South Bank University

When you fill in this page please make sure that:

- 1. You have told us whether you are a member of any validation arrangements.
2. If (and only if) you validate degrees at other providers, you have listed the providers in tables 1 and 2.
3. If (and only if) you have HE validated by another awarding body, the validating partners are listed in tables 3 and 4.

Guidance:
Please complete the yellow cells using the drop-down menus or by typing directly into the cell. There are two questions in this section. If you validate higher education at another higher education provider, please provide a list of all providers where such arrangements are in place at the time of your application. Use Table 1 where providers have UKPRNs and/or Table 2 for any providers who don't have a UKPRN or are listed as other providers in table 1. Please search for all UKPRNs on the UKRLP website: https://www.ukrlp.co.uk/. If you do not have your own degree awarding powers, please tell us whether any of your higher education is validated by an awarding body and provide a list of all providers where such arrangements are in place at the time of your application. Use Table 3 where providers have UKPRNs and/or Table 4 for any providers that don't have a UKPRN. Please search for all UKPRNs on the UKRLP website: https://www.ukrlp.co.uk/. A validated course is a module or programme that a degree awarding body approves to contribute, or lead, to one of its awards. The validated course is delivered by the provider that designed it and students on the course normally have a direct contractual relationship with that provider and not the validating provider. The validating provider remains responsible for the academic standards of the award granted in its name. We are collecting this information because it will appear on the OfS Register.

If the provider does not have a UKPRN, or they are an other provider in table 1, please list the name of the provider below.

Table 2 - where you are the validating provider

Table with 1 column: Provider name (of the providers you are validating). Contains two entries: The British University in Egypt and Applied Science University, Bahrain.



Validation arrangements

Provider UKPRN: 10004078
 Provider name: London South Bank University

When you fill in this page please make sure that:

1. **You have told us whether you are a member of any validation arrangements.**
2. If (and only if) you validate degrees at other providers, you have listed the providers in tables 1 and 2.
3. If (and only if) you have HE validated by another awarding body, the validating partners are listed in tables 3 and 4.

Guidance:
 Please complete the yellow cells using the drop-down menus or by typing directly into the cell. There are two questions in this section. If you validate higher education at another higher education provider, please provide a list of all providers where such arrangements are in place at the time of your application. Use Table 1 where providers have UKPRNs and/or Table 2 for any providers who don't have a UKPRN or are listed as other providers in table 1. Please search for all UKPRNs on the UKRLP website: <https://www.ukrlp.co.uk/>. If you do not have your own degree awarding powers, please tell us whether any of your higher education is validated by an awarding body and provide a list of all providers where such arrangements are in place at the time of your application. Use Table 3 where providers have UKPRNs and/or Table 4 for any providers that don't have a UKPRN. Please search for all UKPRNs on the UKRLP website: <https://www.ukrlp.co.uk/>. A validated course is a module or programme that a degree awarding body approves to contribute, or lead, to one of its awards. The validated course is delivered by the provider that designed it and students on the course normally have a direct contractual relationship with that provider and not the validating provider. The validating provider remains responsible for the academic standards of the award granted in its name. We are collecting this information because it will appear on the OfS Register.

If you do not have your own degree awarding powers, are any of the courses you offer validated by an awarding body?

If yes and the provider has a UKPRN, please list the awarding body in table 3 below.

Table 3 - where you are the validated provider

UKPRN (awarding body)	Provider name (awarding body)

If the awarding body does not have a UKPRN, or they are an other provider in table 3, please list their name in table 4 below.

Table 4 - where you are the validated provider

Provider name/Awarding body

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London South Bank University Access and Participation Plan 2019-20

Contents

1. Introduction.....	3
2. Assessment of Current Performance.....	3
2.1 Summary of LSBU identified issues	4
3. Ambition and Strategy.....	5
3.1 Evaluation	6
4. Access, student success and progression activity and measures	6
4.1 General Activities.....	7
4.2 Student Services	7
4.3 General Access and Outreach Activities	8
4.4 General Progression Activities.....	9
4.4.2 Student and Sports Ambassador Scheme.....	9
4.6 General Employment Outcomes Activities.....	10
5. Targeted Activities.....	11
5.2 Targeted Access Activities	12
5.3 Targeted Progression Year 1 and Year 2 Activities	14
5.4 Targeted Degree Attainment Activities	14
5.5 Targeted Employment Outcome Activities.....	15
6. School specific issues and plans	15
6.1 School of Applied Science.....	15
6.2 School of Arts and Creative Industries.....	15
6.3 School of Built Environment and Architecture	16
6.4 School of Business	17
6.5 School of Engineering	18
6.6 School of Health and Social Care	18
6.7 School of Law and Social Sciences	19
7. Investment (Finance providing this section).....	20
7.1 Fees, student numbers and fee income	20
7.1 Fees, student numbers and fee income	20
FEE INFORMATION	20
HELP WITH EXISTING FEE INSTALMENTS PLANS/ADJUSTING FEE INSTALMENT PLANS.....	20
HELP WITH LIVING COSTS.....	21
SCHOLARSHIPS, FEE DISCOUNTS, POTENTIAL SOURCES OF FUNDING.....	21
8. Provision of Information to Students	21

1. Introduction

At London South Bank University, we have been creating professional, real-world opportunities for our students since 1892. We are champions of social mobility, providing teaching excellence that transforms the lives of both students and graduates from many different backgrounds. The University is located in a vibrant and ethnically diverse area of London that includes pockets of deprivation. Traditionally, there has been a low participation in higher education. As part of our mission 'to be recognised as an enterprising civic university that addresses real world challenges', we empower enterprising individuals from any circumstances by providing them access to top class higher education and a path to real employment.

The LSBU family of educational institutions offers learners the opportunity to transfer between technical, vocational and academic pathways, increasing access and participation in higher education. The LSBU family consists of:

- South Bank University Academy of Engineering (11-19 year olds)
- South Bank University Engineering UTC (14-19 year olds)
- South Bank University Enterprises Ltd
- We anticipate being joined by Lambeth College (the Governing Body of Lambeth College have formally resolved to join the LSBU family)

The latest addition to the family will provide an opportunity for local communities in south London, who will now be able to progress from secondary education into further education, higher education and postgraduate study.

LSBU's Corporate Plan 2015-2020 has identified four key outcomes: Student success, real world impact, access to opportunity, and strategic enablers. Led by the Director of Student Support and Employment, the Access and Participation Strategy Steering Group was set up in 2017 to develop a data-led strategy for access and participation.

In 2017 the Access and Participation Strategy Steering Group was set up and is chaired by the Director of Student Support and Employment.

2. Assessment of Current Performance

LSBU data focuses on five student lifecycle stages:

1. Access to University
2. Progression (Yr1 to Yr2 UG and Yr2 to Yr3 UG)
3. Retention rates
4. Degree attainment
5. Employment Outcomes (positive outcomes and graduate level outcomes)

Our data analysis includes examining:

- a. Disparities between groups/cohorts with particular characteristics at each stage of the student lifecycle, and;
- b. Progress of a particular group/cohort through their student lifecycle.
- c. This enables us to improve our understanding of our student population and to set priorities for access and participation activities.

We have analysed our data for the following groups identified by the Office for Students as under-represented.

- Students from areas of low higher education participation
- Students with low household income and/or low socio-economic status

- Students of particular ethnicities
- Mature Students
- Disabled students
- Care Leavers
- People with specific learning difficulties and mental health problems
- Religion and Belief
- Sexual Orientation
- Gender reassignment

We have looked at the experience of students who have a combination of characteristics where we have access to data.

We do not currently gather data for the following: Carers, People estranged from their families, Refugees, Children of military families, Marriage and Civil Partnership, and Pregnancy and Maternity.

Our data on religion and belief, sexual orientation and gender reassignment is incomplete and needs to be developed. We hope our work on creating a safe and inclusive environment will improve engagement with questions relating to these areas.

2.1 Summary of LSBU identified issues

We have analysed information relating to differential outcomes, the level of difference from university average, size of cohort and trend over three years as key data drivers for identifying priorities. Other considerations include:

- 1) National Student Survey Data
- 2) Student Voice via our Students' Union, LSBSU
- 3) School and Subject level Data Analysis
- 4) Student Service feedback, service usage and evaluation
- 5) 18/19 Access Agreement Priorities.

The provision of management information is integral at LSBU, and staff are able to self-serve individual data requirements through the Management Information Knowledge Exchange (MIKE). This tool allows for the analysis of performance against a number of metrics including progression, continuation, DLHE and attainment through numerous student dimensions (gender, age, ethnicity etc). This can be analysed at Institutional, School, Divisional or even course level and allows staff to understand relative performance levels in the areas of the institution relevant to themselves. As part of this tool, a pre-built dashboard allows for the analysis of student performance by School by a number of student demographic attributes.

POLAR data is an important proxy for measuring students with potential disadvantage. This however does not work well in London, particularly for institutions that recruit a large proportion of students from the local area. LSBU recruits 68.3% of its students from London and in total only 16.9% from POLAR 1 and 2 postcodes.

Issues identified as high priority are represented below alongside targets for each area.

3. Ambition and Strategy

Our highest priority issues, ambitions and key performance targets are articulated in this section of our report.

HESA non-continuation data shows our non-continuation rates for students from low-participation neighbourhoods is 15% against a benchmark of 9.9%, however this population only relates to 120 students (young, full-time, first degree, UK domiciled, POLAR 1 students) and the change from our previous non-continuation rate of 7.3% (under benchmark) demonstrates an increase of non-continuation (in student numbers) of 10 to 20 students. This has low statistical significance but we will be tracking the trend.

Cohort	Measure	2016/17 LSBU %	2016/17 LSBU Overall %	Difference from LSBU Avg	2016/17 Benchmark % (London Moderns with >5000 FTE) (where available)	Difference from Benchmark	2019/20 Target %
POLAR Band 1 and 2	Good Honours	66.5%	69.1%	-2.6%			+/- 2% of LSBU Average
BME	Progression Year 1 (FT First Degree)	72.7%	74.9%	-2.2%			+/- 2% of LSBU Average
BME	Good Honours	60.7%	69.1%	-8.4%	59.7%	1.0%	Within 5% of LSBU average
BME	Positive Outcomes	91.8%	94.4%	-2.6%	92.1%	-0.3%	+/- 2% of LSBU Average
BME	Graduate Outcomes	78.3%	82.2%	-3.9%	63.4%	14.9%	+/- 2% of LSBU Average
Black British African	Progression Year 1 (FT First Degree)	73.2%	74.9%	-1.8%			+/- 2% of LSBU Average
Black British Caribbean	Progression Year 1 (FT First Degree)	68.5%	74.9%	-6.4%			+/- 2% of LSBU Average
Black British Caribbean	Progression Year 2 (FT First Degree)	78.3%	84.2%	-5.9%			+/- 2% of LSBU Average
Asian British Pakistani	Progression Year 2 (FT First Degree)	81.5%	84.2%	-2.7%			+/- 2% of LSBU Average
Asian British Bangladeshi	Good Honours	51.8%	69.1%	-17.4%	62.6%	-10.8%	Within 10% of LSBU average
Black British Caribbean	Good Honours	60.2%	69.1%	-9.0%	56.7%	3.5%	Within 5% of LSBU average
Male BME	Progression Year 1 (FT First Degree)	65.5%	74.9%	-9.4%			Within 5% of LSBU average
Male BME	Progression Year 2 (FT First Degree)	75.3%	84.2%	-8.9%			Within 5% of LSBU average
Female BME	Good Honours	58.1%	69.1%	-11.0%	59.6%	-1.4%	Within 5% of LSBU average
Male BME	Positive Outcomes	87.9%	94.4%	-6.5%	91.0%	-3.2%	Within 3% of LSBU average
Male BME	Graduate Outcomes	72.3%	82.2%	-9.9%	63.3%	9.0%	Within 5% of LSBU average
Male and POLAR 1 and 2	Progression Year 1 (FT First Degree)	73.3%	74.9%	-1.6%			+/- 2% of LSBU Average
Male and POLAR 1 and 2	Progression Year 2 (FT First Degree)	77.7%	84.2%	-6.5%			+/- 3% of LSBU Average

Mature Students	Progression Year 2 (FT First Degree)	82.5%	84.2%	-1.7%			+/- 2% of LSBU Average
Disabled	Good Honours	66.4%	69.1%	-2.7%	66.8%	-0.3%	+/- 2% of LSBU Average
Specific Learning Difficulty	Good Honours	65.6%	69.1%	-3.6%	66.0%	-0.4%	+/- 2% of LSBU Average
Care Leaver	Progression Year 1 (FT First Degree)	59.0%	74.9%	-16.0%			Within 10% of LSBU average
Care Leaver	Progression Year 2 (FT First Degree)	82.8%	84.2%	-1.4%			+/- 2% of LSBU Average
Female BME in STEM	Access - % New Entrants	28.4%			41.0%	-12.6%	33.0%
Mixed Ethnicity	Access - % New Entrants	4.3%					7.0%
Care Leaver	Access - % New Entrants	0.5%					1.0%

Note: Introduction of Graduate Outcomes survey will make direct comparison to results under DLHE problematical.

3.1 Evaluation

LSBU takes an evidence based approach to evaluation to ensure that access and participation activity is impactful. We employ a range of monitoring and evaluation activities to support this across access, success, progression into graduate level employment.

Reporting of these activities is embedded within our governance structure. The University Executive and the Board of Governors having oversight of plans and progress against milestones. In addition, at the start of the 17/18 academic year a new decision making working group, reporting into University Executive, was formed. Chaired by the Pro Vice Chancellor, Student Experience, the Access and Participation Working Group not only shapes and develops LSBU's access and participation work, but working more strategically, aims to articulate clearly the University aims and objectives and develop a broad 'Theory of Change' to demonstrate long-term gains as well as shorter term success. This will ensure that although having a framework to accommodate annual changes and tweaks to activity, our overall aims are not lost.

Evaluation methods vary, dependent on the activity or research being undertaken. We use both quantitative and qualitative information to guide our work.

The student voice is also an important part of the monitoring and evaluation work we carry out. As well as student membership of the Board of Governors (and its key sub-committees), Academic Board, Quality and Standards Committee and Learning and Teaching Committee. Students are also actively involved at School and course level, as course reps. Students' Union representatives participate in Access and Participation Working Group meetings, helping LSBU articulate wider aims for access and participation work, and input into shaping local delivery aiming to meet shorter-term goals.

4. Access, student success and progression activity and measures

Below is an overview of the activities and support measures we will undertake in 2019-20. These have been divided into general activities that are delivered regularly and benefit a range of student groups and those that are targeted at particular cohorts.

4.1 General Activities

LSBU identifies priorities for activities, which are university-wide and designed to improve experience and outcomes for all students. Our expectation is that by undertaking general activities we will make both:

- improve experience and outcomes for individual access and participation groups alongside the wider student population; and
- reduce disparities of outcomes between groups.

4.2 Student Services

The Department of Student Support and Employment provides a 'one stop shop' approach to student support currently housed in the Student Life Centre, a dedicated student space shared with the Students' Union. Fronted by a team of expert-generalists, specialist teams include: accommodation advice; fees and bursaries advice; funding, finance, budgeting and debt advice; disability and dyslexia support including access to SpLD assessment; mental health and wellbeing support including referral to counselling; conciliation. The Student Life Centre receives over 1,000 enquiries a week, and is a focal point for students – the helpdesk has early morning and evening opening times to meet the needs of part time and working students. Development work is focused on widening access to services via instant messaging and interactive frequently asked questions tools.

4.2.1 Student Wellbeing and Disability Services

Specialist advisers offer one to one appointments and drop-in sessions for students with disabilities and specific learning difficulties, and for those experiencing mental health issues.

LSBU collaborates with Brent Wandsworth and Westminster Mind to provide talking therapy to students. BWW Mind's Talking Therapies and Wellbeing Service is an IAPT-compliant, stepped care model using Cognitive Behavioural Therapy, with a solution based focus where goals are identified and worked towards during the length of the treatment. In a supportive, trusting environment, students are able to explore challenges and difficulties with their counsellor and work towards achieving their goals. BWW Mind brings together the strength, expertise and diversity of three local charities with established roots in their respective communities, supporting mental health recovery and wellbeing and improving the lives of local people by offering responsive and innovative services. This is the first partnership between University and a London local Mind: we are really proud of this positive partnership with our local community, offering expert support to the benefit of our students.

LSBU employs the services of a clinical psychologist (via Brent Wandsworth & Westminster Mind) to ensure the safe running of the MHWB team – the link clinical psychologist offers second opinion assessments of LSBU students and regularly meets with the MHWB team, offering supervision, case advice, training and service development.

LSBU is reviewing and developing its student safeguarding activity including specific focuses (hate crime, sexual violence). This work includes development awareness and training for staff who support students, improving the way in which potentially vulnerable students and student groups are supported and signposted to services that will be of most benefit to them.

Wellbeing provide workshops with academics and schools on developing inclusive practice. This links to exam/assessment review, curriculum development, course review and validation and the PG Cert HE for LSBU staff.

4.2.2 Library and Learning Services

The Library and Learning Resources Team provides access to a range of services, managed learning spaces, technology and learning materials to support the student journey, seven days a week. A series of embedded workshops, drop-in sessions and over 1,300 one-to-one support tutorials are available to develop the key skills of information and digital literacy. The Digital Skills Centre launched in February 2018 to offer students and alumni a broader range of IT qualifications to enhance employability, with a public launch planned in 2019, opening access to the local community and local businesses.

4.2.3 Sport

LSBU's Academy of Sport uses the power of Sport and Physical Activity as the catalyst to enhance the lives of our students and local community. With an offer of participation opportunities in a wide ranging programme of sports, fitness and physical activities delivered on campus and in the community. Our Coach Education and Vocational Training opportunities provide access to enhance learning and employability prospects through the provision of 'short' courses delivered throughout the year, while our support of a strong and vibrant network of community partners offering participation opportunities for all students and members of our community ensures a wide presence of LSBU across the sporting community.

Academy of Sport registration with the Inclusive Fitness Initiative (IFI) programme and in collaboration with the English Federation of Disability Sport to ensure access to people with disabilities is available across all our services. Our data shows that students with Academy of Sports membership have increased retention compared to average.

4.3 General Access and Outreach Activities

4.3.1 Primary

LSBU has sponsored Lambeth Children's University (LCU) for 6 years now, with executive staff taking on the role of Vice Chancellor and several ceremonies per year being held on campus. Through this collaboration with LCU and the South London Schools Partnership LSBU is able to play a key role in providing broad support to children and their families across the borough. Secondary and Further Education.

Our Academy of Sport, Junior Activity and Holiday Sports Camp programmes provide a range of activities to inspire local primary school children to adopt a more physically active lifestyle, while developing physical literacy and developing familiarity with the University Campus in sessions led by our Sports Ambassadors.

4.3.2 Secondary and Further Education

Predominantly working in our surrounding boroughs of Lambeth, Lewisham, Southwark, Wandsworth, Croydon, Merton, Tower Hamlets, Greenwich, Newham, Bexley, Barking and Dagenham and Havering, LSBU fosters a range of partnerships with schools and colleges. These agreements facilitate delivery of both general supportive activities around progression to university, into employment and degree apprenticeships and IAG/CPD for staff alongside specific interventions that tackle both wider UK issues, identified by the Office for Students, and local issues we experience at LSBU.

Activities include:

- Taster and experience days for children in years 7 through to year 13 across various subject areas
- Support for those applying to university
- Employability and degree apprenticeship focussed activity
- Access to LSBU study areas, skills for learning team, wellbeing and student services for those over the age of 18 on level 3 courses
- Events for staff from partner colleges working in both teaching and professional support roles providing IAG, workshops, networking and collaborative working opportunity
- Discounted entry criteria, guaranteed interview and transition support for students progressing to LSBU
- Access to LSBU facilities for teaching purposes, often supported by LSBU technicians, teaching staff and current students
- Current students, alumni, teaching and professional service staff supporting school activity in school through workshops and Q and A sessions
- The Academy of Sport's Youth and Community programme offers young people the opportunity to attend regular sports sessions such as our 'Hoops league' and 'Youth Gym' which provide a diversionary programme for local youths and the opportunity to regularly engage with University staff and students breaking down many preconceived perceptions of University life.

- Our Elite Sports Scholarship offer provides athletes who are performing on the national and international stage with the opportunity to combine their high level sports performance with academic studies improving access for athletes who may not have considered continued education. Our programme provides; funding support, academic flexibility, training/coaching support and access to national and international competition.

4.3.3 Evaluation of Access Activities

Monitoring and evaluation of our Access takes place throughout the year and varies from project to project following OFFA recommended guidance.

Level one evaluation activity takes place as standard with our access activity and includes tracking engagement levels, obtaining basic data such as ethnicity or gender, and quantitative and qualitative student, staff and facilitator feedback. This approach allows us to make decisions on what type of activity is most popular, most useful and when this activity is most useful. It gives us an opportunity to sense check with partner institutions, make tweaks where necessary and identify delivery approaches which give us the opportunity to be as effective as possible.

Level two activity takes place often. Building on the basic evaluation activity, using tools such as before and after evaluation allows us to identify changes in attitudes and understanding of key themes, following participation in activity. As our access work aims to either raise aspiration or improve attainment, our evaluation methods are linked back to answering questions which link to those two themes e.g. did participation in our Year 8 taster day improve participant understanding of how education can help solve real world problems in the community.

Level three evaluation activity is the next step for LSBU as it implements more complex, long-term collaborative access work. Ethics approval and detailed data collection will enable the evaluation of this type of access activity and hopefully demonstrate cause and effect of a range of engagements.

4.4 General Progression Activities

4.4.1 Transition

Our Library and Skills for Learning teams have introduced a range of pre-enrolment workshops to help ease the transition into University with 101 workshops delivered over over a three week period, both at Southwark and Havering, in collaboration with Skills for Learning. Students were also given pre-enrolment access into the library in order to prepare for their courses.

The Centre for Research Informed Teaching (CRIT) incorporates Learning Development, Academic Development and Digitally Enhanced Learning. The Centre takes an inclusive approach to embedded learning development and to its opt-in workshops, drop-ins and 1:1 support, improving students' access to their course learning, regardless of prior educational experience. Targeted embedding focuses on courses with high numbers of students who have entered through non-traditional routes.

Other CRIT activities include a workshop series, an external speaker series and webinars that are designed to improve progression and attainment by developing academic staff in the areas of course design, teaching practice and assessment and feedback. Staff development opportunities are also targeted at improving inclusivity within the curriculum.

4.4.2 Student and Sports Ambassador Scheme

Student ambassadors support much of our outreach work, and we will continue to recruit, train and employ around 160 ambassadors a year. This enhances these students' engagement and retention while offering them relevant work experience and a stable income throughout their degree.

Many of our ambassadors are mature students or have come to university via non-traditional routes and the ambassador scheme builds their confidence and enhances their employability. It also builds relationships across institutions and with the local community as many were educated locally.

Our Sports Ambassador Scheme offers students and community members the opportunity to graduate our programme with a range of accredited qualifications, transferrable skills, improved confidence and practical experience of sport delivered across the academy and the wider sporting community. The programme will utilise our Sports Ambassadors as positive role models for local children to aspire to Higher Education. Our Ambassadors experience the delivery sports coaching, administration and event management within schools, community and club settings across London.

4.6 General Employment Outcomes Activities

The LSBU Employability Service deliver student and employer facing activities for LSBU students and LSBU alumni for up to two years after graduation. They offer the following services:

- **Jobshop.** A face-to-face and online service for students for help with employability skills and applications for internships, placements and graduate opportunities. The Jobshop sees an average of 400 students a month for face-to-face appointments and over a 1000 online interactions through a dedicated Employability online resource.
- **Business Development:** Working closely with local and national employers and professional bodies to provide employment opportunities for students. The team also work closely with Industry on careers fairs, insight days and employer visits for students.
- **Workshops:** Weekly face-to-face workshops and online tutorials to develop graduate attributes and employability skills including mock interviews, CV writing and Linked in profiles.
- **Placements Team:** Working with course tutors to identify appropriate placements for students and providing support in the application process.
- **LSBU Employment:** In 2017 LSBU Employment, a temporary recruitment agency, opened on our Southwark Campus. The agency provides students and alumni with temporary roles within the University and in the local Boroughs of Southwark, Lambeth and Lewisham. The agency is accessible 24/7 and in the first 6 months had over 600 registrations from students and graduates.
- **Volunteering.** A joint initiative with the Student Union to deliver voluntary careers fairs and opportunities for students in their chosen career fields or civic engagement.

4.6.1 Enterprise and Business Support

Student Enterprise run start up programmes, talks and workshops, competitions and challenges to internships and consultancy. These opportunities develop our students' employability and confidence, creating future leaders whether they set up their own business, or work for someone else. Opportunities continue after graduation, supporting graduate progression. For example, the Graduate Entrepreneurship Scheme (GES) is open to LSBU graduates who have a business idea they've validated and/or are at the early stages of running their business or social enterprise, running alongside an International Graduate Entrepreneur Scheme.

4.6.2 Alumni

Following a research project aimed at understanding alumni experiences both pre and post university, we found that role-models were of particular significance for our students in influencing decision making to study at university and the determination needed to succeed while there. All activities within LSBU's Alumni and Development programme are thereby focused on increasing the visibility of alumni role-models and access to opportunity through external networks.

LSBU's alumni members are asked to be actively involved in the student experience and wider community engagement initiatives in the following ways:

- attending an Open Day to discuss their experiences with prospective students
- volunteering to take part in LSBU's Outreach and Engagement activities with schools

- offering to participate in curricular and extra-curricular activities where they can share their personal and professional experiences with current students; providing work placement opportunities and advertising graduate level job vacancies
- by featuring in a case-study or profile, helping to raise awareness of different pathways to success and fulfilment.

In 2019/20 our alumni volunteering programme will ensure that alumni role-models and their networks are a consistent part of the student journey.

Our philanthropy and fundraising strategy for 2018-2023 focuses exclusively on the Equality, Diversity and Inclusion agenda at LSBU.

5. Targeted Activities

5.1 Race Survey and Focus Groups

As part of the Race Equality Charter Mark submission, planned for July 2018, the EDI team co-ordinated and facilitated a specific Student race equality survey. Over 1700 students responded to the survey.

Focus groups were organised with students across the study body, to understand the barriers facing BME students in progressing from Year 1 to Year 2, achieving good honours i.e. a 1st or 2:1 and understanding how we can improve students outcomes in terms of employment and postgraduate outcomes.

Key findings:

1. Over 52% of our student population is from a black, minority and ethnic background.
2. Black students are significantly less likely to be offered a place at LSBU compared to other ethnicities
3. BME students are less likely to progress from year 1 to year 2, and to achieve good honours (1st or 2:1)
4. BME students are more satisfied than white students (NSS)
–Contrary to sector averages
5. BME students are less likely to achieve graduate level employment (DLHE)
6. BME students who complete 'A' levels perform as well compared to their White counterparts

Our Equality, Diversity and Inclusion Unit coordinated a strategy day with our Students' Union to address the key themes from the Race Equality survey, which has resulted in specific action and objectives taken forward by the SU.

- Narrow the BME attainment
- Anonymous Marking- across the institution
- Embedding an Inclusive Curriculum
- Increase BME Academic representation
- Increase the BME representation of staff in support services from grades 6- 8 and grades 9 and above

5.2 Targeted Access Activities

5.2.1 Primary

Our targeted primary work is delivered through our partnership with INTO University. LSBU has been supporting INTO University and their centre in Newham, East London for two years and this relationship continues to grow. Currently LSBU supports with a range of volunteers and mentors, as well as hosting regular campus visits and are working with young people. Newham's children are increasingly likely to seek a more vocational education pathway yet employment levels in young people are low. Aims for the borough include improving both educational attainment across all key stages including English and maths. LSBU is uniquely positioned to be able to support INTO University work towards solving some of these borough wide issues.

5.2.2 Secondary and Further Education

A larger majority of our targeted work focusses support to learners throughout key stage 3, 4 and 5, predominantly in our local boroughs of Southwark and Lambeth. We target this work specifically to young people who meet at least one and marker of disadvantage as defined by both national guidance as well LSBU's own evidence.

We deliver this work collaboratively with partners and much is through the LSBU Outreach and Engagement Team. We deliver this activity through a mix of regular small group interventions, large events on-site, mentoring, summer schools and specific support around key activities (e.g. UCAS).

LSBU are members of all three London based widening participation networks, Aim Higher London South, Access HE and Linking London. As well as supporting their standard programmes of activity we are also supporting the London NCOP through operational delivery, staff on the Linking London NCOP steering group and staff on the London NCOP governing board.

5.2.3 Linking London

Linking London is a unique partnership of forty nine partners made up of universities, colleges, sixth form colleges, schools, awarding bodies, the London Councils Young People's Education and Skills team and unionlearn. The core aims of the partnership are to support recruitment, retention and progression into and through higher education, in all its variety, including full and part time, higher apprenticeships and work based learning and employment. This allows us to work both collaboratively, and individually, to maximise our contribution to targeted student engagement and achievement, social mobility and in pursuit of improvements in social justice through education.

One key work strands addresses the three main areas of the strategy for access and student success: namely access, retention and student success, and progression to further study or to/within employment. They support and co-ordinates a targeted outreach and collaborative partner IAG offer to enable partner institutions to meet and surpass the Access and Participation Plan in the context of collaborative targets. The offer provides practical support to level 3 BTEC and Access to HE Diploma college students helping them to make informed choices and effective applications to HE.

5.2.4 Aimhigher London South Ltd

Aimhigher London South Ltd works to ensure fair access to higher education for young people from non-traditional backgrounds. This is achieved by linking schools, colleges, universities and education providers together to work effectively. AHLs works in partnership with 9 universities, 23 schools and 5 further education colleges across London and the South East. The network is committed to collaboration and works together to:

- provide impartial information, advice and guidance to learners from year 8 – year 13
- share good practice at a local and regional level in order to determine what works well and that activities are effective
- develop and apply evaluation and monitoring methods to illustrate long term impact
- provide development opportunities to key adults that support the learner including staff and parents

This is achieved by:

- Providing opportunities to work collaboratively to provide impartial information, advice and guidance
- Sharing good practice at a local and regional level in order to determine what works well and that activities are effective
- Developing and applying evaluation and monitoring methods to illustrate long term impact
- Providing development opportunities to key adults that support the learner including staff and parents

5.2.5 AccessHE

Access HE is the largest regional network in England, engaging with over 300 higher education institutions, schools, colleges and local authorities across London to widen access into and through higher education. Being part of AccessHE enables LSBU to develop strong reciprocal collaborative relationships with other HEIS in London, share joint activities with common goals and achieve objectives on access and participation more effectively and efficiently.

In 2019-2022 Access HE will be convening Action Forums across a range of outreach areas. These will include working with Black, Asian and Minority Ethnic (BAME) students, supporting care experience and estranged students, supporting student ambassador work, evaluating widening access work, support for disabled students and mature and part-time students, access HE will also convene joint projects involving its members including the National Collaborative Outreach Programme (NCOP), AccessHE Online and AccessHE Creative Networking focusing on access to the arts and creative higher education subjects.

NCOP activity through all three networks means that LSBU is supporting most London LPN's and contributing to the wider aims of the project. It is also an excellent opportunity to develop links with schools and colleges we may not have developed otherwise enhancing the likelihood of legacy work.

5.2.5 Other Activity

Our annual summer schools offer discreet opportunity for young people who identify with one or more markers of disadvantage in both year 10 and year 12. They aim to develop skills to aid improved academic performance and nurture ideas and talent, developing cultural capital and raising aspiration.

Our trained students deliver coaching and mentoring to children in school focussing on building resilience, providing opportunity for peer to peer discussion and often a much needed consistency in children's lives.

Bespoke taster and experience days, taking place on campus, give young people the opportunity to explore next steps for them across a range of subject areas and career opportunities. When delivered with partners in FE, alumni and current students this can be particularly powerful, even more so when followed up by activity later in the year and in subsequent years.

Work with virtual schools in both Lambeth and Southwark allows us to target looked after children specifically providing them with a range of interventions to support their progression into further and higher education or into the employability service. This is done through a mix of on and off-campus activity and mentoring and is delivered jointly with colleagues in students services to ensure a seamless transition for those progressing directly to LSBU.

Partnerships with organisations like 'Roots and Shoots', 'My Spiral' and 'Deaf Education Advocacy Fellowship' enables us to tailor activity appropriately, providing children with additional learning needs the opportunity to participate in activity they wouldn't otherwise be able to.

We work with 'Stemettes' to deliver activity specifically focussed around encouraging girls to consider further and higher study or employment opportunities within STEM.

Measuring the effectiveness of this activity is crucial to understanding its impact and value. As well as being guided by insights from one-off activities such as participant self-evaluation of enjoyment and interest this is complemented by a range of monitoring and evaluation including longitudinal assessment on change in attitudes, opinions and beliefs, changes in behaviour, changes in measures of self-worth and self-esteem, before and after assessment on knowledge and understanding and focus groups for content.

5.3 Targeted Progression Year 1 and Year 2 Activities

5.3.1 Mental Health

In order to address poorer Year 1 and 2 progression for students disclosing a mental health difficulty (and acknowledging likely under-disclosures of this group) several targeted activities are planned.

A rolling programme of workshops co-created by teams across the university, Wellbeing, Student Advice, Skills for Learning, LRC and Library, Employability, Enterprise, Alumni – aimed at instilling confidence, resilience, and academic skills, a space to think through any areas of difficulty, to manage stress, to forge peer support networks, and to be put in direct contact with support services. These workshops will be experienced as a ‘programme’ by a student, who may be invited to the programme at enrolment (e.g. clearing), and students will be referred at any point during the year.

Students from Children’s Nursing are a relatively high proportion of student users of the Mental Health and Wellbeing service. MHWB will be trialling embedded sessions in Children’s Nursing 1st year during 18/19 – this is a pilot and with impact to be measured (progression/results/interruption stats) ahead of possibility of scaling up embedded intervention across other targeted courses and schools. If successful, this will continue in 19/20.

5.4 Targeted Degree Attainment Activities

5.4.1 BAME Degree Attainment Project

The attainment gap at LSBU widened in 5 Schools and narrowed in 2 between 2013/14 and 2015/16. In 2015/16 LSBU Schools have attainment gaps varying from -4% to +35% with 6 Schools reporting an attainment gap greater than +17%. With BME students making up 52% of our student population, the degree attainment gap is a fundamental ethical, quality and business issue for LSBU.

School / PSG	2014/15		2015/16		Attainment Gap	
	BME	White	BME	White	2014/15	2015/16
School of Law and Social Sciences	52	76	52	87	24	35
School of Engineering	55	82	54	84	27	30
School of Applied Science	47	83	52	76	36	24
School of Built Environment and Architecture	63	79	59	82	16	23
School of Arts and Creative Industries	47	67	64	81	20	17
School of Health and Social Care	47	66	49	66	19	17
School of Business	59	74	67	63	15	-4

LSBU has a governance framework to report on BAME degree attainment. All BME Academic targets will reported on a quarterly basis via the Academic Board, with an annual report, reported to the Board of Governors

- BME attainment Activities we have completed the following:
- LSBU introduced an School wide Equality, Diversity and Inclusion dashboard, which includes key protected characteristic groups outcomes
- BME Attainment workshops
- School level engagement - The EDI team and Performance, Planning and Assurance team met all 7 Schools and presented the outcomes based on students.
- School level Actions plan on Race equality. The outcomes has resulted in 7 School Plans.

5.5 Targeted Employment Outcome Activities

5.5.1 Employability

Part time students – Increasing our online resource to make it more accessible for part time students. This includes workshop capture and development of interactive employability sessions through our online portal. LSBU Employment is targeted to deliver temporary part time employment and the Business Development Team on increasing online work experience options.

LGBTQ+ students – Working closely with Stonewall to deliver an annual PROUD Employer event to help LGBTQ+ students in navigating employment opportunities and how to manage any discrimination in the workplace. This event is co-delivered with the Student Union.

BAME Students – Working with large employers to help them with increasing the diversity of their recruitment practices and workforce. An example is an event held with the Foreign and Commonwealth Office to encourage final year BAME students to consider a career within FCO.

6. School specific issues and plans

6.1 School of Applied Science

Access

- Increased our UC offers,
- smarter outreach to feeder colleges based upon evidence of which colleges provide significant numbers of students;
- projects with UTC and MAT,

Progression

- TESTA project running this year designed to transform assessments to improve, among other things, progression

Retention

- TESTA will impact retention
- enhanced student engagement initiative with lead identified
- revisiting student communication strategy
- digitally enhanced learning strategy

Degree attainment

- RE action plan developed with specific actions around reducing attainment gap
- inclusive curriculum framework
- seeking BPS funds to pilot attainment gap project

Employment outcomes

- Working towards employment placement opportunities across all courses using an IPS approach

6.2 School of Arts and Creative Industries

Access

- Progression accords with colleges across London
- New Vic BTEC provision – delivering teaching to BTEC games students here at LSBU

- Range of Taster Days to local colleges and schools and more recently for Rio Ferdinand Foundation which works with young people from deprived communities.
- Race Equality Implementation plan at School level (linked to REC submission)

Progression

- South Bank Collective – provides opportunities for students to develop their employability and entrepreneurship abilities – embeds students in their course and in the university experience
- At Level 4 a School wide ‘Health Check week’ in Semester 1 helps identify struggling students and provides action plans to support their progress.
- Personal tutoring aimed at ensuring students remain engaged and enthused with their course
- School monitors progression at end of Semester 1 & Semester 2/Portfolio Review involves course directors who take ownership of their own data and students’ achievement
- Use of Slack and other social media to engage students
- Curriculum development activities engages students as partners in assessment/pedagogy – new initiative

Retention

- Option offers at end of L4 and in L5
- ‘Sell’ L5 to students at the end of first year and link to student satisfaction monitoring
- Enhancement activities – trips to Film Festivals, Drama workshops and arts and media related events etc plus Erasmus and Study Abroad opportunities keep students engaged on course/university.

Degree Attainment

- REC submission action plan – School is addressing the BAME attainment gap
- Generally good metrics around ‘good honours’ but attainment gap is an issue hence the REC action plan

Employment Outcomes

- LEO data is very strong
- REC action plan is focused on this area
- Good improvements in DLHE data in last three years.

6.3 School of Built Environment and Architecture

Access

- Appointment of an ‘Outreach Lead’ to strategically coordinate outreach activities in conjunction with the central ‘Outreach and Engagement’ team
- Applicant Days and Local School visits
- InCampus activities and initiatives with School (BEA)
- School has “Foundation/Extended Degree Course, JNC and HND courses” to facilitate “Access”
- The School Race Equality Implementation plan includes actions relating to improving access.

Progression and Retention

- The School’s “One BEA” Initiative allows Course Directors to continuously monitor student outcomes, and take any necessary action needed. Monthly meetings between DESE and CDs.
- A ‘Student Experience’ Working Group is currently looking at best practice within the sector and will report back with recommendations and specific actions on how to improve progression and retention for the next academic year

- Appointment of a “Personal Tutor/Surgery Time” Lead/Coordinator for the School, whose role will be to oversee a new personal tutoring system where every student is allocated a personal tutor who stays with them for the duration of their course.
- The School Race Equality Implementation plan includes actions relating to improving progression and retention
- Enhancement support activities: Extra classes in mathematics for Civil and Building Services Engineering students, site visits, Erasmus study to engage students

Degree attainment

- Inclusive Curriculum as part of the School’s Race Equality Implementation plan
- A Student Experience’ Working Group set up, and part of the remit is to look at best practice relating to reducing the attainment gap
- Personal Tutoring and Surgery times
- Mentoring Scheme , peer –peer support, and involvement of alumni mentoring

Employment outcomes

- Ensure the School’s Employability Lead works closely with central University contacts like the Business Development Consultant and the Employability Advisors to ensure job opportunities are clearly advertised to students.
- Mentoring Programme with Architecture Firms locally for all final year Architecture students. To roll-out this initiative to other courses.
- To organise BEA Job Fare with selected construction companies and the LSBU job shop/Student Centre, and professional bodies

6.4 School of Business

Access

- InCampus Integrated CASS for overseas students studying a Foundation degree - they can access LSBU Business programmes on existing visa.
- Insight days for local Schools & Colleges/ outreach
- Applicant days
- APL & advance standing for students with relevant qualifications.
- Clear progression routes from U/G to PG for most courses.
- Foundation course that enables access to any level 4 course in the Business portfolio.

Progression

- “Come back & achieve” workshops at Level 4
- Reducing the number of points of assessment
- Targeted partnership with the Skills for Learning team
- Study clubs

Retention

- Open door policy
- Life coaching for all undergraduate students
- A range of alumni and guest lectures

Employability

- Open Day focus on skills & Character Based Education

- Induction - applied activity/group work// guest lecture/ professional body engagement
- Level 4 -embedded life coaching programme; guest speakers; alumni input
- Level 5 - Employability hour per week plus extracurricular activity workshops
- Level 6 - alumni mentoring programme; narrating journey assessment
- Leadership book club
- Free language clubs
- NIBS competitions
- Business Challenge Competitions
- Business Solutions Centre
- Hackathons
- Internships in all courses. (including enterprise internships)
- Employability Conference & networking evening
- Barclays Mentoring Programme
- Professional Body Accreditation

Planned BAME leadership programme & work with alumni to increase BAME alumni guest speakers

6.5 School of Engineering

Progression and Retention

- inclusion of L4 in degree calculation
- Academic clinic supported by tutors for students to drop in for specific module related queries
- HEAR-able extracurricular activities
- Academic clinic supported by tutors for students to drop in for specific module related queries

Degree Attainment

- inclusion of L4 in degree calculation, Academic clinic supported by tutors for students to drop in for specific module related queries

Employment Outcomes

- working with AFBE-UK to support BAME engineers for employment, field trips

6.6 School of Health and Social Care

Access

- Validation of a foundation year course in HSC to provide access to higher education for students :
 - wishing to become health or social care professionals who may not have considered studying for a higher level qualification at this point
 - who may have had less than optimum success in education and need the foundation year for the development of confidence and competence in learning

Progression

- Course Directors to monitor student outcomes
- Inclusive curriculum framework will be embedded in all undergraduate courses by 2020
- Analyse the progression data to identify issues that impact on progression and develop a plan to improve progression by 2020

Retention

- Analyse the progression data for causes of student non-completion and develop a plan to improve progression by 2020

- More robust personal tutor student relationships, with increased opportunities to meet.
- Introduction of student buddy and peer tutor schemes
- 'At risk' students identified by the University's Sickness and Absence monitoring mechanisms, promptly invited to discuss the issues relating to their engagement with the Course Director
- Working with the Reducing Pre-registration Attrition and Improving Retention (RePAIR) national and local groups
- Implementation of a Host-site concept to foster student belonging and local engagement

Degree Attainment

- Development and pilot of an intervention to reduce attainment gap by 2020

Employment Outcomes

- Continue to maintain positive relationships with Trusts and Community services such that LSBU graduates will be their employees of choice.

6.7 School of Law and Social Sciences

Access

- Maintaining of strong links with Schools and Colleges, including visits to School and hosting of University based events such as Taster Days, Head-Start Days, presentations, skills sessions directed at school students, BTEC students and Access students
- Working directly with Pearsons on new BTEC awards
- Progressions agreements with Colleges for recruitment of students from access courses (eg with LOCN)

Progression

- Establishment of School-wide working group on Digitally Enhanced Learning
- Improvement of personal tutoring processes across school
- Complete review of assessments across School at all levels

Retention

- Establishment of School-wide working group on Digitally Enhanced Learning
- Development of course relevant student societies (e.g. new societies in Criminology, International Relations and Tourism)
-
- Inclusion of student centred activities including those on employability, volunteering
- Enhancement of research informed teaching

Degree Attainment

- Establishment of School-wide working group on BME Attainment gap, which is particularly apparent in terms of final honours attainment
- Complete review of assessment across School at all levels
- Introduction of student mentoring groups

Employment Outcomes

- Establishment of School-wide working group on employability
- Enhancement of existing placements in Education, Law and UELS and development of new placement opportunities in Social Sciences
- Development of volunteering opportunities
- Building upon existing strong links with professions and other employers across School
-

7. Investment

Table 6 | Summary tables

Institution name: London South Bank University

Institution UKPRN: 10004078

Summary tables

Tables 6a, 6b, and 6c are pre-populated from the data you have entered in previous tables. You should check that the summary data fits with your understanding of your balance of expenditure, and total expenditure as a proportion of your higher fee income. If it does not, please review the data you have entered in the previous tables.

Our online guidance (hyperlink: <https://www.offa.org.uk/universities-and-colleges/guidance/how-much-should-you-invest/>) gives some broad guidelines on the expenditure levels we would expect, which we will look at when assessing your level of spend as a proportion of your higher fee income. While our guidelines are not precise minimums, we will be concerned if you propose to spend significantly less and we will need a discussion with you before we can approve your access agreement. The Director of Fair Access will use the information in these tables, alongside your targets and information set out in your access agreement, to inform his decision to approve your access agreement.

If there are significant changes in expenditure between years, please provide an explanation in the optional commentary box.

Table 6a – OFFA-countable expenditure summary (£)	Academic year				
	2017-18	2018-19	2019-20	2020-21	2021-22
Access expenditure	946,000	1,002,800	1,088,000	1,109,800	1,132,000
Student success expenditure	575,000	609,500	661,300	674,500	688,000
Progression expenditure	1,245,000	1,319,700	1,431,900	1,460,500	1,489,700
Expenditure on financial support	300,000	400,000	400,000	400,000	400,000
Total expenditure	3,066,000	3,332,000	3,581,200	3,644,800	3,709,700

Table 6b – OFFA-countable expenditure summary, as a proportion of fee income above the basic fee (or higher fee income (HFI)) (%)	Academic year				
	2017-18	2018-19	2019-20	2020-21	2021-22
Higher fee income (HFI)	19,171,750	21,858,950	23,589,905	23,589,905	23,589,905
Access expenditure (as % HFI)	4.9	4.6	4.6	4.7	4.8
Student success expenditure (as % HFI)	3.0	2.8	2.8	2.9	2.9
Progression expenditure (as % HFI)	6.5	6.0	6.1	6.2	6.3
Expenditure on financial support (as % HFI)	1.6	1.8	1.7	1.7	1.7
Total expenditure (as % HFI)	16.0	15.2	15.2	15.5	15.7

7.1 Fees, student numbers and fee income

The University is committed to maintaining a simple pricing structure for our courses (reflecting both the current commitments to continued funding for strategically important and vulnerable subjects and to maintaining funding for widening participation and teaching enhancement, alongside the fees paid by students) with fees set at £9,250 for all full-time undergraduate courses delivered by the University.

The part-time fee for undergraduate courses will be pro-rata based depending on study mode and number of credits being taken against the equivalent full-time fee up to a maximum of £6,750 per year.

The fee for students on Postgraduate Certificate of Education (PGCE) courses, leading to an initial teacher training qualification, will also be £9,250. The University may apply inflationary fee increases in future years (where permitted).

Both part-time students and PGCE students will be able to access our targeted support for care leavers (please see below). Health and Social Care students will also be eligible for financial support should the planned cuts to NHS bursaries come to fruition

7.1 Fees, student numbers and fee income

The University is committed to maintaining a simple pricing structure for our courses (reflecting both the current commitments to continued funding for strategically important and vulnerable subjects and to maintaining funding for widening participation and teaching enhancement, alongside the fees paid by students) with fees set at £9,250 for all full-time undergraduate courses delivered by the University.

The part-time fee for undergraduate courses will be pro-rata based depending on study mode and number of credits being taken against the equivalent full-time fee up to a maximum of £6,935 per year.

The fee for students on Postgraduate Certificate of Education (PGCE) courses, leading to an initial teacher training qualification, will also be £9,250. The University may apply inflationary fee increases in future years (where permitted).

Both part-time students and PGCE students will be able to access our targeted support for care leavers (please see below).

Health and Social Care students are also be eligible for SFE financial support now that NHS Bursary support has ceased.

FEE INFORMATION

- Full course fee information for the current year by course.
All courses can be found on the LSBU website Course Finder and the fee under the section Fees and Funding.
<http://www.lsbu.ac.uk/courses/course-finder>

HELP WITH EXISTING FEE INSTALMENTS PLANS/ADJUSTING FEE INSTALMENT PLANS

- Income Team
income@lsbu.ac.uk

HELP WITH LIVING COSTS

- Student Life Centre - for advice on general living costs, health costs, Council Tax, travel grants, hardship fund, childcare grants, Parents' Learning Allowance, tax credits, students with adult dependants, Disabled Students' Allowances (DSAs), students from the Armed Forces, claiming benefits, care leavers' support, discretionary learner support
<http://www.lsbu.ac.uk/student-life/student-services/financial-advice>

SCHOLARSHIPS, FEE DISCOUNTS, POTENTIAL SOURCES OF FUNDING

UNDERGRADUATE

- Access Bursary (100 bursaries of £1000 in 18/19)
<http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding/scholarships/access-bursary>
- Sports Scholarships (Academy of Sport)
<http://www.lsbu.ac.uk/academy-of-sport/sports-scholarships>

- Lawrence Burrows Educational Trust Fund
<http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding/scholarships>
- ELCAS funding (MOD-funding for current and former services personnel)
<http://www.enhancedlearningcredits.com/>
- Early Settlement Discount (self-funding PT Undergraduates only)
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding/how-to-pay>

POSTGRADUATE

- Early Settlement Discount
<http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding/how-to-pay>
- Graduate Loyalty Scheme (alumni discounts of 10% and 25% in 17/18)
<http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding/scholarships/graduate-loyalty-scheme>
- Frank Brake (MSc Food Safety and Control)
<http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding/scholarships/frank-brake-scholarship>
- Kevin Herriott Scholarship (MSc Sustainable Energy Systems – EU/International only)
<http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding/scholarships>
- Stuart A Johnson Scholarship (MSc Building Surveying, MSc Construction Management, MSc Quantity Surveying)
<http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding/scholarships/stuart-a-johnson-scholarship>
- Sports Scholarships (Academy of Sports)
<http://www.lsbu.ac.uk/academy-of-sport/sports-scholarships>
- Doctoral student loans (PhD students in 18/19)
<https://www.gov.uk/doctoral-loan>

8. Provision of Information to Students

LSBU works hard to ensure all students, current and prospective, have as much clarity as possible when it comes to information, advice and guidance about the total cost of their university experience and financial support available to them.

The LSBU website is the main source of information for prospective applicants. As well as a dedicated fees and funding section we also list course fees and associated fees on each individual course page.

The same details are listed in our printed prospectus and are made available at open events held throughout the year through fees and funding talks.

Our Access Agreement is available online and has a 'Plain English Crystal Mark'.

Throughout the year we hold regular events for both undergraduate and postgraduate prospective students which reinforce information held on line about the cost of studying at LSBU and the financial support available. Our customer relationship management system also helps LSBU manage communication about costs of university and financial support available for prospective students unable to visit LSBU in person.

All of this activity means that prospective students have the opportunity to be as informed as possible about the costs associated with study at LSBU and the financial support packages that they may be entitled to before they accept their offer of study from us.

Our Student Life Team offer a comprehensive financial advice service by trained advisors. A wealth of information on managing money, access to scholarships and bursaries and where to get help is available online in our student portal. The team are also able to advise on any financial implications of changes to study plans (e.g. withdrawal and

interruptions) so students have the most accurate picture before they make any final decisions which could impact future plans.

Students who experience financial difficulties during their studies can apply for the University Retention Fund, which is designed to help students who may not have been able to access their full financial support package, students who may be having issues with budgeting and students who are having difficulties with rent or travel costs

Students who experience unforeseen or exceptional financial hardship can also be supported by the Additional Support Fund we hold at the University.

The University offers new students from Asian and Caribbean backgrounds the chance to apply for 10 Scholarships on offer from the Lawrence Burrow Educational Trust Fund and the University also offers Care Leavers a support package which includes a £1,000 bursary for each year of their course.

Students with disabilities receive full support from the university's disability advice team which includes support in applying for disabled students' allowance where applicable. Information on all financial support available to students can be found on our website

Our student communications team use various channels to ensure that all current students are aware of and reminded about what financial support, information, advice and guidance is available and work closely with our student services team to ensure communication is sent in a timely manner.

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LSBU's self-assessment on consumer protection law

Provider's name: London South Bank University

Provider's UKPRN:10004078

LSBU's overall approach to ensuring compliance with consumer protection law

London South Bank University takes compliance with consumer protection law seriously and understands the importance of dealing fairly with its students. We are aware that there is an inequality of bargaining power between students and the University and that students have the right to a clear, legally enforceable and fair contract.

The University is currently partially compliant with consumer protection law.

When the CMA's advice on consumer protection law for higher education institutions was published in March 2015, the legal team gave an initial briefing to the Executive Board and the Operations Board of the University (composed of senior management across the individual Schools of the University and the Professional Service Groups).

The University established a working group which brought together representatives from marketing, the individual schools, legal, quality, international, governance, registry, admissions, estates, student complaints, business intelligence and fees and finance in order to identify how to comply with the advice. The in-house legal team provided training to the initial working group.

After the initial working group identified some compliance gaps, a smaller group consisting of legal, quality and the University Executive created a plan to enhance compliance. In light of the new registration provision, the original working group has been reconvened and recently met on 26 April 2018 with the intention that it will meet on a quarterly basis. We intend to put in place a formal annual review of our compliance with consumer protection law.

The University's Chief Marketing Officer is the Executive Lead for CMA compliance. The Pro Vice Chancellor for Education and Student Experience is responsible for the quality of information relating to academic courses. They both sit on the University's Executive Board.

When the University had reviewed the initial CMA advice, it: sought advice from the internal legal team; considered course fees and course-related costs and how to bring them to applicants' attention; reviewed the University's intellectual property policy; ensured that students were not receiving academic penalties (such as results being withheld) for debts that were not related to their tuition fees; and updated procedures to include cancellation rights and cooling off procedures.

The University has reviewed the main student terms and conditions using the internal legal team for the last few years. We have also this year, sought external legal advice on this. We sought external legal advice on our student accommodation contract last year.

The University has also reviewed the following key procedures which are critical to the student's contract with the University: applicant complaints; student complaints; academic appeals; student disciplinary; fitness to practise; fitness to study; interruption and withdrawal; academic misconduct; apprenticeship (employer) complaints; halls of residence disciplinary and halls of residence complaints. In all cases, these have been reviewed either by the internal legal team or by external solicitors.

Our external solicitors and the internal legal team have provided training in the last 3 years to staff who deal with students on the following issues that relate to the student contract: student complaints; student disciplinary; and fitness to practise.

LSBU's approach to providing information to applicants and students: research and application stage, offer stage and enrolment stage

Prospectus

The University publishes a prospectus every year for the following year's entry, which will contain information about the University, student services, accommodation, fees and how to apply. On a course level, we provide the award type, key course content and modules as well as main entry requirements, duration, location and information on employability.

There is a two part process for confirming course information. Firstly we confirm the list of courses being offered with school executive teams. We then reach out to course leads to confirm that course content, module information and entry requirements are still relevant; using the information we hold online and in the previous year's prospectus as the basis for this information. We also maintain contact with key stakeholders in professional service groups to ensure the various levels of University information we provide is correct.

At all stages, we ensure that applicants and students are directed online for the full updated information, and every prospectus we publish includes the following wording in relation to this:

'Every effort has been made to ensure that the information in this prospectus is accurate, and all information is believed to be correct at the time of publication, but please make sure you always check our main website course pages for the latest information before making an application.'

As course content changes in year, information is passed to the Marketing department through School Marketing leads, Quality Assurance Officers and Registry. We take measures to record this and ensure changes are implemented in the next publication and changes are quickly made online.

Website Information

The University website, www.lsbu.ac.uk contains comprehensive information on courses including, on each course page: the award given; accreditation; duration; modules; employability information; staff; professional links and placements; details of teaching and learning; entry tariff; details of how to apply; and fees and funding.

Offers to applicants

Offers are communicated to applicants in the first instance through UCAS, UKPASS and University Offer letters which are attached to an email. This communication includes direction to our Fees and Funding page and a link to our Policies, Regulations and Procedures section of the website.

Our CRM system distributes email communications to undergraduate and postgraduate applicants and includes the course name, award and academic year of commencement. Usually within 24 hours of an offer being made, applicants will receive a communication congratulating them on their offer and referring them to our 'Admissions and Enrolment Procedures' and our 'Policies, regulations and procedures' held on lsbu.ac.uk. In addition, guidance on the next steps and divisional content of the school they will study within is provided. The content of these communications is reviewed and updated in advance of each new application period.

After the communications above are sent, the Admissions Office send a separate tailored offer email which attaches a pdf document containing relevant information. This communication is sent twice weekly in batches to those that have received an offer in the previous few days. The communication includes information on:

- Modules
- Employability
- Professional links and accreditation
- Facilities
- Information on Teaching and Learning
- Entry Requirements
- Accommodation
- Fees and Funding

The email itself provides links to:

- The overall Policies, Regulations and Procedures landing page
- Admissions and Enrolment Procedure
- Student Complaints Procedure
- Halls of Residence Rules and Regulations

The enrolment terms and conditions for 2018/2019 have not been sent out at the point of offer this year as they are currently subject to review and approval. However, once they have been approved, we will send them to those with offers and publish them on the website and in future years, we intend to send them out with the offer emails.

LSBU's contract terms and conditions

The University (or its commercial subsidiary, South Bank University Enterprises Limited) may enter into the following contracts with students:

- Enrolment terms and conditions (main contract for education)
- Student Accommodation Contracts
- Apprenticeship Commitment Statements (between the student, university and employer)

- Sports Academy Contracts
- Placement Agreements
- Student Employment Contracts
- Studentship Agreements
- DDS Support Agreements
- Graduate Entrepreneur Contracts

In the last 18 months, we have had both the enrolment terms and conditions and student accommodation contracts reviewed by external lawyers. Most other agreements with students are drafted by the internal legal team who are mindful of the need to ensure that the terms are fair and give the student a fair bargaining position. HR would be responsible for student employment contracts in line with other employment contracts.

Our main enrolment terms and conditions are made available to students on the internal student portal myLSBU and the University's rules, regulations and policies are available on the main external website, www.lsbu.ac.uk. This site and the policies are brought to students' attention at enrolment.

We use standard template contracts for the all of the types of contracts listed above.

We work hard to ensure that our terms and conditions are clear and understandable by students. For example, in 2015 our academic regulations were awarded a plain English crystal mark when they were substantially shortened and revised to be clearer and easier to read.

LSBU's complaint handling processes and practices

We have created separate processes for applicant complaints and student complaints. Both can be easily found by students on the main LSBU website. The student complaints procedure is also on myLSBU, the student portal, and the students are also made aware of the procedure at Welcome Week when they first join the University.

We also have separate processes for academic appeals and complaints about halls of residences and can give further details on this if required.

Where students are studying at a partner organisation, the mechanism for dealing with student complaints will ordinarily be set out in the memorandum of cooperation with the partner organisation. The University is seeking to establish a network with its partners to ensure that it operates in line with the OIA's revised Good Practice Framework from March 2017 covering complaints and academic appeals when learning opportunities are delivered with others.

The OIA's Good Practice Framework has informed the redrafting of the complaints process by introducing three stages of the process and time limits for dealing with complaints. The new process now ensures that decisions made at each stage are independent (i.e. that individuals are not involved with the decision making at multiple stages of the process).

The Student Complaints Officer (who sits in the legal team) regularly offers training to staff on how to operate the complaints process, including at the annual staff conference. This involves advising colleagues on best practice in handling student complaints. Our aim is to try and resolve any student issues as quickly as possible; establishing a Conciliation service at Stage 1 of the Student Complaints procedure enabled us to do so in many cases. Therefore, we encourage staff to talk to students about these issues directly and to provide help/advice and support where needed. We also inform staff of the importance of informing students that they can take their issues forward via the Student Complaints Procedure where necessary.

In 2016, LSBU issued 65 Completion of Procedures (CoP) letters (which confirms to the student that they have exhausted the University's internal procedures). All CoP letters include information about the OIA and inform students of their right to progress a complaint to the OIA should they be dissatisfied with the University's internal decisions. In 2016, the OIA received 37 complaints from LSBU students, three of which were found to be Justified.

Annex D: Template for a student protection plan

Provider's name: London South Bank University

Provider's UKPRN: 10004078

Legal address: 103 Borough Road London SE1 0AA

Contact point for enquiries about this student protection plan: Professor Shân Wareing

Student protection plan for the period 2018/9

1. An assessment of the range of risks to the continuation of study for your students, how those risks may differ based on your students' needs, characteristics and circumstances, and the likelihood that those risks will crystallise

We consider that the risk of institutional closure in the foreseeable future is remote, due to adequate surplus, liquidity and reserves. The risk of closure of either of our two main teaching sites, Southwark and Havering, is also considered remote.

We currently have some courses at risk of closure. These cases are all due to low numbers of applicants, and the costs of delivering the courses for small numbers of students. In these cases we commit to 'teaching out' the course. The details of the courses at risk of closure will be in the public domain after 23 May 2018 and after the consultation with staff and students has been completed. There will be no further recruitment activity for any courses confirmed for closure; existing students will be able to complete the course as it was when they enrolled.

The university is undertaking a review of modules to rationalise the academic offer. This is intended to reduce, for example, the total number of 'research methods' modules where there are duplicates offered within a cognate area. All students will still be able to take the modules originally offered as part of their course or pathway.

In the case of transnational partnerships, if course closure is required, we agree to teach the course out, including having the potential to offer to teach students at Southwark, in accordance with the signed Memorandum of Collaboration which underpins the partnership.

Our approach in the event of suddenly becoming unable to offer a course (e.g. a specialist lecturer or specialist equipment needing to be replaced, and in the light of low numbers students being enrolled this not being viable) we contact the students likely to be affected by e-mail/letter as soon as possible and offer them alternative course options.

The Estates Development Plan 2018/9 will result in the relocation of some facilities, with the potential to impact on our ability to offer specific modules.

2. The measures that you have put in place to mitigate those risks that you consider to be reasonably likely to crystallise

We have a course closure procedure, which is available to current students on the student portal, MyLSBU, and for 2018/19 will be available to prospective students on LSBU's website. The course closure procedure is reviewed annually as part of our Academic Regulations, signed off by Academic Board.

We consult staff and students prior to course closure, to understand and mitigate the impact.

University facilities which may be affected by the estates development plans and are essential for teaching will be replaced with like for like, and the existing facility will remain available until the new facility is ready for use. A suitable alternative facility will be provided for any facility not available for any period. The impact on areas that may be affected will be considered in meetings convened by the Chief Operating Officer, where any anticipated impact will be evaluated and mitigations agreed, in consultation with course staff and the Students' Union (LSBSU), and recorded via the Student Experience Committee that reports to the Academic Board.

3. Information about the policy you have in place to refund tuition fees and other relevant costs to your students and to provide compensation where necessary in the event that you are no longer able to preserve continuation of study

We have a 'cooling' off period for students after enrolment, so if they decide to leave the university within two weeks of enrolment they only pay for the tuition received to that date.

https://www.lsbu.ac.uk/_data/assets/pdf_file/0011/12143/tuition-fee-regulations.pdf see 13.6-13.7.

For our policy for refunding tuition fees, please see

http://www.lsbu.ac.uk/_data/assets/pdf_file/0011/12143/tuition-fee-regulations.pdf - relevant paragraphs are 13.10 - 13.13

Compensation is provided in the form of disbursement of funds direct to the student in specific cases, for example where the OIA has upheld a case.

We have cash reserves which would be sufficient to provide refunds and compensation for any students for whom we have identified an increased risk of non-continuation of study.

4. Information about how you will communicate with students about your student protection plan

We will publicise our student protection plan to current and future students via our student portal, MyLSBU, and the LSBU website.

We will ensure that staff are aware of the implications of our student protection plan when they propose course changes via revisions to the minor modifications and revalidation procedures, and information on the staff portal.

We will review our student protection plan annually at Academic Board, chaired by the Deputy Vice Chancellor, which includes student members.

We will inform our students if there are to be material changes to their course by writing and emailing them, and explaining changes in class.

LSBSU, the Students' Union, will provide advice to students affected if we need to implement the measures in our student protection plan.

LSBU self-assessment on management and governance: higher education institutions funded by HEFCE

<p>Provider's name: London South Bank University</p> <p>Provider's UKPRN: 10004078</p>	
<p>Your management and governance arrangements</p> <p>This information is set out in a Corporate Governance Statement in our published financial statements and the University's Articles of Association and Standing Orders.</p>	
<p>Appropriateness, adequacy and effectiveness of your management and governance arrangements</p> <p>LSBU follows the HE code of governance published by the CUC which identifies the key values and practices on which the effective governance of UK HEIs is based. LSBU has used this code since its publication and conducts a review of compliance every year as part of the preparation of the financial statements.</p> <p>As part of its Assurance Review process, HEFCE reviewed LSBU's governance and management arrangements in 2017 and concluded LSBU was "not at higher risk" in regards to financial stability, good management and governance matters.</p> <p>LSBU's compliance with the CUC code is set out in a Corporate Governance Statement in our published financial statements.</p>	
<p>Public interest governance principles</p> <p><i>Explain here how your governing documents uphold the public interest governance principles relevant to your application (see list of principles below). Where your chosen code of governance does not meet all of the relevant public interest governance principles you will need to demonstrate how you meet the remaining principles.</i></p>	
<p>Standard public interest governance principles: applicable to all providers</p>	
<p>Academic freedom: Academic staff at an English higher education provider have freedom within the law:</p> <p>(a) to question and test received wisdom; and</p> <p>(b) to put forward new ideas and controversial or unpopular opinions;</p> <p>without placing themselves in jeopardy of losing their jobs or privileges they may have at the provider.</p>	<p>Academic freedom is set out in LSBU's Articles of Association which state "In relation to Article 5.1.5 {for setting frameworks for the appointment, appraisal, suspension and dismissal of and for the pay and conditions of service of other Employees} the Board of Governors shall have regard to the need to ensure that Academic staff have freedom within the law to question and test received wisdom and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their</p>

	<p>jobs or any privileges they may have at the University.”.</p>
<p>Accountability: The provider operates openly, honestly, accountably and with integrity and demonstrates the values appropriate to be recognised as an English higher education provider.</p>	<p>LSBU’s Behavioural Framework sets out clearly the type of behaviours that LSBU believes everyone who works with or for LSBU need to exhibit, irrespective of role, these are as follows:</p> <p>Excellence - We are known for working to a high standard and providing a quality service to all.</p> <p>Professionalism - Everyone takes personal accountability and responsibility, leads by example and inspires others.</p> <p>Integrity - We communicate with transparency and respect, creating a working and learning environment based on trust.</p> <p>Inclusivity - We celebrate being a diverse and vibrant community, where there are no barriers to inclusion and where we view the differences between people as a source of strength.</p> <p>Creativity - We are innovative, generating ideas and opportunities that are useful in solving problems and enhancing the reputation of the University.</p> <p>LSBU governors are also required to adhere to the Behavioural Framework and the principles of public life. As stated in LSBU’s Corporate Governance Statement “On appointment, governors... agree to act in accordance with the seven principles of public life and the University values”</p>
<p>Student engagement: The governing body ensures that all students have opportunities to engage with the governance of the provider, and that this allows for a range of perspectives to have influence.</p>	<p>As outlined in Article 8.1 there will be “Up to two persons appointed by the Board of Governors who are Students, “Student Governors””</p> <p>The Board has determined that there will be two student governors. The two student governors are the President of the Students’ Union and the Chair of the Students’ Union Council, who are elected by the whole student body annually.</p>

	<p>Student governors are not normally excluded from any items at Board meetings. Student governors also sit on Board sub-committees.</p> <p>Students are also represented on the Academic Board and its sub-committees.</p>
<p>Academic governance: The governing body receives and tests assurance that academic governance is adequate and effective through explicit protocols with the Senate/Academic Board (or equivalent).</p>	<p>One of the Board’s primary responsibilities under the Standing Orders is, “to ensure the establishment and monitoring of quality assurance...”</p> <p>The Board of Governors has reviewed academic quality through an annual Academic Board report, through the Articles and Standing Orders, and the HEFCE annual provider review process. As part of this process, the Board approved a full assurance statement to HEFCE that “LSBU is maintaining its responsibility for improving student academic experience and student outcomes, and that academic standards are set and appropriately maintained”.</p>
<p>Risk management: The provider operates comprehensive corporate risk management and control arrangements (including for academic risk) to ensure the sustainability of the provider’s operations, and its ability to continue to comply with all of its conditions of registration.</p>	<p>LSBU has a well-established risk management process.</p> <p>One of the Board’s primary responsibilities under the Standing Orders is, “to ensure the establishment and monitoring of quality assurance and systems of control and accountability, including financial and operational controls and risk assessment, and procedures for handling internal grievances and for managing conflicts of interest.”</p> <p>The internal auditors review the risk management process annually. Their latest opinion is that “risk management arrangements remain robust”.</p> <p>HEFCE has designated LSBU “not at higher risk” in its latest risk letter (21 February 2018).</p>
<p>Value for money: The governing body ensures that there are adequate and effective arrangements in place to provide transparency about value for money for students and (where a provider has access to the student support system or to grant funding) for taxpayers.</p>	<p>Under the Standing Orders, the Audit Committee receives assurance on and reports to the Board annually on the arrangements for economy, efficiency and effectiveness (value for money), within the University.</p>

	<p>LSBU's Public Benefit Statement is available online to students and the wider public.</p> <p>A Value for Money report has been submitted annually to HEFCE.</p> <p>LSBU's Annual Review, available online to students and the wider public, provides a summary of LSBU's income and allocation of expenditure for the year 2016/17.</p>
<p>Freedom of speech: The governing body takes such steps as are reasonably practicable to ensure that freedom of speech within the law is secured within the provider.</p>	<p>LSBU has a Freedom of Speech Code of Practice, which is published to staff and students, and referenced in LSBU's external speaker policy. The code, as far as is reasonably practicable, ensures that freedom of speech within the law is protected.</p> <p>The University is in the process of reviewing its existing code of practice and the revised code will be submitted to the Board of Governors for approval at its meeting in July 2018.</p>
<p>Governing body: The size, composition, diversity, skills mix, and terms of office of the governing body is appropriate for the nature, scale and complexity of the provider.</p>	<p>The Board determines the number and composition of the Board of governors within the parameters outlined in Article 8.1.</p> <p>Under Article 8.2 the Board has determined through the Standing Orders that, when fully complemented, the membership of the Board shall consist of 18 members, as follows:</p> <ul style="list-style-type: none"> • 13 independent governors; • the Vice Chancellor (by virtue of office); • two students; and • two staff members of the Academic Board. <p>The Chair of the Board regularly discusses the size, composition, diversity, skills matrix, and terms of office of the Board with governors. It is also formally reviewed in regular effectiveness reviews. The Board has concluded that the governing body is appropriate for the nature, scale and complexity of the provider.</p>

<p>Fit and proper: Members of the Governing Body, those with senior management responsibilities, and individuals exercising control or significant influence over the provider, are fit and proper persons.</p>	<p>Article 8.1.2 states that independent governors shall be persons “who are considered by the Appointments Committee to have experience and capability relevant to the University’s requirements”.</p> <p>The Articles prohibit people from serving as governors who are “disqualified under the Charities Act from acting as a Charity Trustee or under the Companies Act from acting as a Company Director” (Article 9.3.1) and are “incapable... of managing his/her own affairs” (Article 9.3.2).</p> <p>Article 5.1.4 states that the Board of Governors shall be responsible for the “for the appointment, appraisal, suspension, dismissal and determination of the pay and conditions of service of the Chief Executive, the Clerk and such other senior posts as the Board may determine”.</p> <p>When recruiting for senior post holders and other senior management positions LSBU follows a robust recruitment and due diligence process to ensure individuals with senior management responsibilities are fit and proper persons.</p> <p>LSBU has no Persons of Significant Control.</p>
<p>Additional public interest governance principle: providers authorised with degree awarding powers</p>	
<p>Records: Where degree awarding powers are solely contained in the provider’s governing documents, and no order either under section 76 of the Further and Higher Education Act 1992, or under HERA exists, the provisions setting out those powers must be retained and may not be altered without the consent of the OfS</p>	<p>LSBU degree awarding powers derive from Section 76 of the Further and Higher Education Act 1992 and decision of The Lords of Her Majesty’s Most Honourable Privy Council dated 4th June 1992.</p>
<p>Additional public interest governance principles: providers in receipt of financial support</p>	
<p>Independent members of the governing body: There must be at least one external member of the governing body who is independent of the provider, and whose term of office is normally limited to a maximum of three terms of three years or two terms of four years. For providers with large governing bodies, or more complex legal forms, additional independent members may be appropriate.</p>	<p>Under Article 8.2 the Board “shall ensure that a majority of the members of the Board of Governors when constituted are Independent Governors”.</p> <p>Under Article 9.1.2 Independent Governors serve for four years and under Article 9.1.3 are eligible to be reappointed for a further term of four years. Article 9.2 states that “Governors may not</p>

	normally be appointed for more than two terms of office in total”.
<p>Regularity, propriety and value for money: The governing body ensures that there are adequate and effective arrangements in place to ensure public funds are managed appropriately, in line with the conditions of grant and the principles of regularity, propriety and value for money, and to protect the interests of taxpayers and other stakeholders. This also applies to any funds passed to another entity for the provision of facilities or learning and teaching, or for research to be undertaken.</p>	<p>Under the Standing Orders the Board receives assurance from the Audit Committee through the external audit report that public funds are managed appropriately, in line with the conditions of grant and the principles of regularity, propriety and value for money, and to protect the interest of taxpayers and other stakeholders.</p>

	CONFIDENTIAL
Paper title:	Data Protection Policy
Board/Committee:	Board of Governors
Date of meeting:	17 May 2018
Author:	James Stevenson, University Secretary
Executive sponsor:	James Stevenson, University Secretary
Purpose:	For approval
Recommendation:	The Board is requested to approve the policy

Executive Summary

As the Board is aware, the EU general data protection regulation comes into effect on 25th May 2018. The GDPR compliance project board is addressing compliance in LSBU. Update reports are provided to each meeting of the audit committee.

Key steps in the compliance project include:

- appointment of a permanent data protection officer, which is a more senior role to oversee compliance and advise the executive.
- ongoing support from an experienced data consultant.
- writing brand new policy, standards, privacy notices and third party terms & conditions of processing, tailored for LSBU's needs, with appropriate external legal advice.
- the current priority is to map flows of personal data across the whole of LSBU. The project manager has liaised with managers of each data system to create the maps. Each flow of personal data is being reviewed to confirm the "legal basis for processing" and establish the privacy notice that will apply to the processing.
- ongoing internal communications and drop-in advice sessions have been arranged. In addition, the current data protection mandatory training module is being updated.

Recommendation

The Board is requested to approve the draft LSBU data protection policy statement (set out below), which is recommended to the Board by the executive, and which sets the framework for compliance post-25th May 2018.

The next meeting of project board will be held in May 2018.

An update will be reported to the next meeting of the audit committee in June 2018.

DRAFT / LSBU data protection policy 2018

Introduction

London South Bank University and South Bank University Enterprises Limited (“the University”, “we” or “our”) obtains, uses, stores and otherwise Processes Personal Data in order to carry out its functions. The University is registered as a Data Controller under the Data Protection Act 1998 [*or 2018, when in force*].

When Processing their Personal Data, the University is obliged to fulfil individuals’ reasonable expectations of privacy by complying with the General Data Protection Regulation (the GDPR), the Data Protection Act 2018 (DPA), and other relevant legislation and regulations (collectively “Data Protection Law”).

Scope

This policy covers all Personal Data we Process about Data Subjects regardless of the medium on which that Personal Data is stored. This policy applies to all staff, contractors and others who Process Personal Data on the University’s behalf.

The Data Subjects whose Personal Data we Process include potential staff and students (applicants), current staff and students, former staff and students, current and former workers, contractors, website users, contacts and research subjects, visitors and users of University facilities.

Responsibilities

The Executive team is responsible for driving and maintaining a culture that respects the protection of Personal Data across the University and is accountable for the University’s Processing of Personal Data. The Executive sponsor for this policy is the University Secretary & Clerk to the Board of Governors.

All Deans and Directors of Professional Services Groups are responsible for ensuring that all University staff within their area of responsibility comply with this policy and should implement appropriate practices, processes, controls and training to ensure that compliance.

Decisions taken under this policy should be risk-based, with particular reference to risks to the interests and fundamental rights of the Data Subjects. Decision making should be escalated to the appropriate level based on the risks posed.

Each member of staff and others who Process Personal Data on behalf of the University (e.g. contractors, volunteers) is responsible for complying with this policy, implementing the policy in their own work, and attending the Data Protection training provided that is appropriate to their role. A failure to comply with this policy may result in disciplinary action.

The Data Protection Officer (DPO) is responsible for overseeing this policy and the processes which underpin it, developing related policies and guidelines, advising the University on its obligations under Data Protection Law and monitoring compliance. The University's DPO is Hywel Williams: 020 7815 7815, dpa@lsbu.ac.uk.

Policy statement

London South Bank University and South Bank University Enterprises Limited ("the University", "we" or "our") will fulfil individuals' reasonable expectations of privacy by complying with the General Data Protection Regulation (the GDPR), the Data Protection Act 2018 (DPA), and other relevant legislation and regulations (collectively "Data Protection Law").

We will:

- protect individuals' Personal Data and only Process it in compliance with Data Protection Law and with good practice
- be clear about how Personal Data must be Processed and the University's expectations for all those who Process Personal Data on its behalf
- Process Personal Data effectively and efficiently to achieve the purposes for which it was obtained
- protect the University's reputation by ensuring the Personal Data entrusted to it is Processed in accordance with Data Subjects' rights
- protect the University from risks of Personal Data Breaches and other breaches of Data Protection Law and hence from liability.

The University's approach to Processing Personal Data will be guided by the Personal Data Protection Principles, which are set out in the GDPR. These require Personal Data to be:

- Processed lawfully, fairly and in a transparent manner (Lawfulness, Fairness and Transparency)
- collected only for specified, explicit and legitimate purposes and not further Processed in a manner incompatible with those purposes (Purpose Limitation)

- adequate, relevant and limited to what is necessary in relation to the purposes for which it is Processed (Data Minimisation)
- accurate and where necessary kept up to date (Accuracy)
- not kept in a form which permits identification of Data Subjects for longer than is necessary for the purposes for which the Personal Data is Processed (Storage Limitation)
- Processed in a manner that ensures its security, using appropriate technical and organisational measures to protect against unauthorised or unlawful Processing and against accidental loss, destruction or damage (Security, Integrity and Confidentiality).

The University is responsible for, and must be able to demonstrate compliance with, the data protection principles listed above (Accountability). University staff, contractors and others who Process Personal Data on the University's behalf will give effect to this policy through complying with the Data Protection Standard and related policies, procedures and processes.

Agenda Item 13

	CONFIDENTIAL
Paper title:	Report on decisions of Committees
Board/Committee	Board of Governors
Date of meeting:	17 May 2018
Author:	James Stevenson, University Secretary
Board sponsors:	Relevant committee chairs
Purpose:	To update the Board on committee decisions
Recommendation:	To note the report

Executive Summary

A summary of Committee decisions is provided for information. Minutes and papers are available on modern.gov.

The Board is requested to note the reports.

Summary of Committee decisions

South Bank Academies Board – [22 March 2018](#)

The Board discussed:

- The retirement of the CEO and succession planning.
- Chair succession planning in view of Group Structure arrangements.
- Appointment of the VC as Interim Accountable Officer.
- Safeguarding Report. The Board requested a review of the report format to ensure consistency across the MAT.
- KPI report. A review of KPIs was requested for the next school year.
- Audit Committee minutes. The Board noted progress on external audit actions and that PwC had been invited to submit an internal audit proposal.
- Management accounts. The Board noted the progress in preparing the management accounts and requested updates to be circulated in advance of its next meeting.
- Governance review (internal). The Board noted the proposals to streamline operations through LSBU shared services.

The Board approved:

- The appointment of Nicole Louis as Interim CEO (time limit of 31 December 2018).
- The proposal that the Chair (Dave Phoenix) step down and be appointed Interim Accountable Officer.

The Board noted:

- DfE governance effectiveness review (scope)
- UTC update
- Local Governing Body reports

South Bank University Enterprises Limited – [24 April 2018](#)

The Board discussed:

- Management accounts
- SBUEL shareholdings: the Board reviewed reports on existing shareholdings.
- Employment agency: the Board received an update on the activities of the Employment Agency.
- CPD business update: the Board discussed a timeline for further developing CPD business activity.

- Bahrain JV update: the Board noted progress on establishing the JV company in Bahrain with a hard launch planned for July 2019.

The Board noted:

- Debtors report
- Tenant report

Financial Planning and Resources Committee – [1 May 2018](#)

The committee discussed:

- The Management accounts to 31 March 2018, which is trending towards a surplus of £1.5m, in line with budget.
- The number of student withdrawals as at March 2018, and the refunds being paid by the University to the students who withdrew or interrupted their studies.
- The student recruitment 2018/19 semester 1 report.
- The draft fundraising strategy which was supported.
- The capital expenditure funding proposal which was supported.
- The strategic HR report.
- The Lambeth College commercial debt proposal which was supported.

The committee approved:

- the Travel, subsistence and expenses policy.

Major Projects and Investments Committee – meeting cancelled

The meeting of MPIC planned for Thursday 3rd May was cancelled as there were no meaningful updates, or approvals needed for the projects underway – mainly the Estate Development Plan, Project Larch and LEAP. The next meeting is scheduled for 28 June 2018.

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	CONFIDENTIAL
Paper title:	Corporate Risk Report
Board/Committee	Board of Governors
Date of meeting:	17 May 2018
Author:	John Baker – Corporate & Business Planning Manager
Executive sponsor:	Richard Flatman – Chief Financial Officer
Purpose:	To present an overview of the current risk entries on the Corporate Risk Register aligned to the element of the Risk Appetite.
Recommendation:	The Board is requested to review the report.

Executive Summary

This Risk Exposure Matrix separates risk into the 4 risk categories of the risk appetite document.

The cover page provides an overview of risk entries on the Corporate Register, by severity rating and risk type.

The subsequent pages provide an overview of the risk entries for each risk type rated medium or above.

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LSBU Corporate Risk Matrix – Severity by Risk Type (from Risk Appetite) – May 2018

Cover Page: Board High Level overview of Risk Exposure

Severity Rating	Critical	High	Medium	Low
Risk Types:				
Financial (Open)	2: Revenue reduction if marketing & PR does not achieve H/EU UG recruitment targets (NL)	457: Anticipated international & EU student revenue unrealised (PI) 3: Increasing pensions deficit reduces flexibility (RF)	14: Loss of NHS contract income (WT) 37: Affordability of Capital Expenditure investment plans (RF) 402: Income growth from Research & Enterprise unrealised (PI)	517: Impact of EU Referendum on regulation & market (DP)
Legal / Compliance (Cautious)			305: Data not used / maintained securely (SW) 519: Negative Curriculum Assessment (SW) 584: External incident compromises campus operations or access (PB)	
Academic Activity (Seek)		467: Progression Rates don't increase (SW)	398: Academic programmes not engaged with technological and pedagogic developments (SW) 495: Higher Apprenticeship degrees (PB) 518: Core student system inflexibility / failure (SW)	494: Inconsistent delivery of Placement activity (SW)
Reputation (Open)			6: Management Information perceived as unreliable, doesn't triangulate or is not presented (RF) 362: Low staff engagement or staff cost containment programme impacts performance negatively (PB)	1: Lack of capability to respond to policy changes & shifts in competitive landscape (DP)

Risk Type: Financial		
<i>Summary of current risks & drivers</i>	<i>Notes on controls & mitigation strategies</i>	<i>Notes on progress made and actions completed</i>
<p>2: Home UG Recruitment: Increased competition and narrowing candidate pool put pressure on applicant numbers. Brand positioning doesn't articulate LSBU potential effectively and impacts on conversion rate, leading to shortfall in anticipated income, or changes entrant tariff score</p>	<ul style="list-style-type: none"> • QSC approval of course validations informed by market insight • Weekly review of numbers by MAC leadership team • Monthly review of DARR report • Revised Outreach strategy 	<ul style="list-style-type: none"> • Brand Architecture & Narrative review being led by DoB&C for May presentation • School website content now with copywriters • Response protocols being reviewed by Director to complete end 2018
<p>457: International Income: Government policy & UKVI process creates additional burdens to recruitment, and TNE partner models still in development</p>	<ul style="list-style-type: none"> • International Office runs annual cycle of training events with staff on UKVI processes. • Recruitment reports to each meeting of Ops Board • Development of Overseas offices 	<ul style="list-style-type: none"> • Feedback being collected from Egyptian partner on draft partnership model prior to Exec presentation • UKVI Consultant report received & actioned
<p>39 Pensions: Increasing life expectancy & poor performance of funds post 2008 leads to greater deficit</p>	<ul style="list-style-type: none"> • Annual FRS 102 valuation • Strict control on early access to scheme 	<ul style="list-style-type: none"> • Mercers costed scenarios being presented to Jun FP&R meeting
<p>74: NHS Contract Income: Changes to NHS management structures, and move from bursaries to loans for pre-Reg courses impacts on levels of income</p>	<ul style="list-style-type: none"> • QCPM & NMC course review processes demonstrate quality of provision to funders • Literacy & Numeracy support provided in cycle 	<ul style="list-style-type: none"> • New Apprenticeship, Associate & foundation programmes validated or in development • Havering lease now extended
<p>37: Capex affordability: Project ambitions and scales not in alignment with current cash generation capacity or asset valuations, or project cost escalation</p>	<ul style="list-style-type: none"> • Capex reporting embedded into management accounts provided to FP&R Committee • Estates project methodology controls & governance • Financial regs require Board approval >£2m 	<ul style="list-style-type: none"> • Sino-campus Steering Panel ongoing • Perry disposal options considered • St Georges options being tested with Clive Crawford Associates
<p>402: Research & Enterprise contracting: Forward financial plans anticipate increases in income which will need to be supported through reaching into new markets and areas of activity</p>	<ul style="list-style-type: none"> • Bid writing workshops for academic staff delivered • Sharepoint & FEC Research & Enterprise Approval Process for authorisation of new opportunities • R&E activity Pipeline Reports (Financial & Narrative) provided to Operations Board Meetings 	<ul style="list-style-type: none"> • London Doctoral Academy reps appointed • Health Innovation Lab director appointed • LURN partnership bids commenced • ACEEU accreditation application underway

Risk Type: Legal / Compliance		
<i>Summary of current risks & drivers</i>	<i>Notes on controls & mitigation strategies</i>	<i>Notes on progress made and actions completed</i>
<p>305: Data use and access: The rise of cyber-attacks, and malicious attempts to circumvent existing controls pose a threat to data security. Evolving standards of good practice take time to become articulated within an institutional context and fully adopted as salient culture. European GDPR legislation comes into force on 5th May 2018.</p>	<ul style="list-style-type: none"> • GDPR Project programme approved by Executive in January • Data Protection now included within suite of Mandatory Training modules for staff • ICT project process requires Privacy Impact Statements and changes to digital infrastructure reviewed quarterly by ICT Technical Roadmap Board • IT access now linked directly to live info from i-Trent staff record system, and logical security protocols require 6 monthly change • Vulnerability tests scheduled weekly 	<ul style="list-style-type: none"> • GDPR project programme reviewed by project board • Data Protection Officer role now appointed to • Recruitment underway for Head of Information Security
<p>519: Curriculum Compliance: The transition from sector funder (Hefce) to Regulator (OfS) sees a move away from the Annual Provider Review approach to quality assurance of provision, to achievement of registration conditions, which now connect explicitly to the stipulations of the CMA (Competitions & Markets Authority) around consumer protection. The links between Course Approval documents and Marketing content is not currently assured, and tolerance thresholds for changes to course content may vary in practice.</p>	<ul style="list-style-type: none"> • Academic Audit process is monitored by Academic Board, through reports from QSC (Quality & Standards Committee) • LSBU Participation in the Subject TEF pilot process is providing greater institutional awareness of the way data returned to HESA is used to review institutional performance • Curriculum creation process being transferred to the Registry function • All Course Specs being translated into new Educational Framework format 	<ul style="list-style-type: none"> • Full audit of Course specifications now completed • OfS Registration process being overseen by project board & Company Secretary • Educational Framework specification documents now mandatory for all new programmes
<p>584: External Incident impact on campus: UK government's current terror threat level of 'severe' and incidents during 2017 mean that a central London location places LSBU at greater risk of being impacted by a future event.</p>	<ul style="list-style-type: none"> • Building Lockdown plans in place • Business continuity plans for critical activity reviewed annually by resilience team • Emergency Information sets at receptions • Halls Accommodation aid agreement in place with London School of Economics 	<ul style="list-style-type: none"> • Emergency planning scenario tested with Executive • Review actions now being implemented

Risk Type: Academic Delivery		
<i>Summary of current risks & drivers</i>	<i>Notes on controls & mitigation strategies</i>	<i>Notes on progress made and actions completed</i>
<p>467: Progression: Despite a revised focus on the re-enrolment process, the progression rate fell by 2% to 75% for full time students, and is featured as a negative flag on some of the metrics supplied through the Subject TEF pilot process.</p>	<ul style="list-style-type: none"> • Range of data in the Corporate Warehouse being expanded to utilise the MIKE platform to provide greater insight and analysis to academic staff • Study support provided by Library & LRC • CRIT embeds support in high impact modules 	<ul style="list-style-type: none"> • Personal tutoring minimum specification circulated and published on website • Course Director Role Description completed & provided to the School DESEs • New Progression dataset tested and added to Data Warehouse for ongoing reporting around progression and retention of students
<p>398: Technology & Pedagogy: Although the results are open to some interpretation, some competitors have made greater investment in using learning analytics to support the learning experience, and embedding technology within Classrooms. There are concerns in the sector with regard to the priority attached to teaching support within the new regulatory regime, and Advance HE. Delays with fully populating the CRIT team have impacted on delivery of plans.</p>	<ul style="list-style-type: none"> • CRIT (Centre for Research Informed Teaching) reports to the Student Experience Committee & to the Quality & Standards Committee on the Achievements of work undertaken. • Delivery of the Technologically Enhanced Learning Strategy (TEL) through the Educational Framework and Quality Processes, is monitored by Academic Board. • Digital baseline project underway to ensure parity of experience across all moodle sites 	<ul style="list-style-type: none"> • Professional Development sessions for Course Directors delivered utilising TESTA framework • Lecture capture facilities being provided to pilot group, with associated training sessions • Moodle baseline has been made available to all staff & new site template developed for roll out
<p>495: Apprenticeships: Some issues with system adaptations in order to accommodate all requirements of running Apprenticeship programmes, and some sector reports have introduced some uncertainty over future enrolment patterns.</p>	<ul style="list-style-type: none"> • The Apprenticeships team is now fully established within LSBU • 6 monthly progress report from Apprenticeships Steering Group scrutinised by Academic Board covers IPTE and the Passmore Centre. 	<ul style="list-style-type: none"> • Passmore Centre refurbishment project now underway • Launch events in preparation stages
<p>518: Core Student Systems: Although the LEAP project is underway to create a paradigm shift in administration of the student journey, existing platforms will be required in the interim, and are patched and burdensome.</p>	<ul style="list-style-type: none"> • LEAP Project Updates scrutinised by Academic Board • Operational Issues reported & tracked through ICT TopDesk system, with internal escalation protocols. 	<ul style="list-style-type: none"> • Timetabling review completed, and some recommendations implemented • Semester 2 starts issue now resolved • LEAP Programme Director appointed

Risk Type: Reputation		
<i>Summary of current risks & drivers</i>	<i>Notes on controls & mitigation strategies</i>	<i>Notes on progress made and actions completed</i>
<p>6: Management Information: Past concerns expressed regarding triangulation of data from separate returns made to the designated data body, and controlled internal access to this business intelligence. Lack of detailed articulation of interdependencies between data systems and use of multiple system fields</p>	<ul style="list-style-type: none"> • Data Assurance Group mechanism • MIKE platform for sharing data & visualisations using corporate warehouse • Continuous Audit programme reviews student and financial data for accuracy • Systemised data checks and reviews completed by PPA team prior to external submission. 	<ul style="list-style-type: none"> • Performance scorecard project underway to develop measures for professional services • Specification developed to inform LEAP business case including the Programme's information workstream • MIKE phase 2 datasets in testing phase prior to formal release • Subject TEF pilot submissions completed, including utilisation of new metric sets
<p>362: Low staff engagement or staff cost containment impacts performance: Systems and structures don't achieve intended facilitation of collaborative working across the institution. Reward and recognition packages perceived to be out of line with other sectors or institutions, or not applied equally across full range of protected characteristics. Frozen fee levels and continued challenges in recruitment market have contributed to flat income predictions and planned staff cost reduction programme, which could lead to lower engagement, disruption in service provision or skills / knowledge gaps that impact on delivery.</p>	<ul style="list-style-type: none"> • Town Halls cascade corporate messages • Regular engagement with Unions on staff matters • Shape & Skills approach to review • Comms strategy approved by Exec for MAC team • HR Business Partners manage all change activity • Direct staff feedback is encouraged through VC 'Continuing the Conversation' events & Yammer • Employee engagement champions network • Planning process promotes golden thread connection from Corporate Strategy, through Local Roadmaps to Staff Appraisals. 	<ul style="list-style-type: none"> • All Staff email introduced programme remit • Leadership forum group established • Procurement completed on Sodexo platform to deliver benefits to all staff & contractors • New engagement survey launched to staff • Stress Survey results provided to management teams in all Schools & PSGs

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	CONFIDENTIAL
Paper title:	Board strategy day report
Board/Committee	Board of Governors
Date of meeting:	17 May 2018
Author:	Michael Broadway
Board sponsor	Jerry Cope
Purpose:	Information
Recommendation:	The Board is requested to review and note the report.

Executive Summary

The Board is requested to review and note the report of the joint strategy day for Governors and members of the Academic Board, held on 26 April 2018.

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Joint Board and Academic Board strategy day notes – 26 April 2018

Avonmouth House, SE1

The Chair welcomed governors and members of Academic Board to the meeting, in particular, Asa Barber, the new Dean of Engineering.

On behalf of the Board, the Chair thanked Mike Molan, Dean of School of Business, who will be retiring in July 2018, and welcomed his successor, Sarah Moore Williams.

The Chair encouraged contributions particularly on the two key questions for the day:

- (i) confidence around medium term financial sustainability, and;
- (ii) additional areas to explore?

Update (Vice Chancellor)

The VC gave an update on key challenges and opportunities. The meeting noted and discussed:

- LSBU's position in the Complete University Guide league table had improved by 15 places, a key achievement as part of the corporate strategy.
- the Office for Students new regulatory framework and the challenges to student recruitment as a consequence of an increase in providers. In this context, there was a need to remain ambitious and optimise performance and achievements across the breadth of university activities.
- the need to ensure LSBU has the appropriate staff capacity and skills at both Schools and PSGs, and challenges for the Schools in re-shaping course portfolios, modules and assessment methodologies.
- in response to income challenges, it was noted the Executive is reviewing staffing costs and opex budgets.

Finance update and 5-year forecast (Chief Financial Officer)

The CFO presented current and 5-year financial forecasts. The meeting noted and discussed:

- the challenging current financial position. Key factors include the challenges in UG recruitment, international student recruitment, and retention.
- the Executive is already taking action to reduce opex and staff costs to meet the target surplus of £1.5M.
- It was noted that a surplus is necessary to generate cash and facilitate borrowing for capital developments, e.g. estates and LEAP (student journey project).
- the 2018/19 budget is a greater challenge than the current year due to flat income and increasing staff costs. Any reduction in staff costs would need to ensure that the necessary capacity and skills were available to maintain

improvements gained in recent years, as well as secure new successes in driving income streams.

- that a number of initiatives, e.g. the student journey project, would drive cost efficiencies in the medium/long term but not the short term.
- that future financial plans are cautious with realistic student number targets.

Future financial sustainability (Chief Marketing Officer)

The CMO presented a review of future financial sustainability. The meeting noted and discussed:

- the Executive now has a clearer understanding of the graduate recruitment market. Marketing the current UG tariff is important but presents challenges in relation to the quality of applicants and retention. Converting applications is the priority which is largely driven by the reputation of the School.
- the Executive is looking to reduce the number of courses without reducing the number of students.
- growth will be driven by the right course portfolio, and improving LSBU's reputation at subject, local and international levels.
- opportunities exist in complementary course design, e.g. overlap between health, engineering and business courses.

Afternoon session: Board and Executive – conclusions of the day

Board and Executive members discussed the two key questions posed at the start of the day:

Governors were supportive of:

- the cautious approach to financial forecasting which does not rely on increased student numbers; however, it was noted £1.5M is not a comfortable surplus.
- the Executive's diverse approach to the current challenges and that standing still was not an option, but the focus needed to be on those practical initiatives with the best impact.

Governors did not identify any additional areas to explore and requested the Executive to continue to develop the organisational development (OD) function in the university.

Overall, the Board is broadly optimistic about the medium-term financial sustainability of the university.

*LSBU Governance team
May 2018*

Attendance

Board of Governors: Jerry Cope (Chair), Douglas Denham St Pinnock (Vice Chair), David Phoenix, Sodiq Akinbade, Steve Balmont, Duncan Brown, Julie Chappell, Michael Cutbill, Peter Fidler, Jenny Owen, and Tony Roberts

Apologies: Shachi Blakemore, independent governor
Kevin McGrath, independent governor
Hilary McCallion, independent governor
Mee Ling Ng, independent governor

Academic Board: Ian Albery, Research Staff Representative
Craig Barker, Dean of Law & Social Science
Janet Bohrer, Director of Academic Quality Development Office
Patrick Callaghan, Dean of Applied Sciences
Kirsteen Coupar, Director of Student Services
Charles Egbu, Dean of Built Environment & Architecture
Asa Barber, Dean of Engineering
Gurpreet Jagpal, Director Research, Enterprise and Innovation
Janet Jones, Dean of Arts & Creative Industries
Mike Molan, Pro Vice Chancellor (Enhancement), Dean of Business
Sarah Moore Williams, Director of Research and Enterprise, School of Business, new Dean of Business (for July 2018)
Lesley Roberts, Head of Skills for Learning
Warren Turner, Dean/PVC Health & Social Care
Saranne Weller, Director, Centre for Research Informed Teaching

Apologies: Shushma Patel, Professorial Representative

University Executive: Pat Bailey, Deputy Vice Chancellor
Richard Flatman, Chief Finance Officer
Paul Ivey, Pro Vice Chancellor, Research & External Engagement
Nicole Louis, Chief Marketing Officer
Ian Mehrtens, Chief Operating Officer
James Stevenson, University Secretary & Clerk to the Board of Governors
Shân Wareing, Pro Vice Chancellor, Education & Student Experience

With: Michael Broadway, Deputy University Secretary
Joe Kelly, Governance Officer

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	CONFIDENTIAL
Paper title:	SU Elections
Board/Committee:	University Board of Govenors
Date of meeting:	17 May 2018
Author(s):	Steve Baker, CEO Students' Union
Sponsor(s):	Shân Wareing, PVC Education and Student Experience
Purpose:	For Information
Recommendation:	The Board is requested to note the returning officer's report for the 2017 SU Election

Executive Summary

The Students' Union had another successful year in getting students to participate in the students' union elections. A new Union record was set of 31.5% turnout, putting the students' union amongst the top ten in the country for engagement, this was despite thick heavy snow that meant many students were off campus for the week.

An appeal was lodged, to the University, by a candidate who was disqualified following several rule breaks. The disqualification was deemed fair by the RO and was not upheld by the University.

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London South Bank Students' Union 2017

Returning Officer	Lorna Reavley – CEO, Solent Students' Union
Deputy Returning Officer	James-J Walsh – Head of Representation & Advice – LSBSU
Independent Staff Member	Steve Baker – Chief Executive – LSBSU

Election details

Election Dates	26 th Feb – 2 nd March 2018
Method of Election	24hr online election
Number of candidacies in total this year	56 candidates
Number of students that voted this year	4,214
Election turnout of membership this year (%)	31.5%
Number of candidacies in total last year	228
Number of Students that voted last year	4,325
Election turnout of membership last year (%)	28.5%
Election turnout difference between this year and last year (%)	+3%

Complaints

Number of complaints submitted during election	5
Number of complaints submitted before election	1
Number of complaints during the election upheld	5
Number of official sanctions issued	5
Number of candidates disqualified from election	1

Elections overview

The Students' Union had another incredibly successful year in getting students to participate in the students' union elections. A new Union record was set of 31.5% turnout, putting the students' union amongst the top ten in the country for engagement, this was despite thick heavy snow that meant many students were off campus for the week.

Voter Statistics

The infographic below details the number of votes cast for each of the roles elected during this year's Spring Election.

Election details						
Title	Individual voters	Total votes	Abstentions	Electronic votes	Postal votes	Proxy votes
Students' Union Elections 2018	4214	39618	5242	39618	0	0

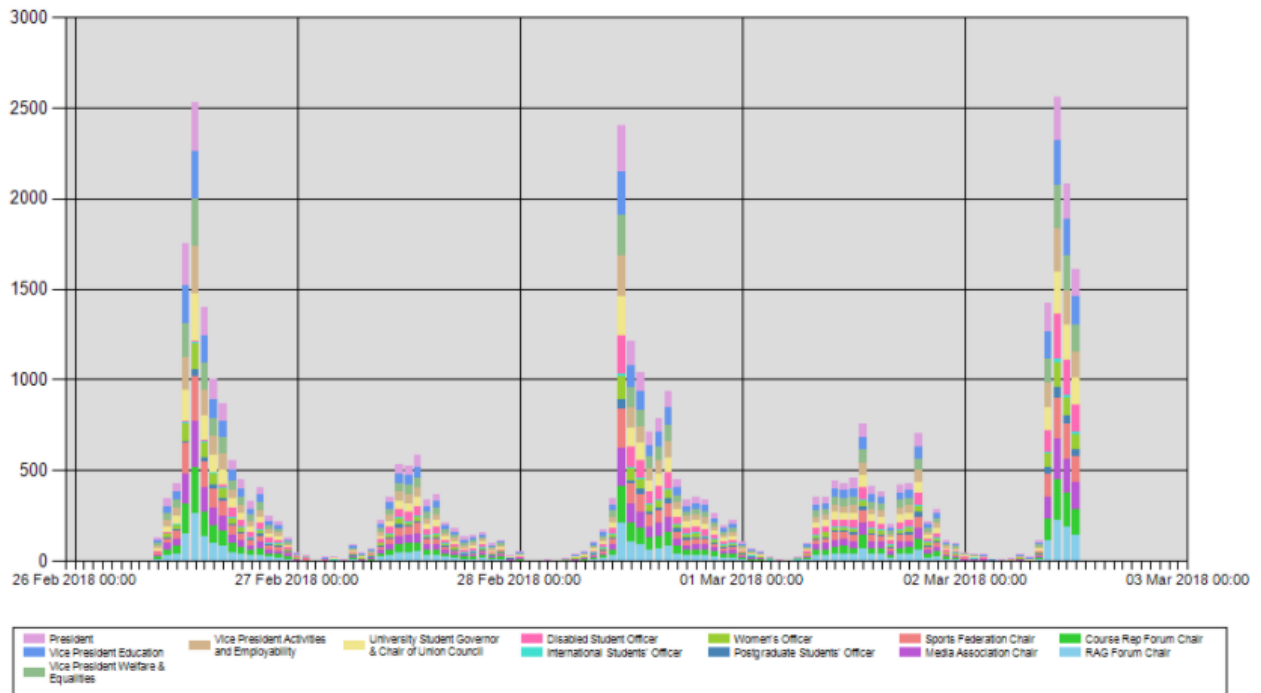
Vote count by post			
Post name	Votes	Abstentions	Quorum
President	4134	322	0
Vice President Education	3939	428	0
Vice President Welfare & Equalities	3826	372	0
Vice President Activities and Employability	3746	321	0
University Student Governor & Chair of Union Council	3673	518	0
Disabled Student Officer	2876	749	0
International Students' Officer	292	34	0
Women's Officer	2098	331	0
Postgraduate Students' Officer	797	81	0
Sports Federation Chair	3603	401	0
Media Association Chair	3562	659	0
Course Rep Forum Chair	3547	516	0
RAG Forum Chair	3525	510	0

Returning Officer Report



The infographic below details how the votes were split amongst the candidates broken down hour by hour, as can clearly be seen our 24hr online voting enables significantly more students to participate at a time that is convenient for them, this is fuelled by our ability to send both email and text messages reminders to them through our strong and robust data sharing agreement.

Votes per hour - by post



Returning Officer Report

Participant Stats

The following information is regarding the demographic profile of those who voted in our elections

Overall



#LSBUElects Live Voting

School



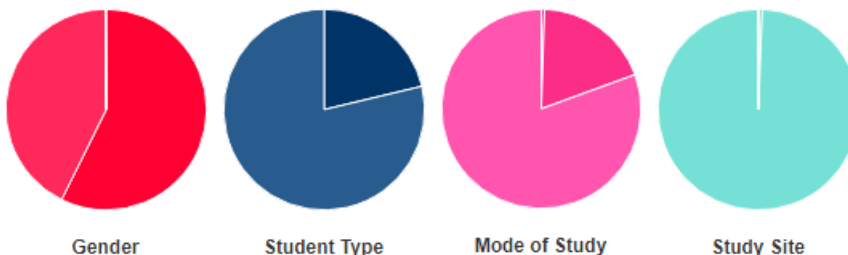
Gender



Status



Student Type



School Participation - based on %turnout

- | | |
|---------------------------------------|---|
| 1. School of Business (36.3% -0.2) | 5. Applied Sciences (34.5% +4.7) |
| 2. Engineering (37.5% +2.6) | 6. Health & Social Care (25% 3.4) |
| 3. Social Science & Law (35.2% +5.1%) | 7. Built Env. & Architecture (28.8% +8.4) |
| 4. Arts & Creative Ind. (34.8% +3.7) | |

Voter demographics

- Women's representation 57.3% +0.9
- Postgraduates 21.2% +1.2
- Part-time students 18.9 +1.9

Info: Further breakdowns on engagement will be available on request from the SU Representation Office.

Returning Officer Report



Returning Officer Recommendations

I recommend that an additional eligibility to stand check is made on all candidates prior to publishing the candidates list in order to ensure that they have no disciplinary sanctions imposed by the University and are considered to be in good standing.

Confirmation of fair election

I hereby declare that this election was run in a fair and democratic manner which satisfies the stipulations as laid out within the 1994 Education Act.

Returning Officer Signature & Date

Signature:

Clara Kealey

Date:

08.05.18