

## Meeting of the Board of Governors

10.00 am on Thursday, 26 September 2019  
in Avonmouth house

### Agenda

| <i>No.</i> | <i>Item</i>                                   | <i>Pages</i> | <i>Presenter</i> |
|------------|---|--------------|------------------|
| 1.         | Programme                                     | 3 - 6        |                  |
|            | <b>Highlights and challenges</b>              |              |                  |
| 2.         | South Bank Academies                          | 7 - 10       | DC               |
| 3.         | South Bank Colleges                           | 11 - 18      | FM               |
| 4.         | LSBU  | 19 - 22      | PB               |
| 5.         | Financial context - Update and key challenges | 23 - 36      | RF               |
| 6.         | Ambitions and environment                     | 37 - 78      | DP               |
| 7.         | Key challenges, threats and opportunities     | 79 - 92      | DP               |

### Date of next meeting

**4.00 pm on Thursday, 17 October 2019**

**Members:** Jerry Cope (Chair), Douglas Denham St Pinnock (Vice-Chair), Duncan Brown, John Cole, Michael Cutbill, Peter Fidler, Nelly Kibirige, Mark Lemmon, Mee Ling Ng, Jeremy Parr, David Phoenix, Rashda Rana, Tony Roberts, Deepa Shah, Nazene Smout and Vinay Tanna

**Apologies:**

**In attendance:**

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**LSBU Group Strategy Day  
09.45 for 10.00 to 15.45 on Thursday 26 September 2019  
at Avonmouth House, London SE1 6NX**

**P R O G R A M M E**

| <i>Time</i> | <i>Topic</i>   | <i>Presenter/s</i>                          |
|-------------|--|---|
| 09.45       | Tea and coffee   |   |
| 10.00       | <b>Welcome</b> – LSBU, SBC and SBA Boards, and key Group colleagues  | Jerry Cope                                  |
| 10.05       | <b>Highlights and challenges</b> <ul style="list-style-type: none"> <li>• South Bank Academies (Dan Cundy)</li> <li>• South Bank Colleges (Fiona Morey)</li> <li>• London South Bank University (Pat Bailey)</li> <li>• <i>Questions / Discussion</i></li> </ul> | Dan Cundy,<br>Fiona Morey<br>and Pat Bailey |
| 10.35       | <b>Financial context</b> <ul style="list-style-type: none"> <li>• Update and key challenges</li> <li>• <i>Questions / Discussion</i></li> </ul>  | Richard<br>Flatman                          |
| 11.10       | Tea and coffee   |   |
| 11.20       | <b>Ambitions and environment</b> <ul style="list-style-type: none"> <li>• Digital development and student experience</li> </ul>  | Cat McCusker<br>(PWC)                       |
| 12.15       | Short break  |   |
| 12.20       | <b>Ambitions and environment</b> <ul style="list-style-type: none"> <li>• Political Environment</li> <li>• Measuring success of LSBU Group – KPIs</li> <li>• <i>Questions / Discussion</i></li> </ul>  | David Phoenix                               |
| 13.15       | <b>Networking lunch for all</b><br><br><i>After lunch SBC Board, SBA Board and key Group colleagues depart<br/>LSBU Governors, SBA Chair and LSBU Executive remain for afternoon<br/>sessions</i>  |   |
| 14.15       | <b>Key challenges, threats and opportunities</b> <ul style="list-style-type: none"> <li>• Future business model</li> <li>• Diversification</li> </ul>  | David Phoenix                               |

- *Questions / Discussion*

15.30 **Summary and close**

Jerry Cope

**Pre-reading** – 'Tracking the Economic and Social Impact of London South Bank University and the LSBU Family Group'

Board of Governors: Jerry Cope (Chair), Douglas Denham St Pinnock (Vice-Chair), David Phoenix (Vice Chancellor & CEO), Duncan Brown, John Cole, Michael Cutbill, Peter Fidler, Nelly Kibirige, Mark Lemmon, Hilary McCallion, Mee Ling Ng, Jeremy Parr, Rashda Rana, Tony Roberts, Deepa Shah, Nazene Smout and Vinay Tanna

Additional Members of South Bank Colleges Board: Steve Balmont, Jennifer Brathwaite and Adesewa Ogunyomi

Additional Members of South Bank Academies Board: Hitesh Tailor (Chair) and Lesley Morrison

Members of the Executive: Pat Bailey, Provost  
Richard Flatman, Group Chief Financial Officer  
Paul Ivey, Chief Business Officer  
Nicole Louis, Chief Customer Officer  
Fiona Morey, Executive Principal of Lambeth College & PVC (Compulsory & FE)  
James Stevenson, Group Secretary & Clerk to the Board of Governors

Key Group colleagues: Stuart Bannerman, Director of International  
Asa Barber, Dean of Engineering  
Janet Bohrer, Director of Academic Quality and Enhancement  
Steven Brabenec, Director of Marketing and Recruitment  
Patrick Callaghan, Dean of Applied Sciences  
Alison Chojna, Acting Director of Academic Related Resources  
Kirsteen Coupar, Director of Student Support and Employability  
Sarah Cowley, Interim Director of Organisational Development  
Dan Cundy, Executive Principal of South Bank Academies  
Philip Cunniffe, Assistant Principal of Lambeth College  
Natalie Ferer, Group Financial Controller  
Janet Jones, Dean of Arts and Creative Industries  
Monica Marongiu, Assistant Principal of Lambeth College  
Kath Mills, Director of Brand and Communications  
Sarah Moore-Williams, Dean of Business  
Marcelle Moncrieffe-Johnson, Executive Director of People and Organisation  
George Ofori, Dean of Built Environment and Architecture  
Hassan Rizvi, Deputy Principal of Lambeth College  
Carol Rose, Director of Estates  
Ralph Sanders, Director of Finance and Management Information  
Mike Simmons, Director of Corporate Affairs  
Warren Turner, Dean of Health and Social Care  
Michael Webb, Chief Financial Officer of Lambeth College

With: Michael Broadway, Deputy University Secretary

Apologies: Craig Barker, Dean of Law and Social Sciences  
Richard Duke, Director of Strategy and Planning  
Tony Giddings, SBA director  
Ruth Farwell, Chair of **Page 5**  
Chris Mallaband, SBA director  
Andrew Owen, SBC director

## Attendance

# Highlights and challenges



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# Challenges

1. Improving outcomes – destinations, progress
2. Local competition
3. Demographic change
4. Funding
5. Nationwide and local staffing shortages
6. Curriculum changes
7. Political landscape



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# Highlights

1. Conduct, relationships, climate for learning
2. Social and cultural capital development
3. Employability
4. Engagements
5. Innovation in pedagogy
6. Destinations
7. LSBU academic input



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# Video



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# Group Updates



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# Key Achievements

1. Positive Ofsted
2. 7% improvement in 16-18 yr achievement
3. 26% increase in students progressing to LSBU
4. New staff benefits offer in place
5. New Centre for Professional Development of Teaching & Learning opened



**Lambeth College**  
LSBU | GROUP

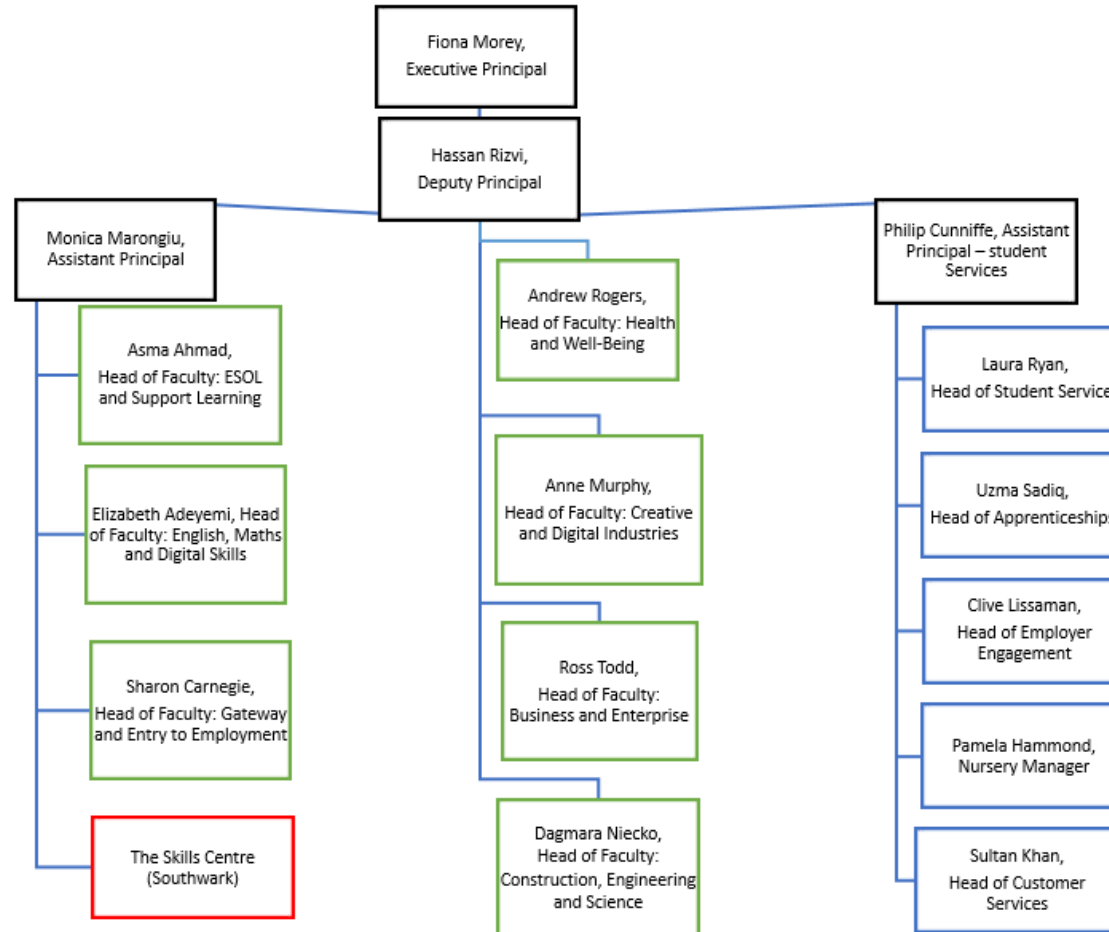


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# Key Achievements

## 6. Senior team in place

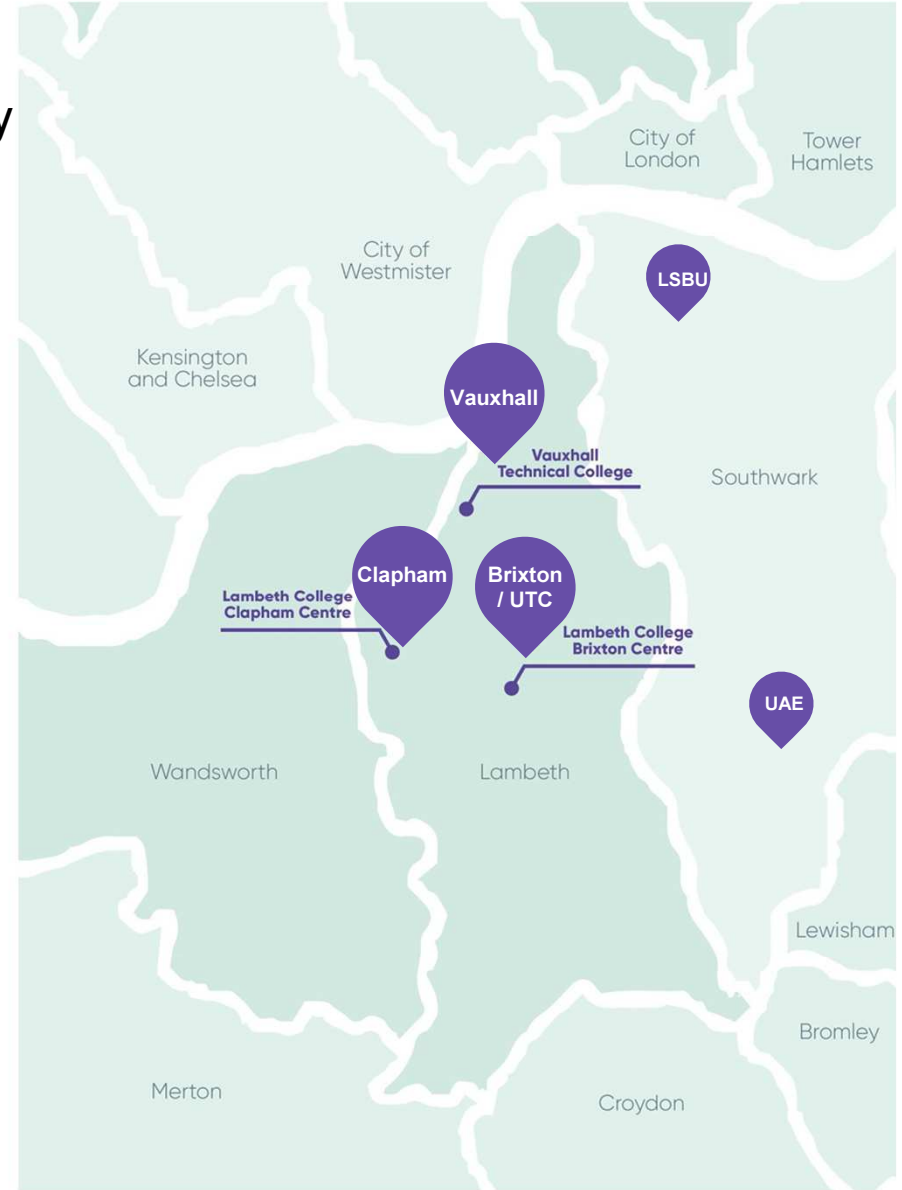


# Key Achievements

7. Curriculum vision aligned to estates strategy



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LSBU | GROUP



# Vauxhall Technical College (22,560sq metres)

**STEAM Centre**  
(10,050sq metres)

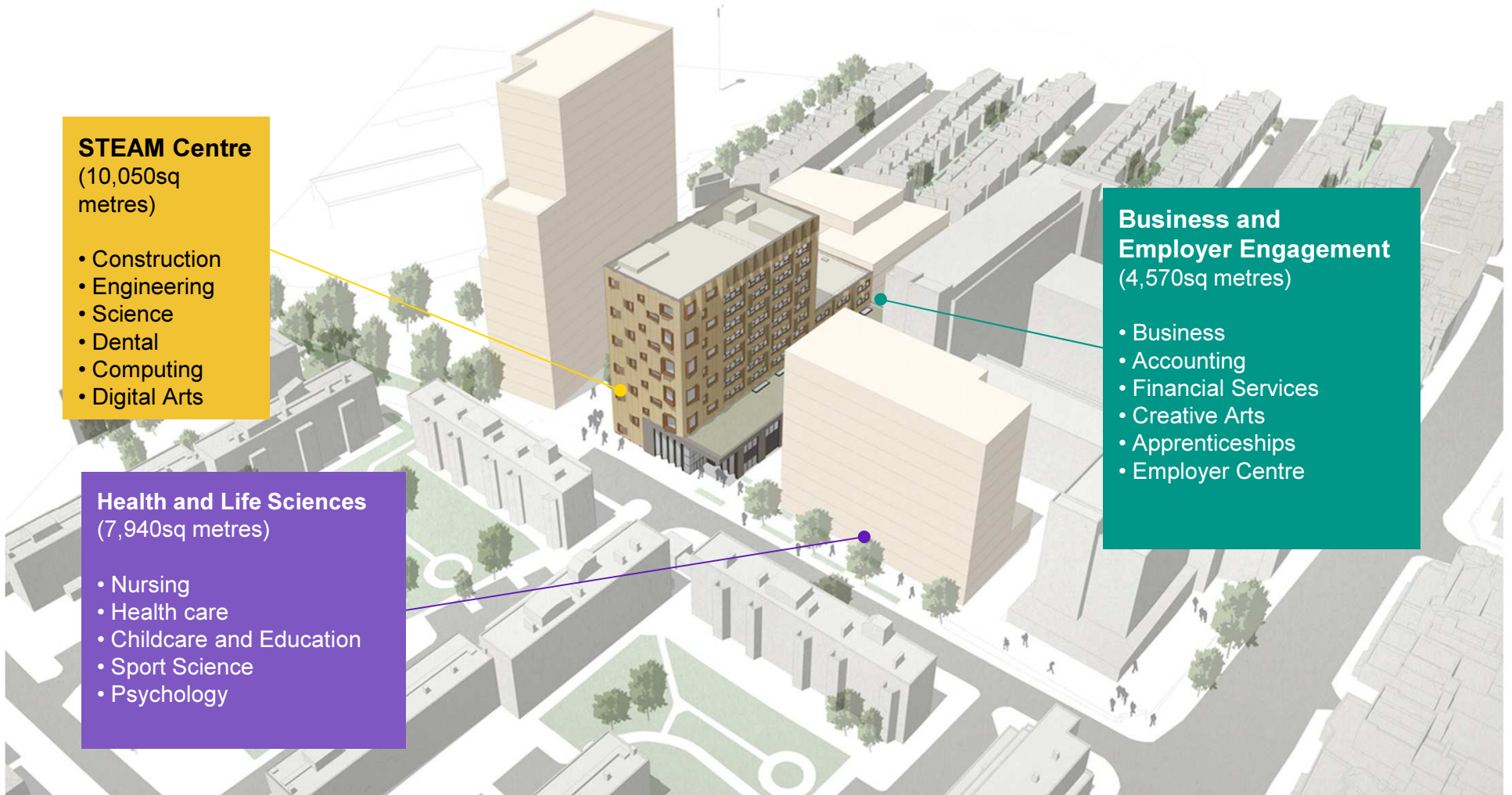
- Construction
- Engineering
- Science
- Dental
- Computing
- Digital Arts

**Health and Life Sciences**  
(7,940sq metres)

- Nursing
- Health care
- Childcare and Education
- Sport Science
- Psychology

**Business and Employer Engagement**  
(4,570sq metres)

- Business
- Accounting
- Financial Services
- Creative Arts
- Apprenticeships
- Employer Centre



## Lambeth College Gateway Centre (6,323sq metres)



**Lambeth College Gateway Centre**  
(6,323sq metres)

- English, maths and digital skills
- High Needs
- Foundation learning
- 14-16yr alternative school provision
- 16-19 yr old NEET engagement
- 16-19 yr old ESOL
- Entry to Employment



# Brixton ESOL Centre of Excellence (2,000sq metres)



**ESOL  
for Adults**

# Areas for Focus

- Establishing sector-specific career pathways for young people and adults across the group
- Establishing education framework aligned to the new strategic plan
- Health and Safety
- Group strategy for apprenticeships

# Group Updates

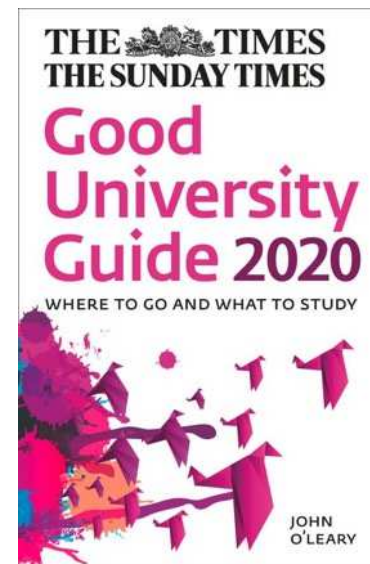
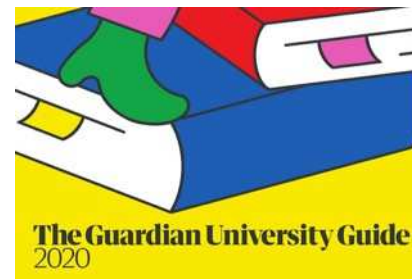


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# Key Achievements

- **NSS: up about 4.5%**
- **Mock REF: 175 staff at GPA 2.75**
- **League tables: 86<sup>th</sup> in Times/ST (up 21 places)**
- **Finances: £3M surplus (after in-year investments)**
- **Recruitment of new students: beat challenging target ... after massive 'clearing' crisis!**



# Areas for Focus

- **Still some areas where student satisfaction pulls us down ... we want to be 'the London 90% NSS University'**
- **Better progression ... particularly focusing on attainment gap issues**
- **Immediate priority is specific actions to improve our REF2021 submission ... linked to increase in our research and enterprise income**

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LSBU Group strategy day

# Financial context

Richard Flatman  
Group CFO  
September 2019

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# LSBU will deliver a surplus of £3.0M in 18/19

| 17/18 Actuals | Description      | 18/19 Budget | Jul 18/19 Actuals | Variance to Budget |
|---------------|------------------|--------------|-------------------|--------------------|
| £145.3        | Income           | £145.2       | £149.1            | £3.9               |
| £83.3         | Staff Costs      | £83.8        | £84.0             | £0.2               |
| £1.9          | Restructuring    | £1.7         | £1.2              | -£0.5              |
| £9.6          | Depreciation     | £10.5        | £9.4              | -£1.1              |
| £44.5         | OPEX             | £41.4        | £47.1             | £5.7               |
| £4.4          | Interest         | £5.3         | £4.4              | -£1.1              |
| £0.0          | Investment Pot   | £1.0         | £0.0              | -£1.0              |
| £143.7        | Total Costs      | £143.7       | £146.1            | £2.4               |
| £1.6          | Surplus          | £1.5         | £3.0              | £1.5               |
| 1.1%          | Surplus % income | 1.0%         | 2.0%              |                    |

Staff Costs include £3.2 unbudgeted pension adjustments

Opex includes £3.1M unfunded investments and £1M Investment pot spend

Income and Opex includes £0.5M SBC activity lost in consolidation

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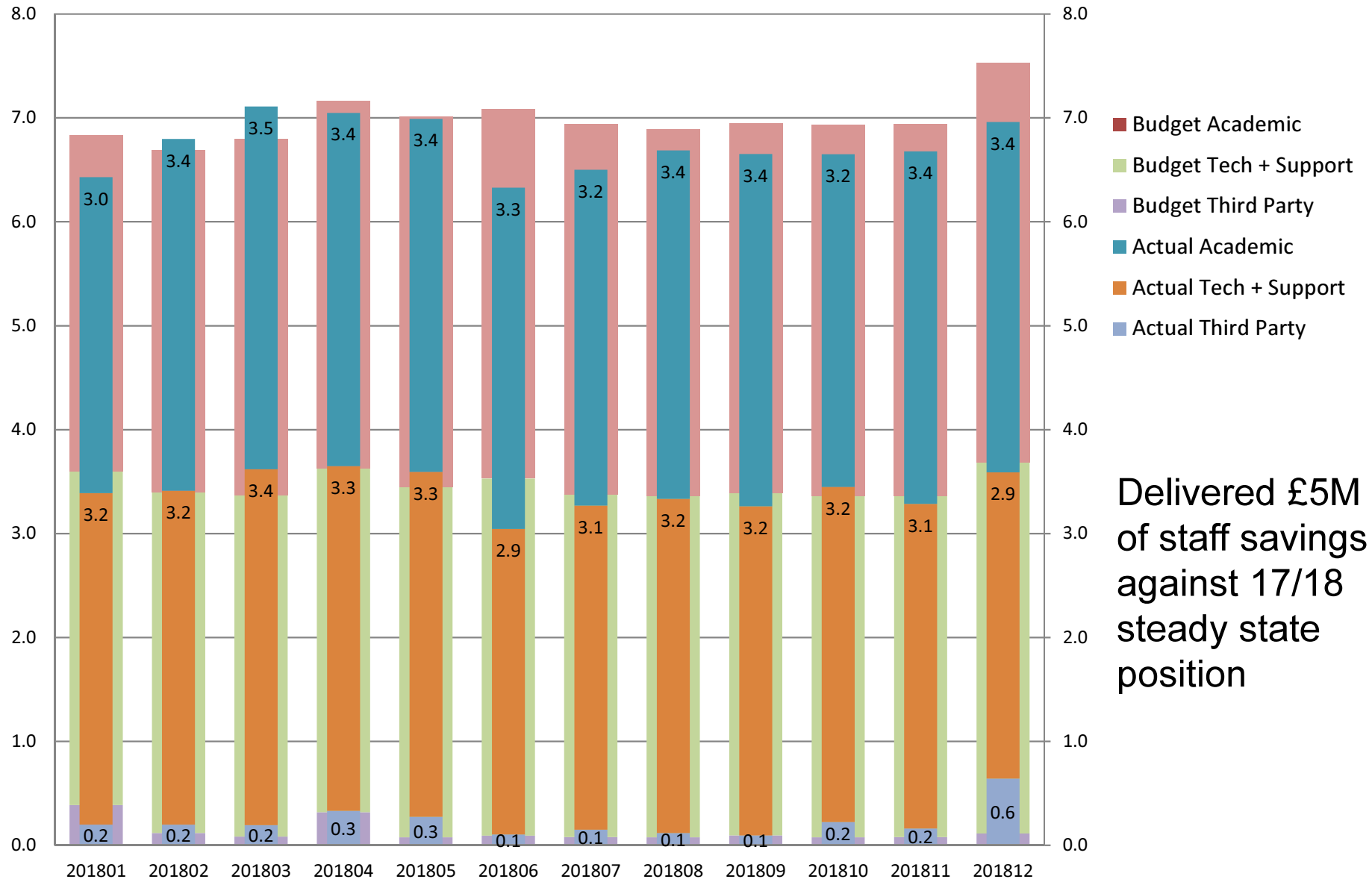
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# LSBU Staff costs were £3M under budget

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Delivered £5M of staff savings against 17/18 steady state position

# SBC draft deficit

| 17/18 Actuals | Description               | 18/19 CFADS | Jan 18/19 Actuals | Jul 18/19 Actuals | 18/19 Total |
|---------------|---------------------------|-------------|-------------------|-------------------|-------------|
| £23.9         | Income                    | £25.3       | £10.6             | £16.4             | £27.0       |
| £16.4         | Staff Costs               | £16.2       | £8.0              | £8.3              | £16.3       |
| £1.9          | Depreciation              | £2.0        | £1.1              | £1.0              | £2.1        |
| £10.1         | OPEX                      | £11.0       | £4.7              | £8.0              | £12.7       |
| £1.8          | Interest                  | £1.4        | £1.0              | £0.2              | £1.2        |
| £31.0         | Total Costs               | £30.6       | £14.8             | £17.5             | £32.3       |
| -£6.1         | Deficit                   | -£5.3       | -£4.2             | -£1.1             | -£5.3       |
|               | ESFA Waiver/Grant release | £10.6       | £15.0             | £1.1              | £16.1       |
|               | Reported Surplus          | £5.3        | £10.8             | £-                | £10.8       |

Includes £0.5M SBC Novated loan and £0.5M intercompany transfer

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## LSBU Group will report a surplus in 2018/19

| Description        | LSBU   | SBC 6 Months | Consolidated Adjustments | Group Accounts |
|--------------------|--------|--------------|--------------------------|----------------|
| Income             | £149.1 | £16.4        | -£0.5                    | £165.0         |
| Staff Costs        | £84.0  | £8.3         |                          | £92.3          |
| Restructuring      | £1.2   |              |                          | £1.2           |
| Depreciation       | £9.4   | £1.0         |                          | £10.4          |
| OPEX               | £47.1  | £8.0         | -£0.5                    | £54.6          |
| Interest           | £4.4   | £0.2         |                          | £4.6           |
| Total Costs        | £146.1 | £17.5        | -£0.5                    | £163.1         |
| Operating Surplus  | £3.0   | -£1.1        |                          | £1.90          |
| ESFA Grant Release | -      | £1.1         |                          | £1.1           |
| Reported Surplus   | £3.0   | £0.0         |                          | £3.0           |

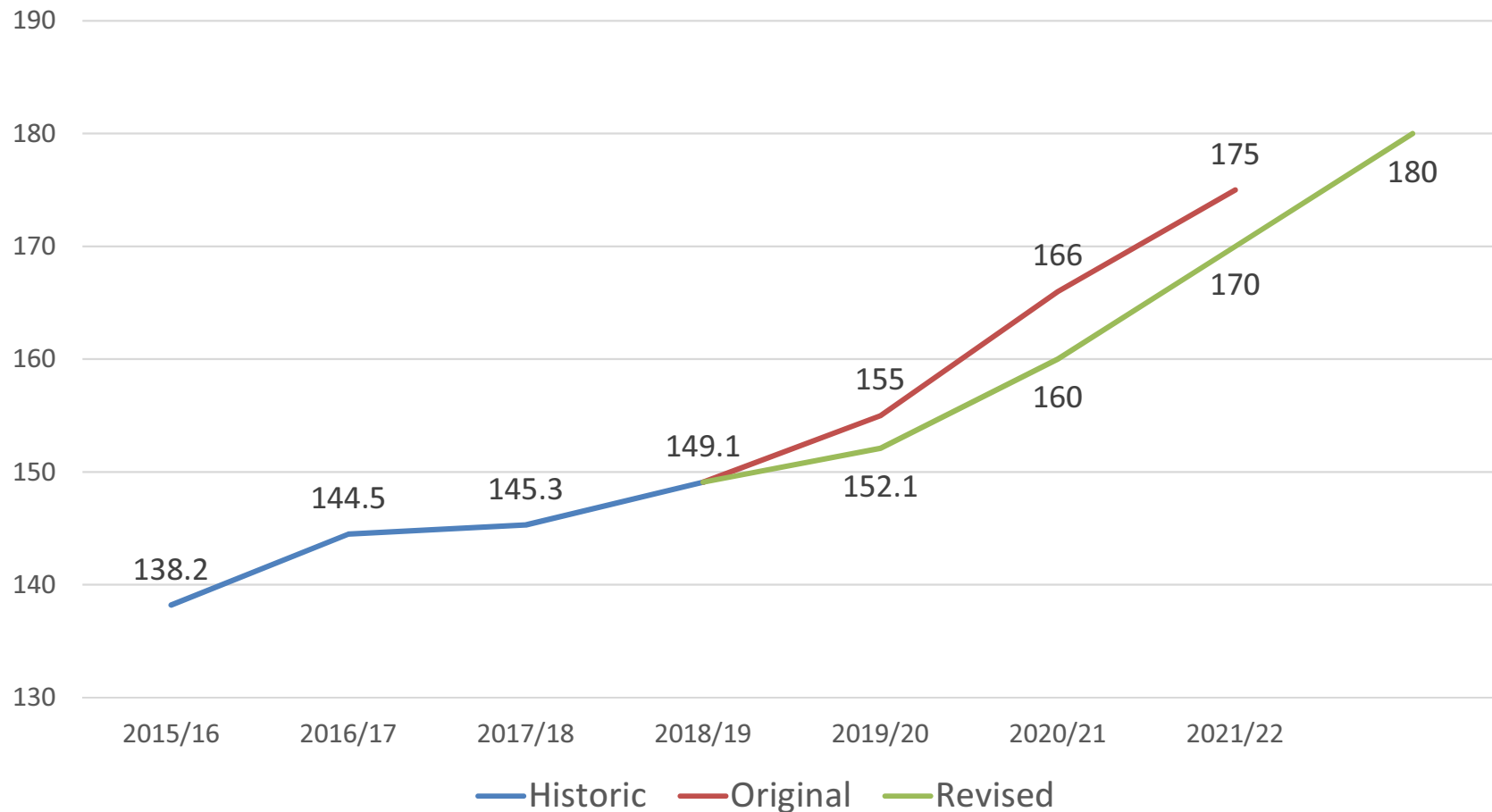
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# But LSBU 5 Year Income forecast is reduced



EU, Overseas Tuition Fees, TNE and Enterprise Income revised down.  
Home Tuition Fees revised up

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# Consolidated forecasts to 2022/23

| Description              | 18/19<br>6 Months SBC | 19/20<br>Forecast | 20/21<br>Forecast | 21/22<br>Forecast | 22/23<br>Forecast |
|--------------------------|-----------------------|-------------------|-------------------|-------------------|-------------------|
| <b>Total Income</b>      | <b>£165.0</b>         | <b>£176.6</b>     | <b>£185.7</b>     | <b>£198.4</b>     | <b>£208.4</b>     |
| Staff Costs              | £92.3                 | £102.7            | £108.7            | £114.7            | £119.7            |
| Restructuring            | £1.2                  | £1.5              | £1.5              | £1.5              | £1.5              |
| Depreciation             | £10.4                 | £12.4             | £14.4             | £16.1             | £18.1             |
| OPEX                     | £54.6                 | £55.9             | £56.6             | £61.4             | £63.4             |
| Interest                 | £4.6                  | £5.3              | £5.4              | £5.1              | £5.1              |
| <b>Total Costs</b>       | <b>£163.1</b>         | <b>£177.8</b>     | <b>£186.6</b>     | <b>£198.8</b>     | <b>£207.8</b>     |
| <b>Operating Surplus</b> | £1.9                  | -£1.3             | -£0.9             | -£0.4             | £0.6              |
| ESFA Grant release       | £1.1                  | £2.8              | £2.4              | £2.4              | £2.4              |
| <b>Reported Surplus</b>  | <b>£3.0</b>           | <b>£1.5</b>       | <b>£1.5</b>       | <b>£2.0</b>       | <b>£3.0</b>       |

Does not include changes to operating model costs – need to work more effectively

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# Components of our 20/25 Group Finance Strategy

Deliver income growth and diversification

Align resources with strategic priorities

Efficiency and effectiveness

Achieve planned financial result

Manage cash

Plan and deliver capital spend

Strong internal financial control

To ensure financial sustainability and support delivery of the Group's aims and objectives

To ensure a value approach is adopted in all financial decisions, delivering best value for our learners

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# Adjusted Group Financial position

| Description                  | 19/20         | 20/21         | 21/22         | 22/23         |
|------------------------------|---------------|---------------|---------------|---------------|
| Income                       | <b>£176.6</b> | <b>£185.7</b> | <b>£198.4</b> | <b>£208.4</b> |
| Surplus                      | £1.5          | £1.5          | £2.0          | £3.0          |
| - Additional Interest Costs  | £0.2          | £1.5          | £1.5          | £1.5          |
| + Potential ALIGN savings    | <u>£1.8</u>   | <u>£5.7</u>   | <u>£8.2</u>   | <u>£8.2</u>   |
| Adjusted Surplus             | £3.1          | £5.7          | £8.7          | £9.7          |
| Adjusted Surplus % of income | 1.8%          | 3.1%          | 4.4%          | 4.7%          |

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LEAP is key to delivering adjusted operating model costs

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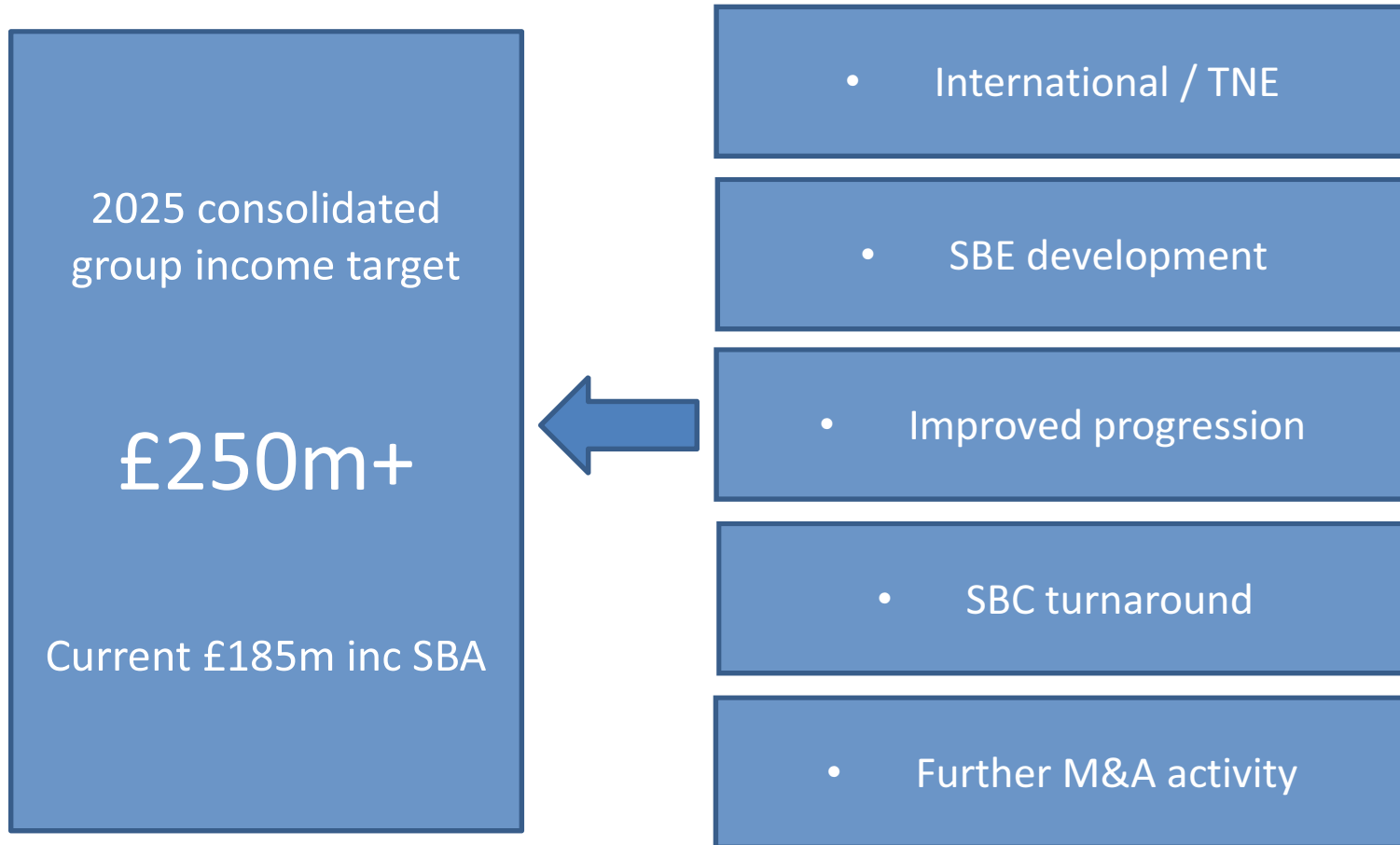


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# Delivering income growth

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# Cashflow management is key

We are investing over £150M

| Description           | 18/19        | 19/20        | 20/21        | 21/22        | 22/23        |
|-----------------------|--------------|--------------|--------------|--------------|--------------|
| Phase 1 LSBU          | £5.9         | £30.9        | £27.1        | £2.9         |              |
| Chapel                |              | £6.0         | £6.0         |              |              |
| Leap                  | £2.4         | £5.8         | £9.2         | £9.3         | £2.1         |
| LSBU Other            | £1.5         | £2.0         | £4.0         | £8.0         | £8.0         |
|                       |              |              |              |              |              |
| NESC                  | £1.8         | £6.2         | £14.1        |              |              |
|                       |              |              |              |              |              |
| <b>Total Invested</b> | <b>£11.6</b> | <b>£51.0</b> | <b>£60.4</b> | <b>£20.2</b> | <b>£10.1</b> |

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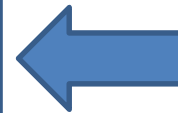


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# Project funding

- We will need to borrow. Expected £45m RCF
- Close scrutiny from MPIC
- About to test the market
- Detailed covenant check
- There will be additional interest / non utilisation fee
- No additional headroom. Any extra spend will require asset disposal / innovative funding solution



Improved operating result / financial performance will drive greater cashflow / project funding flexibility

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# Key messages

- Strong 18/19 financial performance
- Delivered £5M staff cost reduction in LSBU vs 17/18 steady state
- Strong recruitment position for 19/20 in certain markets
- We can cover cost increases in 19/20 and deliver small surplus
- We remain focused on profitable group income growth (to £250M by 2025)
- Develop strategies for income growth
- Challenge remains around margin for sustainability
- Need to focus on cost efficiency and effectiveness through group integration, LEAP and Align
- Cashflow management is key

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# LEAP

Transforming our student journey

## LSBU Group Strategy Away Day

# Agenda

- The vision for the LEAP programme
- Testing the aspiration for LSBU
  - Bringing what LEAP can deliver to life
  - How distinctive do you want to be?
- An indicative delivery roadmap

## Objectives:

- What is the *art of the possible* for LEAP?
- How could LSBU be *distinctive*?
- What is our *ambition*?

The video of the student commentary and vision will be played at this point.

# The LEAP Vision (to date)

# Bringing it to life

The demo of the customer and staff experience platform will be shown at this stage.



# Testing the aspiration of LSBU

# 2020-25 strategic context



1. Education



2. Marketing & Brand



3. Resources



4. People, Leadership & Culture



5. Student Services



6. Digital



7. Research



8. Enterprise



9. Estates



10. International



11. Civic Partnerships



12. Equality

# Stage 1

## An improved student experience







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A STREAMLINED, IMPROVED STUDENT EXPERIENCE WILL SUPPORT LSBU IN ATTRACTING AND RETAINING A DIVERSE AND LOYAL STUDENT BASE. THIS IMPROVED DIGITAL EXPERIENCE WILL BE DELIVERED BY BETTER ALIGNMENT OF MULTIPLE BACK-END SYSTEMS AND COMPLEX PROCESSES TO PRESENT A SIMPLIFIED, MORE ENGAGING EXPERIENCE FOR STUDENTS AS THEY ARE NAVIGATED THROUGH THE VARIOUS ENTRY POINTS THAT COMPLETE THEIR JOURNEY.

# Stage 1: An improved student experience



|                |  <b>Education</b>  |  <b>Marketing &amp; Brand</b>   |  <b>Resources</b>  |  <b>People, Leadership &amp; Culture</b>                                   |  <b>Student Services</b>   |  <b>Digital</b>   |
|----------------|---|--|---|---|---|--|
| <b>Outcome</b> | <ul style="list-style-type: none"> <li>• Marking and assessment, framework</li> <li>• <b>Qualifications framework</b></li> <li>• Course management</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Segmented and targeted student recruitment</b></li> <li>• Single source of truth behind business engagement</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Centralising of some key functions</b></li> <li>• <b>Automation</b> of some key processes</li> <li>• Some Align cross-functional outputs delivered</li> </ul>                         | <ul style="list-style-type: none"> <li>• Reduced fragmentation of areas of delivery</li> <li>• <b>Changed culture and ways of working</b></li> </ul>          | <ul style="list-style-type: none"> <li>• <b>Digitisation of key processes</b></li> <li>• Reduced number of systems students engage with</li> </ul>                        | <ul style="list-style-type: none"> <li>• New systems - SRS, CRM and curriculum management</li> <li>• Single source of data</li> <li>• Data captured across the end to end journey</li> </ul> |
| <b>Value</b>   | <ul style="list-style-type: none"> <li>• Consistent Academic experience</li> </ul>  | <ul style="list-style-type: none"> <li>• A more engaged and impactful prospective student experience</li> <li>• Improved engagement with businesses</li> </ul>     | <ul style="list-style-type: none"> <li>• Specialist staff enabled to focus on priorities</li> <li>• Staff to focus on delivering value add experiences rather than administration</li> <li>• Cost savings/efficiencies</li> </ul> | <ul style="list-style-type: none"> <li>• Staff leadership in driving business change</li> <li>• Changed staff skill set – digital and data mindset</li> </ul> | <ul style="list-style-type: none"> <li>• Improved, proactive, and personalized, student experience</li> <li>• Smoother interactions and processes for students</li> </ul> | <ul style="list-style-type: none"> <li>• Improved data quality and usage</li> <li>• Digitisation of key processes</li> <li>• Improved processes and use of systems</li> </ul>                |

# Stage 2

## A distinctive student experience







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RECOGNISED AS A DIGITAL LEADER IN THE UK, LSBU WILL OFFER A SINGLE, STREAMLINED AND DIGITAL EXPERIENCE FOR ALL OF ITS STUDENTS. A PERSONALISED DIGITAL EXPERIENCE FOR STUDENTS TO BE USED FROM THEIR FIRST POINT OF CONTACT WITH LSBU THROUGH TO POST GRADUATION AND ALUMNI.

# Stage 2: A distinctive student experience



|         |  Education   |  Marketing & Brand  |  Resources  |  People, Leadership & Culture  |  Student Services   |  Digital  |
|---------|---|--|--|---|--|--|
| Outcome | <ul style="list-style-type: none"> <li>Marking and assessment, framework</li> <li>Qualifications framework</li> <li>Course management</li> <li><b>Course portfolio maximises financial and reputational return</b></li> <li><b>Insights inform development</b></li> <li><b>Business engagement in course development</b></li> </ul> | <ul style="list-style-type: none"> <li>Segmented and targeted student recruitment</li> <li>Single source of truth behind business engagement</li> <li><b>Data dashboards and real time responsiveness</b></li> </ul>                                       | <ul style="list-style-type: none"> <li>Centralising of <b>a number of</b> key functions</li> <li>Automation of <b>a number of</b> key processes</li> <li><b>A greater number of</b> Align cross-functional outputs delivered</li> </ul>    | <ul style="list-style-type: none"> <li>Reduced fragmentation of areas of delivery</li> <li>Changed culture and ways of working</li> <li><b>Uplift in staff skills</b></li> </ul>                                      | <ul style="list-style-type: none"> <li><b>Single digital experience for the end to end student journey</b></li> <li>Digitisation of processes</li> <li><b>Student self-service</b></li> <li><b>On-demand services</b></li> </ul>   | <ul style="list-style-type: none"> <li>New CRM system, SRS and curriculum management functionality</li> <li><b>Additional technology eg front end digital platform chatbots, and AI</b></li> <li>Single source of data</li> <li>Data captured across the end to end journey</li> <li><b>Linked data sources</b></li> </ul> |
| Value   | <ul style="list-style-type: none"> <li>Consistent Academic experience</li> <li><b>Improved course choice</b></li> <li><b>Improved progression</b></li> <li><b>Improved financial return</b></li> </ul>  | <ul style="list-style-type: none"> <li>A more engaged and impactful prospective student experience</li> <li>Improved engagement with businesses</li> <li><b>Relevant and timely engagement (predictive)</b></li> <li><b>Improved conversion</b></li> </ul> | <ul style="list-style-type: none"> <li>Specialist staff enabled to focus on priorities</li> <li>Staff to focus on delivering value add experiences rather than administration</li> <li><b>Greater</b> cost savings/efficiencies</li> </ul> | <ul style="list-style-type: none"> <li>Staff leadership in driving business change</li> <li>Changed staff skill set – digital and data mindset</li> <li><b>Improved staff engagement and collaboration</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Significantly enhanced</b> student experience</li> <li>Smoother interactions and processes for students</li> <li>Administration begins to 'disappears' e.g.</li> <li><b>Proactive and improved student services</b></li> <li><b>Improved conversion and progression</b></li> </ul> | <ul style="list-style-type: none"> <li>Improved data quality and usage</li> <li><b>Data led organisation</b></li> <li>Digitisation of key processes</li> <li>Improved processes and use of systems</li> <li><b>Full end to end student engagement (evidence led)</b></li> </ul>  |

# Stage 3

## A global leader in delivering student experience







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LOOKED UPON WORLDWIDE AS A MARKET LEADING INNOVATIVE UNIVERSITY, LSBU WILL BE PRAISED FOR ITS EXPERIENCE LED, DATA DRIVEN APPROACH THAT NOT ONLY SETS IT STRIDES APART WITHIN THE EDUCATION SECTOR, BUT OTHER SECTORS TOO.

# Stage 3: A global leader in delivering student experience



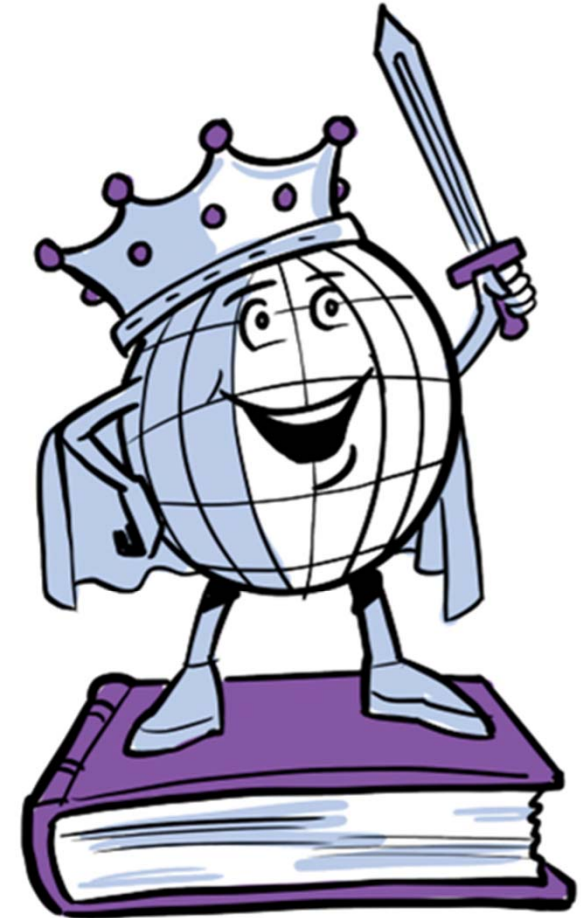
|         |  Education   |  Marketing & Brand   |  Resources  |  People, Leadership & Culture  |  Student Services  |  Digital   |
|---------|---|---|--|---|---|---|
| Outcome | <ul style="list-style-type: none"> <li>Marking and assessment, framework</li> <li>Qualifications framework</li> <li>Course management</li> <li>Course portfolio maximizes financial and reputational return</li> <li>Insights inform the course offer (social inclusion)</li> <li><b>Partnership with business</b> to develop and <b>co-teach into</b> courses</li> <li><b>Flexible, online course delivery</b></li> <li><b>Credentialing and recognition of work experience</b></li> </ul> | <ul style="list-style-type: none"> <li>Segmented and targeted student recruitment</li> <li>Single source of truth behind business engagement</li> <li>Data dashboards and real time responsiveness</li> <li><b>Strengthened brand by use of cutting-edge technology</b></li> <li><b>Increased civic engagement with business</b></li> </ul>   | <ul style="list-style-type: none"> <li>Centralising <b>front and back office</b> key functions</li> <li>Automation key processes</li> <li>Align cross-functional outputs delivered</li> <li><b>Greater flexibility for staff contracts, employment type, and location due to digital improvements – reimagining the workforce</b></li> </ul> | <ul style="list-style-type: none"> <li>Changed culture and ways of working</li> <li>Uplift in staff skills</li> <li><b>A digitally savvy and connected workforce</b></li> <li><b>Cross-functional working and delivery</b></li> <li><b>An agile approach to delivery</b></li> </ul> | <ul style="list-style-type: none"> <li>Single digital experience for the end to end student journey</li> <li>Digitisation of processes</li> <li>Student self-service</li> <li>On-demand services</li> <li><b>Use of data prior to and during their study to improve their experience (including learner analytics)</b></li> <li><b>24/7 virtual support any time, anywhere</b></li> <li><b>Automatically identify, learn and respond to student behaviour and expectations</b></li> </ul> | <ul style="list-style-type: none"> <li>New CRM system, SRS and curriculum management functionality</li> <li><b>Additional technology eg front end digital platform</b></li> <li><b>Emerging technologies like AI, AR VR and blockchain provide on demand services</b></li> <li>Single source of data</li> <li>Data captured across the end to end journey</li> <li>Linked data sources</li> <li><b>Strategic dashboards and real time insights</b></li> </ul> |
| Value   | <ul style="list-style-type: none"> <li>Consistent Academic experience</li> <li>Improved course choice</li> <li>Improved progression</li> <li>Improved financial return</li> <li><b>Increase market opportunity and market share</b></li> <li><b>Changes to the needs of the estate</b></li> </ul>   | <ul style="list-style-type: none"> <li>A more engaged and impactful prospective student experience</li> <li>Improved engagement with businesses</li> <li>Relevant and timely engagement (predictive)</li> <li>Improved conversion</li> <li><b>Improved brand and reputation</b></li> <li><b>Improved international reputation</b></li> <li><b>New market opportunities</b></li> </ul> | <ul style="list-style-type: none"> <li>Specialist staff enabled to focus on priorities</li> <li>Staff to focus on delivering value add experiences rather than administration</li> <li><b>Cost</b> savings/efficiencies</li> <li><b>A global workforce</b></li> </ul>  | <ul style="list-style-type: none"> <li>Staff leadership in driving business change</li> <li>Changed staff skill set – digital and data mindset</li> <li>Improved staff engagement and collaboration</li> <li><b>An innovative, ambitious, can-do culture</b></li> </ul>             | <ul style="list-style-type: none"> <li><b>Leading edge</b> student experience</li> <li><b>Seamless</b> interactions and processes for students</li> <li>Administration ‘disappears’</li> <li>Proactive and improved student services</li> <li>Improved conversion and progression</li> </ul>  | <ul style="list-style-type: none"> <li>Improved data quality and usage</li> <li>Data led organisation</li> <li>Digitisation of key processes</li> <li>Improved processes and use of systems</li> <li>Full end to end student engagement (evidence led)</li> <li><b>Digital literate staff and students</b></li> <li><b>Use of digital tools</b></li> </ul>  |



# Stage 4

**A global leader in delivering  
student experience *across the  
group***







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A GLOBAL LEADER IN THE EDUCATION SECTOR, THE ENTIRE LSBU GROUP WILL WORK TOGETHER TO DELIVER A FIRST-CLASS, DIGITAL EXPERIENCE TO ALL OF ITS STUDENTS NO MATTER WHERE THEY ARE IN THE WORLD AND WHAT THEY WANT TO STUDY. LSBU WILL BE AT THE DIGITAL FOREFRONT OF THE SECTOR.

# Stage 4: Global leader in student experience across the Group



|         |  Education   |  Marketing & Brand  |  Resources   |  People, Leadership & Culture   |  Student Services   |  Digital  |
|---------|---|--|---|--|--|--|
| Outcome | <ul style="list-style-type: none"> <li>Marking and assessment, framework</li> <li>Qualifications framework</li> <li>Course management</li> <li>Course portfolio review to maximize financial and reputational return</li> <li>Insights inform the course offer (social inclusion)</li> <li>Partnership with business to develop and co-teach into courses</li> <li>Flexible, online/digital course delivery</li> <li>Credentialing and recognition of work experience</li> <li><b>Seamless progression across the Group course offer</b></li> </ul> | <ul style="list-style-type: none"> <li>Segmented and targeted student recruitment</li> <li>Single source of truth behind business engagement</li> <li>Data dashboards and real time responsiveness</li> <li>Strengthened brand by use of cutting-edge technology</li> <li>Increased civic engagement with business</li> <li><b>Promotion of the Group offer</b></li> <li><b>A grouped offer taken to market</b></li> </ul> | <ul style="list-style-type: none"> <li>Automated key processes</li> <li>Align cross-functional outputs delivered</li> <li>Greater flexibility for staff contracts, employment type, and location due to digital improvements – reimagining the workforce</li> <li><b>Shared Services model across the Group</b></li> <li><b>Offsite delivery of backend services</b></li> <li><b>Back end service model that can be scaled to provide services to other institutions as a new revenue stream</b></li> </ul> | <ul style="list-style-type: none"> <li>Changed culture and ways of working</li> <li>Uplift in staff skills</li> <li>A digitally savvy and connected workforce</li> <li>Cross-functional working and delivery</li> <li>An agile approach to delivery</li> <li><b>Wider organisational redesign across the Group</b></li> <li><b>Joint leadership and consistent governance structures across the Group</b></li> </ul> | <ul style="list-style-type: none"> <li>Single digital experience for the end to end student journey</li> <li>Digitisation of processes</li> <li>Student self-service</li> <li>On-demand services</li> <li>Use of data prior to and during their study to improve their experience (including learner analytics)</li> <li>24/7 virtual support any time, anywhere</li> <li>Automatically identify, learn and respond to student behaviour and expectations</li> <li><b>Consistent services nuanced where required across the Group</b></li> </ul> | <ul style="list-style-type: none"> <li>New systems - SRS, CRM and curriculum management functionality</li> <li>Additional technology eg front end digital platform</li> <li>Emerging technologies like AI, AR, VR and blockchain provide on demand services</li> <li>Single source of data</li> <li>Data captured across the end to end journey</li> <li>Linked data sources</li> <li>Strategic dashboards and real time insights</li> <li><b>One coordinated digital experience across the Group</b></li> </ul> |
| Value   | <ul style="list-style-type: none"> <li>Consistent Academic experience</li> <li>Improved course choice</li> <li>Improved progression</li> <li>Improved financial return</li> <li>Increase market opportunity and market share</li> <li>Changes to the needs of the estate</li> <li><b>Inclusive Academic experience</b></li> </ul>   | <ul style="list-style-type: none"> <li>A more engaged and impactful prospective student experience</li> <li>Improved engagement with businesses</li> <li>Relevant and timely engagement (predictive)</li> <li>Improved conversion</li> <li>Improved brand and reputation</li> <li>Improved international reputation</li> <li><b>New market opportunities</b></li> </ul>  | <ul style="list-style-type: none"> <li>Specialist staff enabled to focus on priorities</li> <li>Staff to focus on delivering value add experiences rather than administration</li> <li><b>Cost</b> savings/efficiencies</li> <li>A global workforce</li> <li><b>Increased revenue stream</b></li> <li><b>Change to the Group estate</b></li> </ul>  | <ul style="list-style-type: none"> <li>Staff leadership in driving business change</li> <li>Changed staff skill set – digital and data mindset</li> <li>Improved staff engagement and collaboration</li> <li>An innovative, ambitious, can-do culture</li> <li><b>Collaboration from staff across the Group</b></li> </ul>   | <ul style="list-style-type: none"> <li>Leading edge student experience</li> <li>Seamless interactions and processes for students</li> <li>Administration ‘disappears’</li> <li>Proactive and improved student services</li> <li>Improved conversion and progression</li> <li><b>Seamless progression across the Group offer</b></li> <li><b>Global student experience and network</b></li> </ul>   | <ul style="list-style-type: none"> <li>Improved data quality and usage</li> <li>Data led organisation</li> <li>Digitisation of key processes</li> <li>Improved processes and use of systems</li> <li>Full end to end student engagement (evidence led)</li> <li>Digital literate staff and students</li> <li>Use of digital tools</li> <li><b>Flexible and real time digital engagement</b></li> </ul>   |

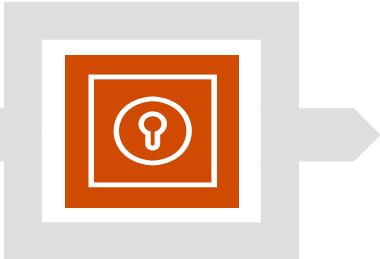
# Roadmap

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# Indicative Roadmap

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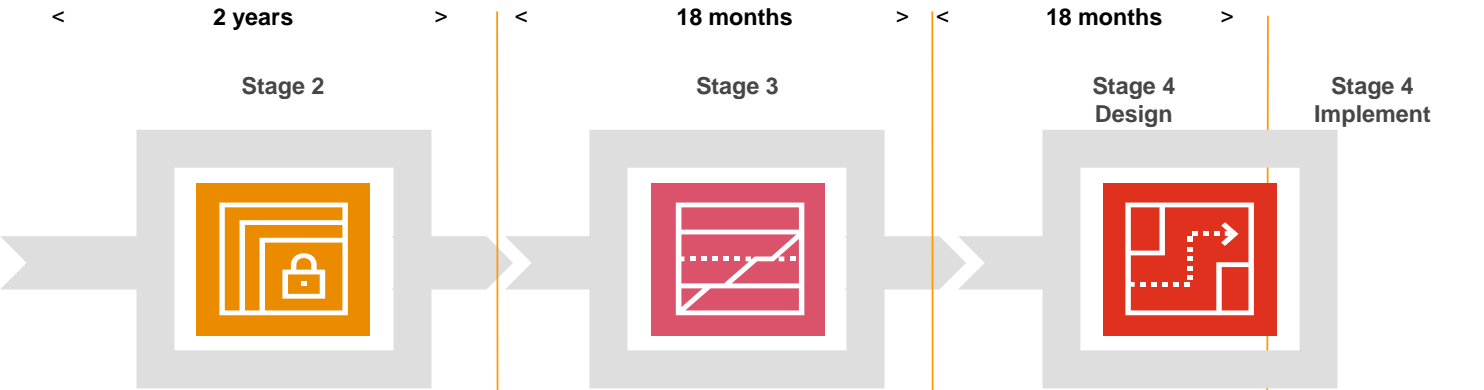
Stage 1



**An improved Student Experience**

Cost: £32m (current budget envelope)

Benefits realised: £19m (lifetime)



**A distinctive student experience**

- Single digital experience for end to end student journey
- Cross-functional efficiencies to structures and processes across student facing services

**Global leader in student experience**

- Cutting edge digital technologies to support student experience and academic delivery
- Organisation wide transformation of operating model and wider benefits realisation

**Global leader in student experience across the LSBU group**

- One coordinated digital experience across the group
- Development of a group wide shared services model to derive wider group benefits

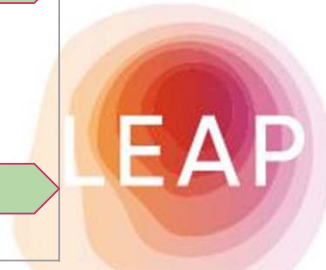


# Indicative Detailed Roadmap

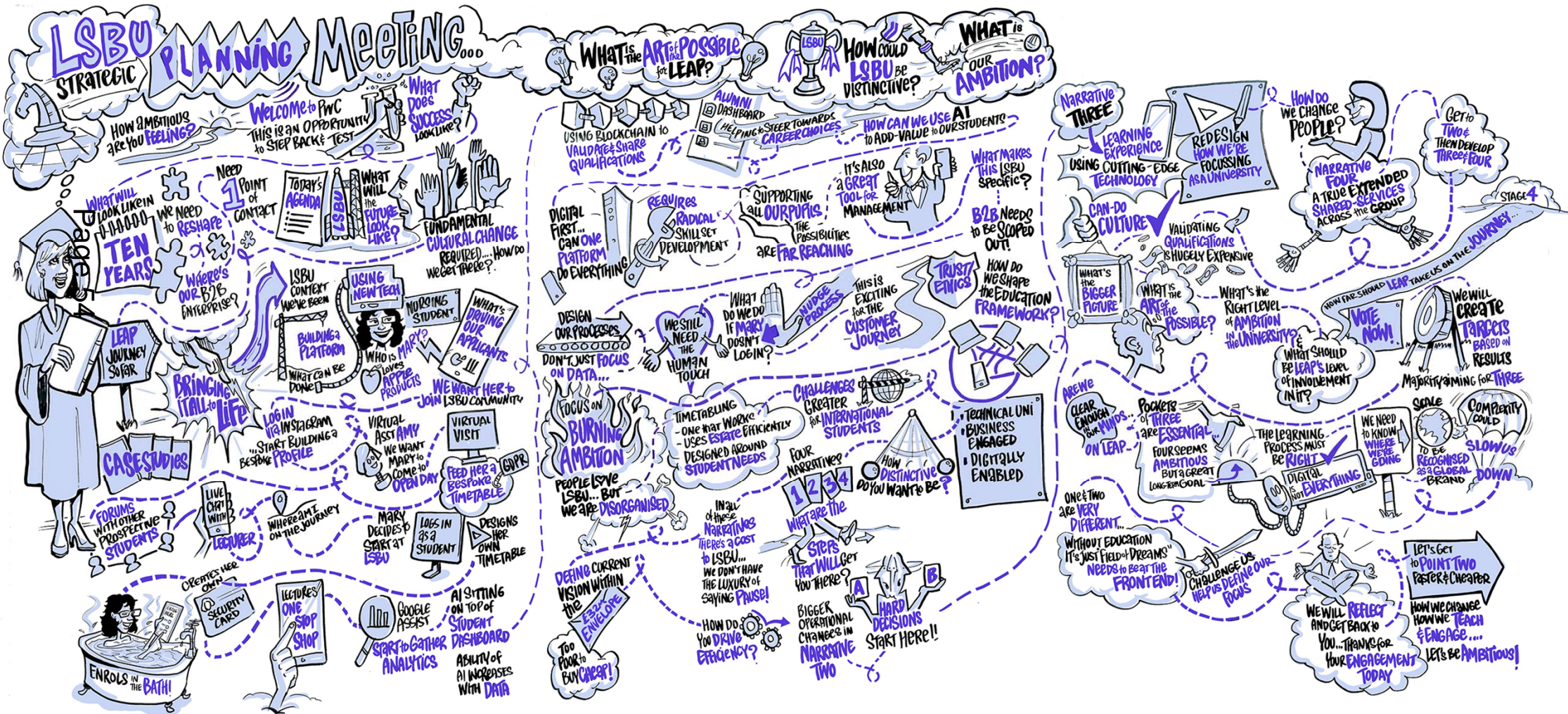


|                              | 2020  | 2021                               | 2022   | 2023                                 | 2024           |
|------------------------------|---|------------------------------------|--|--------------------------------------|----------------|
| Milestones                   |   |                                    | Stage 2  | Stage 3                              | Stage 4 Design |
| Education                    | Portfolio review  | Academic design<br>Learning design | Portfolio rationalisation<br>Moodle standardisation        |                                      |                |
| Marketing & brand            |   | Data/ insights                     | AI/VR/AR   | Group offer design                   |                |
| Resources                    | LSBU wide Service design  |                                    | Central service implementation<br>Asset requirements       | Group shared service design          |                |
| People, leadership & culture | TOM, org design and workforce planning<br>Student facing implementation |                                    | Back office implementation                                 | Group TOM design                     |                |
| Student services             | Service design & change   |                                    |  |                                      |                |
| Digital                      | CRM<br>CX for Students  | SRS (basic)                        | Analytics / AI<br>CX for Learning<br>SRS (advanced)<br>VLE | Group CRM design<br>Group ERP design |                |

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# The discussion we've had...



Thank you

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# Stages by strategic theme



# Education



|         | Stage 1  | Stage 2   | Stage 3   | Stage 4  |
|---------|--|---|---|--|
| Outcome | <ul style="list-style-type: none"> <li>● Marking and assessment, framework</li> <li>● Qualifications framework</li> <li>● Course management</li> </ul> | <ul style="list-style-type: none"> <li>● Marking and assessment, framework</li> <li>● Qualifications framework</li> <li>● Course management</li> <li>● <b>Course portfolio maximises financial and reputational return</b></li> <li>● <b>Insights inform development</b></li> <li>● <b>Business engagement in course development</b></li> </ul> | <ul style="list-style-type: none"> <li>● Marking and assessment, framework</li> <li>● Qualifications framework</li> <li>● Course management</li> <li>● Course portfolio maximizes financial and reputational return</li> <li>● Insights inform the course offer (social inclusion)</li> <li>● <b>Partnership with</b> business to develop and <b>co-teach into</b> courses</li> <li>● <b>Flexible, online course delivery</b></li> <li>● <b>Credentialing and recognition of work experience</b></li> </ul> | <ul style="list-style-type: none"> <li>● Segmented and targeted student recruitment</li> <li>● Single source of truth behind business engagement</li> <li>● Data dashboards and real time responsiveness</li> <li>● Strengthened brand by use of cutting-edge technology</li> <li>● Increased civic engagement with business</li> <li>● <b>Promotion of the Group offer</b></li> <li>● <b>A grouped offer taken to market</b></li> </ul> |
| Value   | <ul style="list-style-type: none"> <li>● Consistent Academic experience</li> </ul>   | <ul style="list-style-type: none"> <li>● Consistent Academic experience</li> <li>● <b>Improved course choice</b></li> <li>● <b>Improved progression</b></li> <li>● <b>Improved financial return</b></li> </ul>  | <ul style="list-style-type: none"> <li>● Consistent Academic experience</li> <li>● Improved course choice</li> <li>● Improved progression</li> <li>● Improved financial return</li> <li>● <b>Increase market opportunity and market share</b></li> <li>● <b>Changes to the needs of the estate</b></li> </ul>   | <ul style="list-style-type: none"> <li>● A more engaged and impactful prospective student experience</li> <li>● Improved engagement with businesses</li> <li>● Relevant and timely engagement (predictive)</li> <li>● Improved conversion</li> <li>● Improved brand and reputation</li> <li>● Improved international reputation</li> <li>● <b>New market opportunities</b></li> </ul>  |

# Marketing & Brand



|         | Stage 1  | Stage 2  | Stage 3   | Stage 4   |
|---------|--|--|---|---|
| Outcome | <ul style="list-style-type: none"> <li>Segmented and targeted student recruitment</li> <li>Single source of truth behind business engagement</li> </ul>    | <ul style="list-style-type: none"> <li>Segmented and targeted student recruitment</li> <li>Single source of truth behind business engagement</li> <li><b>Data dashboards and real time responsiveness</b></li> </ul>                                       | <ul style="list-style-type: none"> <li>Segmented and targeted student recruitment</li> <li>Single source of truth behind business engagement</li> <li>Data dashboards and real time responsiveness</li> <li><b>Strengthened brand by use of cutting-edge technology</b></li> <li><b>Increased civic engagement with business</b></li> </ul>   | <ul style="list-style-type: none"> <li>Marking and assessment, framework</li> <li>Qualifications framework</li> <li>Course management</li> <li>Course portfolio review to maximize financial and reputational return</li> <li>Insights inform the course offer (social inclusion)</li> <li>Partnership with business to develop and co-teach into courses</li> <li>Flexible, online/digital course delivery</li> <li>Credentialing and recognition of work experience</li> <li><b>Seamless progression across the Group course offer</b></li> </ul> |
| Value   | <ul style="list-style-type: none"> <li>A more engaged and impactful prospective student experience</li> <li>Improved engagement with businesses</li> </ul> | <ul style="list-style-type: none"> <li>A more engaged and impactful prospective student experience</li> <li>Improved engagement with businesses</li> <li><b>Relevant and timely engagement (predictive)</b></li> <li><b>Improved conversion</b></li> </ul> | <ul style="list-style-type: none"> <li>A more engaged and impactful prospective student experience</li> <li>Improved engagement with businesses</li> <li>Relevant and timely engagement (predictive)</li> <li>Improved conversion</li> <li><b>Improved brand and reputation</b></li> <li><b>Improved international reputation</b></li> <li><b>New market opportunities</b></li> </ul> | <ul style="list-style-type: none"> <li>Consistent Academic experience</li> <li>Improved course choice</li> <li>Improved progression</li> <li>Improved financial return</li> <li>Increase market opportunity and market share</li> <li>Changes to the needs of the estate</li> <li><b>Inclusive Academic experience</b></li> </ul>   |

# Resources



|         | Stage 1   | Stage 2  | Stage 3  | Stage 4   |
|---------|---|--|--|---|
| Outcome | <ul style="list-style-type: none"> <li>Centralising of some key functions</li> <li>Automation of some key processes</li> <li>Some Align cross-functional outputs delivered</li> </ul>                                       | <ul style="list-style-type: none"> <li>Segmented and targeted student recruitment</li> <li>Single source of truth behind business engagement</li> <li><b>Data dashboards and real time responsiveness</b></li> </ul>                                       | <ul style="list-style-type: none"> <li>Centralising <b>front and back office</b> key functions</li> <li>Automation key processes</li> <li>Align cross-functional outputs delivered</li> <li><b>Greater flexibility for staff contracts, employment type, and location due to digital improvements – reimagining the workforce</b></li> </ul> | <ul style="list-style-type: none"> <li>Automated key processes</li> <li>Align cross-functional outputs delivered</li> <li>Greater flexibility for staff contracts, employment type, and location due to digital improvements – reimagining the workforce</li> <li><b>Shared Services model across the Group</b></li> <li><b>Offsite delivery of backend services</b></li> <li><b>Back end service model that can be scaled to provide services to other institutions as a new revenue stream</b></li> </ul> |
| Value   | <ul style="list-style-type: none"> <li>Specialist staff enabled to focus on priorities</li> <li>Staff to focus on delivering value add experiences rather than administration</li> <li>Cost savings/efficiencies</li> </ul> | <ul style="list-style-type: none"> <li>A more engaged and impactful prospective student experience</li> <li>Improved engagement with businesses</li> <li><b>Relevant and timely engagement (predictive)</b></li> <li><b>Improved conversion</b></li> </ul> | <ul style="list-style-type: none"> <li>Specialist staff enabled to focus on priorities</li> <li>Staff to focus on delivering value add experiences rather than administration</li> <li><b>Cost</b> savings/efficiencies</li> <li><b>A global workforce</b></li> </ul>  | <ul style="list-style-type: none"> <li>Specialist staff enabled to focus on priorities</li> <li>Staff to focus on delivering value add experiences rather than administration</li> <li><b>Cost</b> savings/efficiencies</li> <li>A global workforce</li> <li><b>Increased revenue stream</b></li> <li><b>Change to the Group estate</b></li> </ul>  |

# People, Leadership & Culture



|         | Stage 1   | Stage 2   | Stage 3   | Stage 4  |
|---------|---|---|---|--|
| Outcome | <ul style="list-style-type: none"> <li>• Reduced fragmentation of areas of delivery</li> <li>• Changed culture and ways of working</li> </ul>                 | <ul style="list-style-type: none"> <li>• Reduced fragmentation of areas of delivery</li> <li>• Changed culture and ways of working</li> <li>• <b>Uplift in staff skills</b></li> </ul>                                      | <ul style="list-style-type: none"> <li>• Changed culture and ways of working</li> <li>• Uplift in staff skills</li> <li>• <b>A digitally savvy and connected workforce</b></li> <li>• <b>Cross-functional working and delivery</b></li> <li>• <b>An agile approach to delivery</b></li> </ul> | <ul style="list-style-type: none"> <li>• Changed culture and ways of working</li> <li>• Uplift in staff skills</li> <li>• A digitally savvy and connected workforce</li> <li>• Cross-functional working and delivery</li> <li>• An agile approach to delivery</li> <li>• <b>Wider organisational redesign across the Group</b></li> <li>• <b>Joint leadership and consistent governance structures across the Group</b></li> </ul> |
| Value   | <ul style="list-style-type: none"> <li>• Staff leadership in driving business change</li> <li>• Changed staff skill set – digital and data mindset</li> </ul> | <ul style="list-style-type: none"> <li>• Staff leadership in driving business change</li> <li>• Changed staff skill set – digital and data mindset</li> <li>• <b>Improved staff engagement and collaboration</b></li> </ul> | <ul style="list-style-type: none"> <li>• Staff leadership in driving business change</li> <li>• Changed staff skill set – digital and data mindset</li> <li>• Improved staff engagement and collaboration</li> <li>• <b>An innovative, ambitious, can-do culture</b></li> </ul>               | <ul style="list-style-type: none"> <li>• Staff leadership in driving business change</li> <li>• Changed staff skill set – digital and data mindset</li> <li>• Improved staff engagement and collaboration</li> <li>• An innovative, ambitious, can-do culture</li> <li>• <b>Collaboration from staff across the Group</b></li> </ul>   |

# Student Services



|         | Stage 1   | Stage 2   | Stage 3   | Stage 4  |
|---------|---|---|---|--|
| Outcome | <ul style="list-style-type: none"> <li>Digitisation of key processes</li> <li>Reduced number of systems students engage with</li> </ul>                               | <ul style="list-style-type: none"> <li><b>Single digital experience for the end to end student journey</b></li> <li>Digitisation of processes</li> <li><b>Student self-service</b></li> <li><b>On-demand services</b></li> </ul>  | <ul style="list-style-type: none"> <li>Single digital experience for the end to end student journey</li> <li>Digitisation of processes</li> <li>Student self-service</li> <li>On-demand services</li> <li><b>Use of data prior to and during their study to improve their experience (including learner analytics)</b></li> <li><b>24/7 virtual support any time, anywhere</b></li> <li><b>Automatically identify, learn and respond to student behaviour and expectations</b></li> </ul> | <ul style="list-style-type: none"> <li>Single digital experience for the end to end student journey</li> <li>Digitisation of processes</li> <li>Student self-service</li> <li>On-demand services</li> <li>Use of data prior to and during their study to improve their experience (including learner analytics)</li> <li>24/7 virtual support any time, anywhere</li> <li>Automatically identify, learn and respond to student behaviour and expectations</li> <li><b>Consistent services nuanced where required across the Group</b></li> </ul> |
| Value   | <ul style="list-style-type: none"> <li>Improved, proactive, and personalized, student experience</li> <li>Smoother interactions and processes for students</li> </ul> | <ul style="list-style-type: none"> <li><b>Significantly enhanced</b> student experience</li> <li>Smoother interactions and processes for students</li> <li>Administration 'disappears'</li> <li><b>Proactive and improved student services</b></li> <li><b>Improved conversion and progression</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Leading edge</b> student experience</li> <li><b>Seamless</b> interactions and processes for students</li> <li>Administration 'disappears'</li> <li>Proactive and improved student services</li> <li>Improved conversion and progression</li> </ul>  | <ul style="list-style-type: none"> <li>Leading edge student experience</li> <li>Seamless interactions and processes for students</li> <li>Administration 'disappears'</li> <li>Proactive and improved student services</li> <li>Improved conversion and progression</li> <li><b>Seamless progression across the Group offer</b></li> <li><b>Global student experience and network</b></li> </ul>   |

# Digital



|                 | Stage 1   | Stage 2   | Stage 3   | Stage 4  |
|-----------------|---|---|---|--|
| Page 62 Outcome | <ul style="list-style-type: none"> <li>• New systems -SRS, CRM and curriculum management</li> <li>• Single source of data</li> <li>• Data captured across the end to end journey</li> </ul> | <ul style="list-style-type: none"> <li>• New systems - SRS, CRM and curriculum management functionality</li> <li>• <b>Additional technology eg front end digital platform chatbots, and AI</b></li> <li>• Single source of data</li> <li>• Data captured across the end to end journey</li> <li>• <b>Linked data sources</b></li> </ul> | <ul style="list-style-type: none"> <li>• New systems -SRS, CRM and curriculum management functionality</li> <li>• <b>Additional technology eg front end digital platform</b></li> <li>• <b>Emerging technologies like AI, AR VR and blockchain provide on demand services</b></li> <li>• Single source of data</li> <li>• Data captured across the end to end journey</li> <li>• Linked data sources</li> <li>• <b>Strategic dashboards and real time insights</b></li> </ul> | <ul style="list-style-type: none"> <li>• New systems - SRS, CRM and curriculum management functionality</li> <li>• Additional technology eg front end digital platform</li> <li>• Emerging technologies like AI, AR, VR and blockchain provide on demand services</li> <li>• Single source of data</li> <li>• Data captured across the end to end journey</li> <li>• Linked data sources</li> <li>• Strategic dashboards and real time insights</li> <li>• <b>One coordinated digital experience across the Group</b></li> </ul> |
| Value           | <ul style="list-style-type: none"> <li>• Improved data quality and usage</li> <li>• Digitisation of key processes</li> <li>• Improved processes and use of systems</li> </ul>               | <ul style="list-style-type: none"> <li>• Improved data quality and usage</li> <li>• <b>Data led organisation</b></li> <li>• Digitisation of key processes</li> <li>• Improved processes and use of systems</li> <li>• <b>Full end to end student engagement (evidence led)</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Improved data quality and usage</li> <li>• Data led organisation</li> <li>• Digitisation of key processes</li> <li>• Improved processes and use of systems</li> <li>• Full end to end student engagement (evidence led)</li> <li>• <b>Digital literate staff and students</b></li> <li>• <b>Use of digital tools</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Improved data quality and usage</li> <li>• Data led organisation</li> <li>• Digitisation of key processes</li> <li>• Improved processes and use of systems</li> <li>• Full end to end student engagement (evidence led)</li> <li>• Digital literate staff and students</li> <li>• Use of digital tools</li> <li>• <b>Flexible and real time digital engagement</b></li> </ul>   |

# Board Strategy Day

Page 63

26<sup>th</sup> September  
2019

- Measuring Success



# Our Mission

*“To transform lives  
business and  
communities  
through the power  
of education and  
insight”*

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[www.menti.com](http://www.menti.com)

Question 1

How many students  
are currently studying  
in the LSBU family?

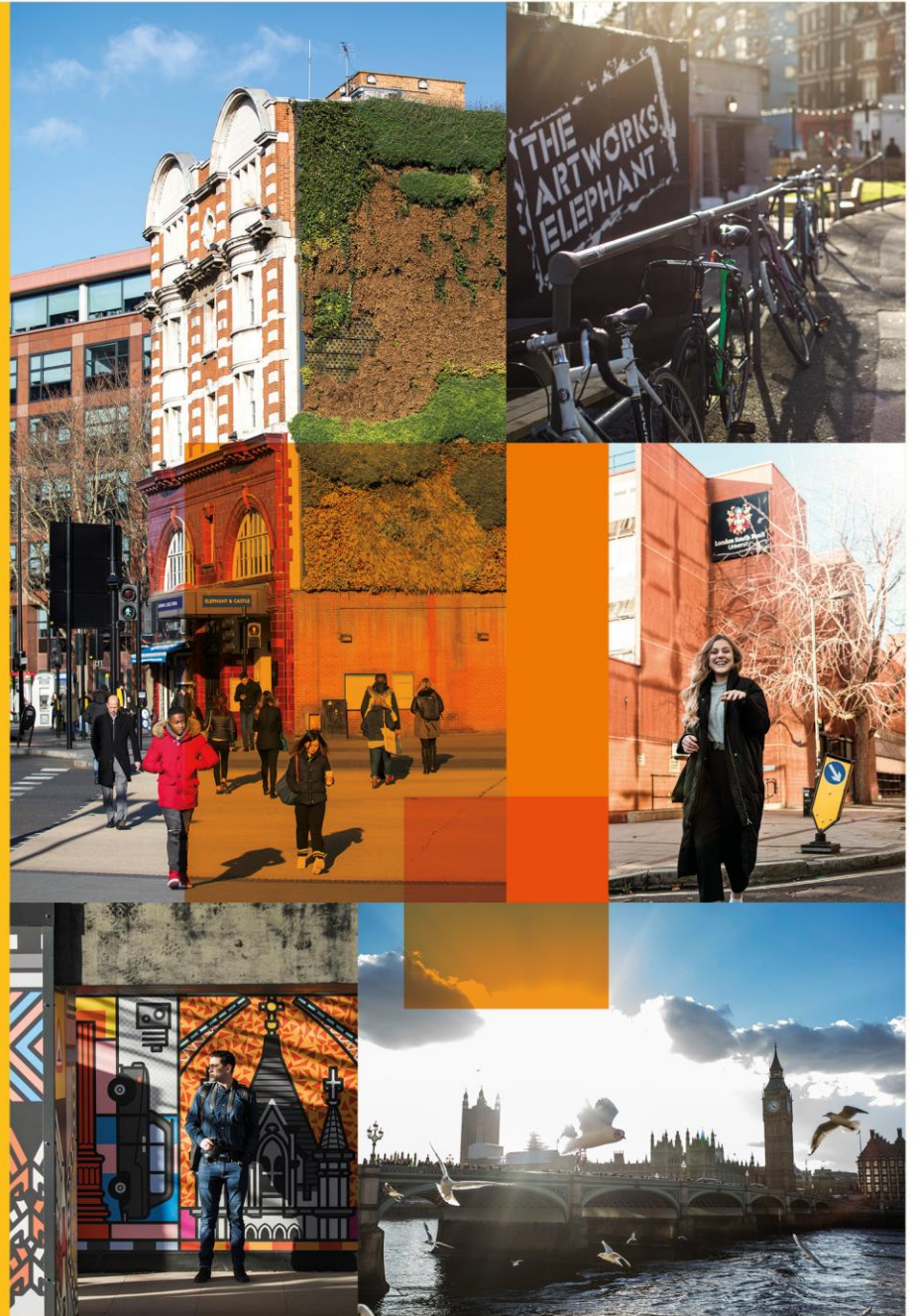




What is your  
current  
impression about  
what makes  
LSBU Group  
distinctive?

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[www.menti.com](http://www.menti.com)



# Distinctive features

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1. Social mobility (being known for delivering outstanding outcomes for all students)
2. Student experience (an experience designed around students)
3. Technical and professional /workplace focused education across all levels of education
4. Insight (research and enterprise)
5. Engagement with place



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University**

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# Policy and Political Landscape

| Schools          | FE              | HE                     |
|------------------|-----------------|------------------------|
| Apprenticeships  | Apprenticeships | Apprenticeships        |
| T-levels         | T-levels        | 2 year post study visa |
| New free schools |                 | Accelerated degrees    |

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- Technical education has increased focus
- Future sustainability and apprenticeships
- T-Levels
- Level 4-5 debate
- 2.4%'s delivery
- Regions/Shared prosperity
- Skills needs
  - Industrial Strategy
  - International



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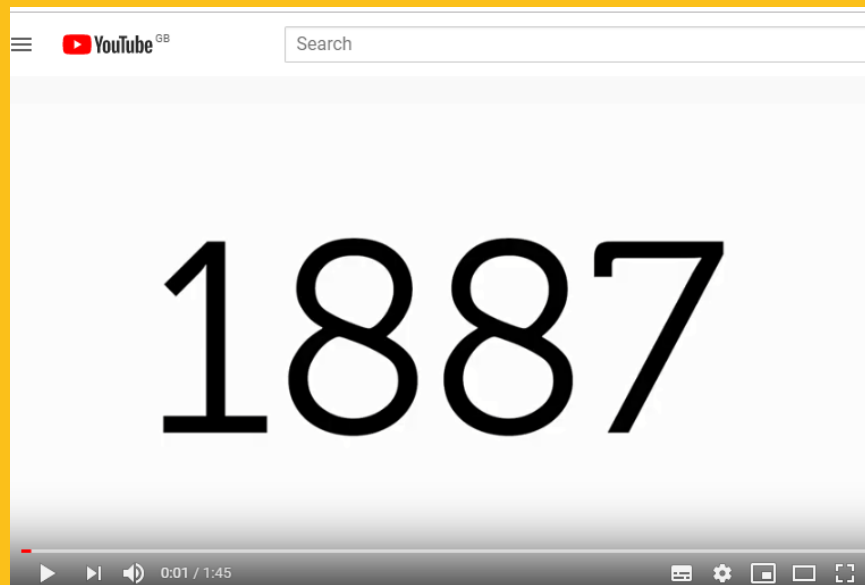
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# A Comparison – The Royal Melbourne Institute of Technology (RMIT)

- Delivers HE and vocational level qualifications
- Successful research
- Multiple campus across Victoria
- Offshore international provision (Vietnam)
- Achievement of successful rankings in international tables

# Our Story – RMIT University

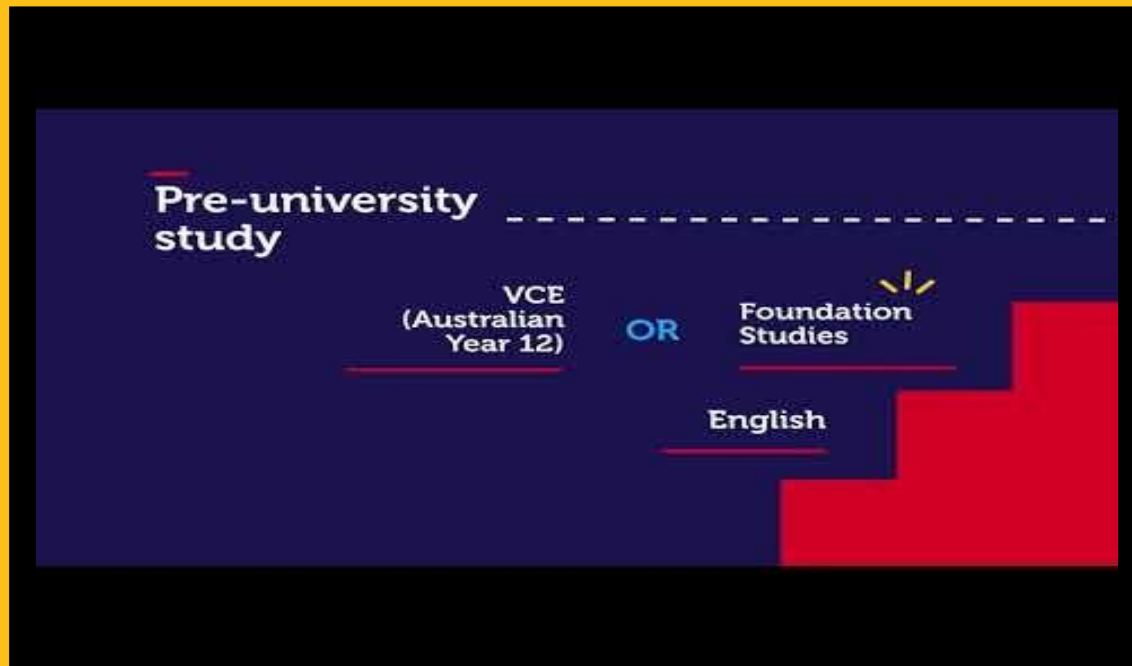
<https://youtu.be/Tfc40hTw3xY>



# Educational pathways

<https://www.youtube.com/watch?v=l8VP0trXOWE>

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# RMIT Key Stats

| Volume Measure                     | Value    | Performance Measure        | Value (LSBU in brackets) |
|------------------------------------|----------|----------------------------|--------------------------|
| HE Enrolments                      | 72k      | QS World Ranking           | 236 (701-750)            |
| Vocational Education Enrolments    | 15k      | Times Higher World Ranking | 351-400 (1001+)          |
| % Onshore International Students   | 21%      |                            |                          |
| % Offshore International Students  | 18%      |                            |                          |
| Revenue                            | AU\$1.4b |                            |                          |
| Staff FTE                          | 6,105    |                            |                          |
| Publications in top 25% most cited | 36.8%    |                            |                          |



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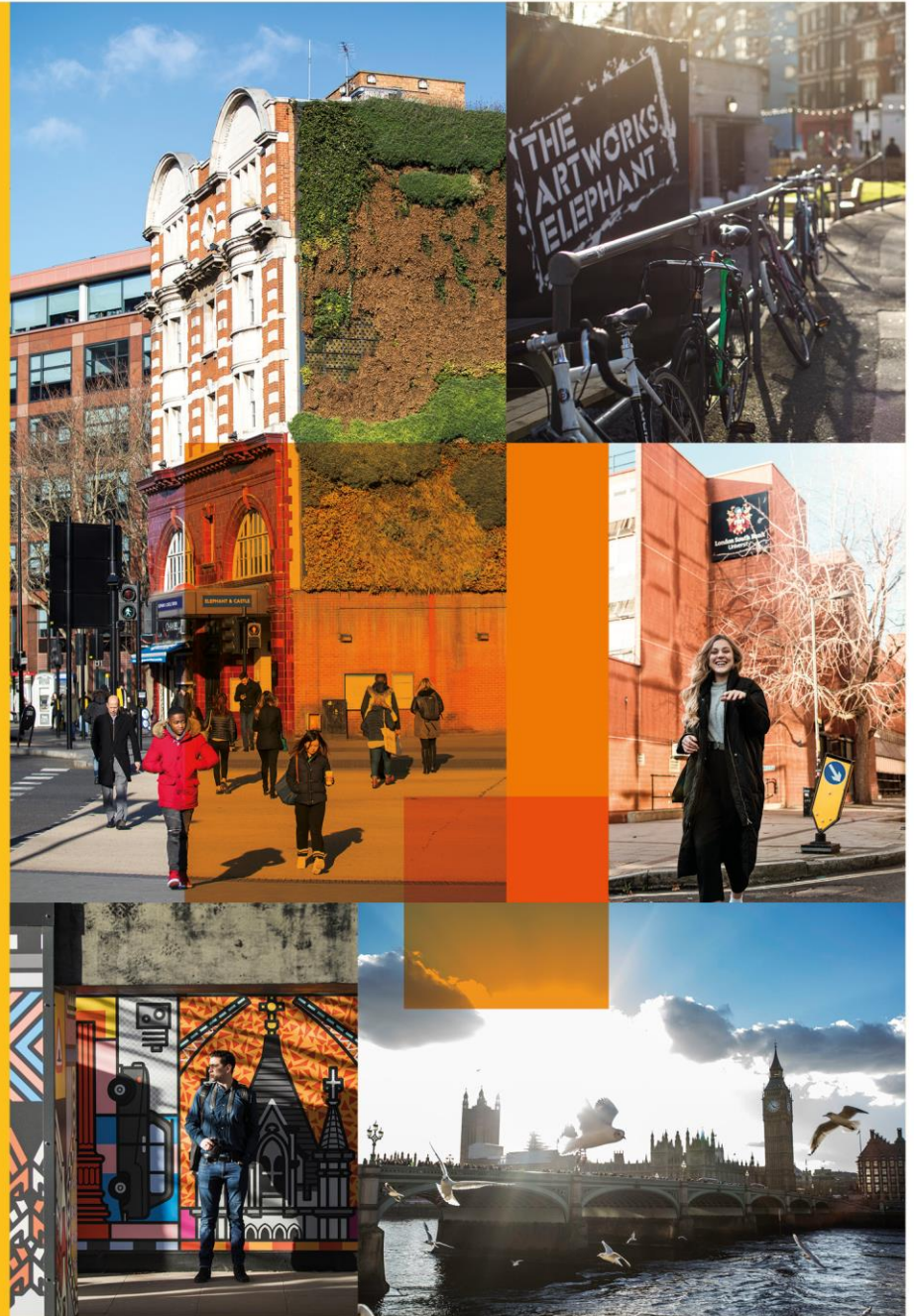
Page 7

# What makes LSBU Group distinctive?

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[www.menti.com](http://www.menti.com)

<https://www.menti.com/b9bhomycgz>





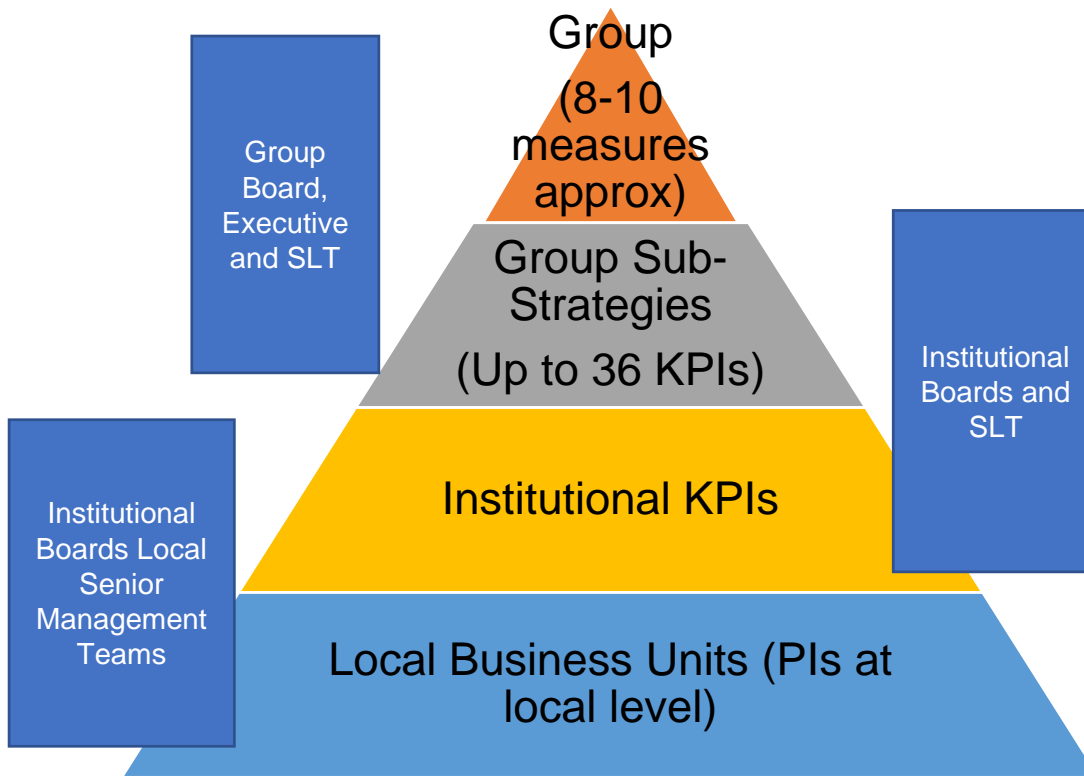
# 2020-25 Pillar Level KPIs

## Purpose of Pillar KPIs

- The suite of pillar level KPIs are intended to reflect the priorities and measure what is important to the Group
- They also provide the foundations for a Performance Framework that can be made relevant across all business units in the organisation, with the aim of driving the right behaviours and resource levels.

# 2020-25 Performance & Governance Framework

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# Do the principles make sense?

Go to [www.menti.com](https://www.menti.com) and use the code we provide



# Academic Enrichment Pillar KPIs

| Access to Opportunity  | Student Success   | Real World Impact  |
|--|---|--|
| <p><b>Societal Impact</b></p> <p><b>A quality measure.</b></p> <p>Looking across Education, Research and Community Impact. It looks to weight volume measures by quality weightings that reflect a positive impact on society. For example Education, will see the number of graduates weighted by TEF/Ofsted classifications and the success of those from lower socio-economic backgrounds.</p> <p>Similar design to the above will apply to research and community impact.</p> <p>The specific measure and its contents, is still being designed.</p> | <p><b>Personal Impact</b></p> <p><b>A value-added measure.</b></p> <p>This will primarily look to reflect teaching and its impact on individuals.</p> <p>There are two options:</p> <ol style="list-style-type: none"> <li>1. A soft measure, relating to the proportion of students participating in soft skills such as placements or volunteering. Could also have an ethnicity related attainment gap measure.</li> <li>2. A hard measure using predicative modelling. Tools are used in compulsory education and FE for this, but there is currently not approach that is robust in HE (despite OfS attempting to do this).</li> </ol> | <p><b>Economic Impact</b></p> <p><b>A volume measure.</b></p> <p>Increased expenditure by each element of the Group increases economic impact. It is also impacted by the expenditure of students (only 18+) and increased impact from international student expenditure.</p> <p>In 2017/18, economic impact of the group was £910m. This is broken down by each group element, impact type (expenditure or student expenditure) and London Borough and other UK regions.</p> <p>In addition it is evidenced that in 2017/18, the LSBU group had over ten thousand jobs dependant upon it.</p> |

Page 7 of 8

# Fit for the Future Measures

- Adjusted Surplus (EBITDA) – Current KPI
- Staff Engagement – Current KPI
- Organisational Effectiveness - Benchmarked survey based effectiveness measure, which LSBU doesn't currently undertake.
- Net Carbon Emissions – Not a current a KPI

# To what extent do these measures reflect the type of Group we want to be?

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| Access to Opportunity   | Student Success   | Real World Impact  |
|---|---|--|
| <p><b>Societal Impact</b></p> <p><b>A quality measure.</b></p> <p>Looking across, Education, Research and Community Impact. It looks to weight volume measures by quality weightings that reflect a positive impact on society. For example Education, will see the number of graduates weighted by TEF/Ofsted classifications and the success of those from lower socio-economic backgrounds.</p> <p>Similar design to the above will apply to research and community impact.</p> <p>The specific measure and its contents, is still being designed.</p> | <p><b>Personal Impact</b></p> <p><b>A value-added measure.</b></p> <p>This will primarily look to reflect teaching and its impact on individuals.</p> <p>There are two options:</p> <ol style="list-style-type: none"> <li>1. A soft measure, relating to the proportion of students participating in soft skills such as placements or volunteering. Could also have an ethnicity related attainment gap measure.</li> <li>2. A hard measure using predicative modelling. Tools are used in compulsory education and FE for this, but there is currently not approach that is robust in HE (despite OfS attempting to do this).</li> </ol> | <p><b>Economic Impact</b></p> <p><b>A volume measure.</b></p> <p>Increased expenditure by each element of the Group increases economic impact. It is also impacted by the expenditure of students (only 18+) and increased impact from international student expenditure.</p> <p>In 2017/18, economic impact of the group was £910m. This is broken down by each group element, impact type (expenditure or student expenditure) and London Borough and other UK regions.</p> <p>In addition it is evidenced that in 2017/18, the LSBU group had over ten thousand jobs dependant upon it.</p> |

# Key challenges, threats and opportunities

D Phoenix 26<sup>th</sup> Sept

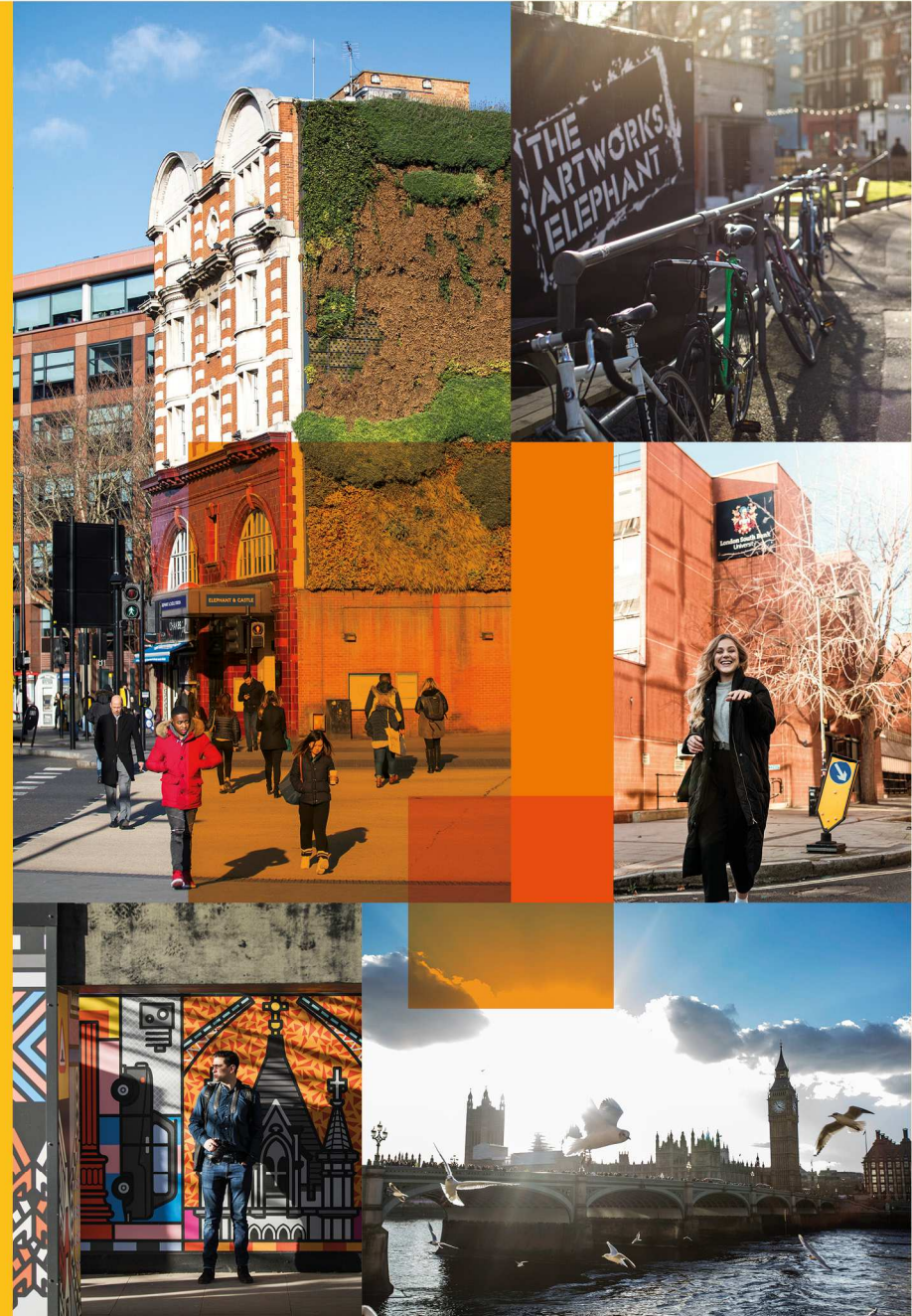


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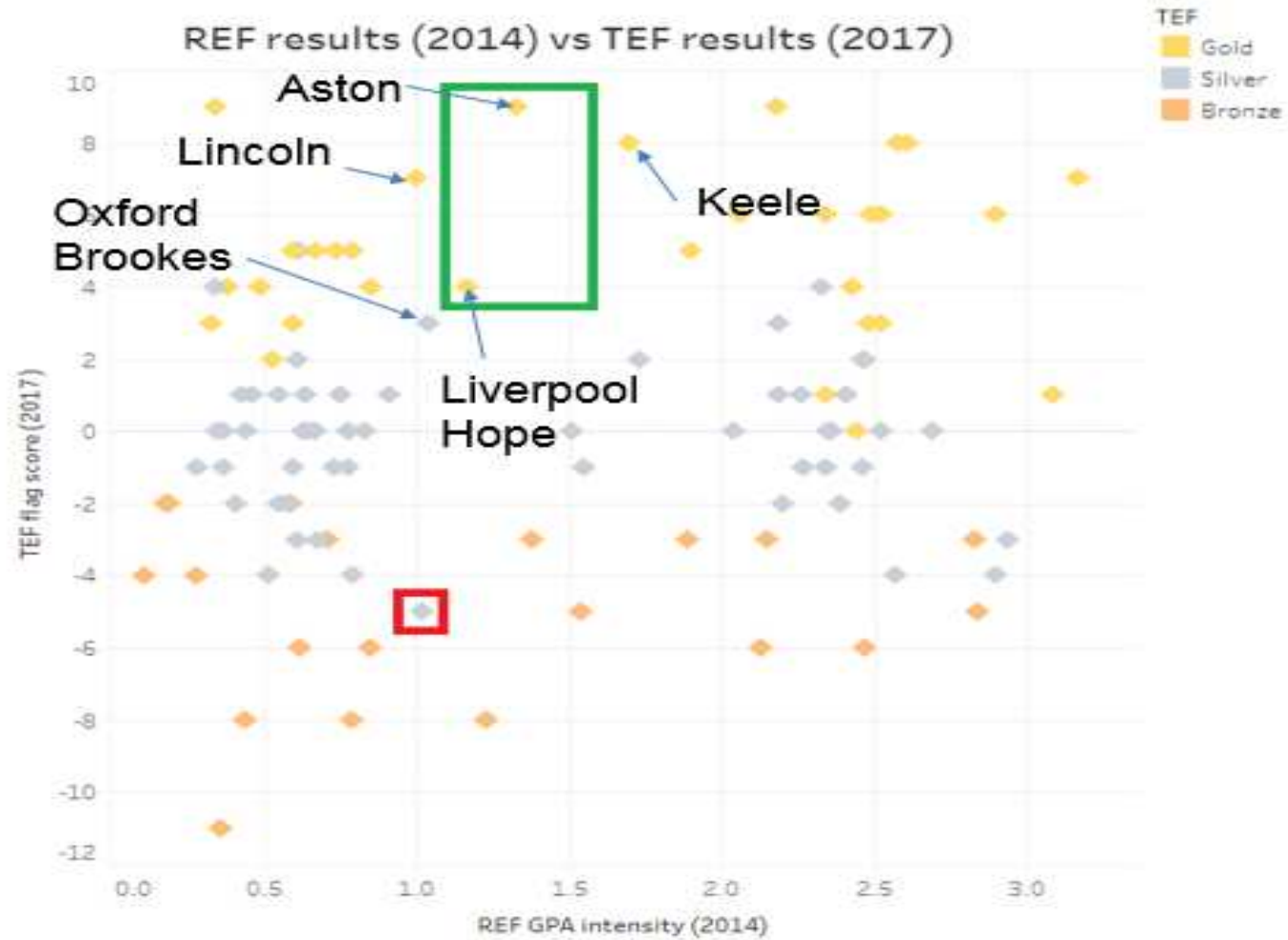
# Distinctiveness

# Quality & Impact





# Where does LSBU want to be



# Research and Enterprise

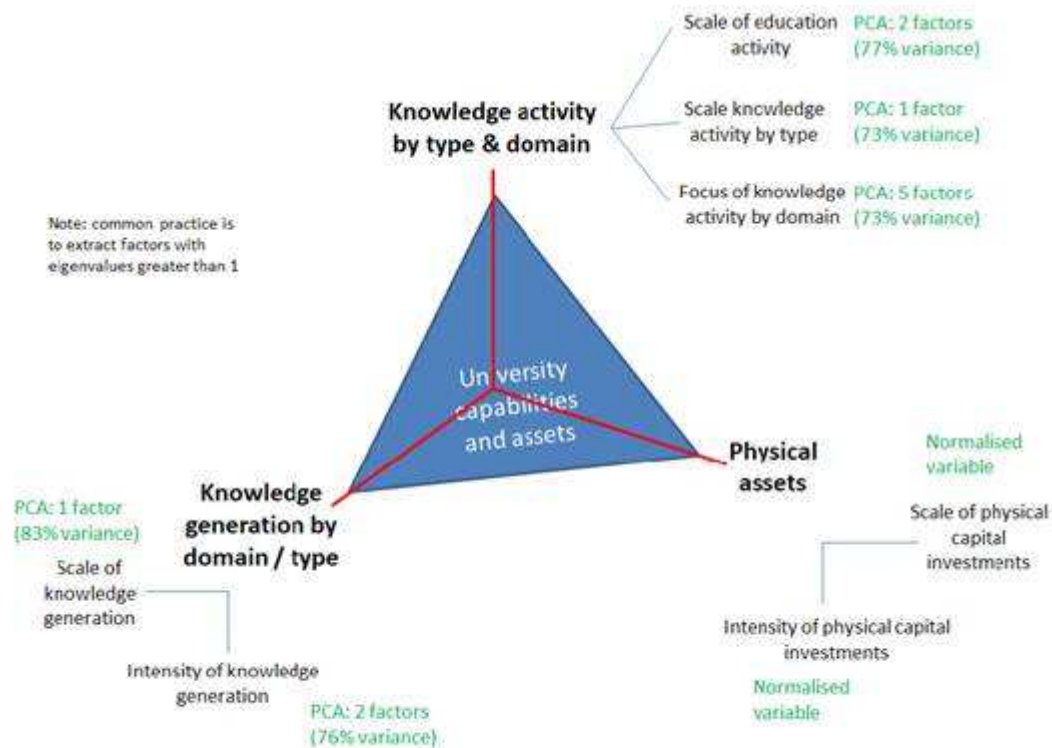
- Technical and professional employer led
- Engagement with place



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# Knowledge exchange



# The clusters

Figure 4 Cluster membership (log transformed variables)

| Cluster E          | Cluster J         | Cluster M        | Cluster V        | Cluster X        |
|--------------------|-------------------|------------------|------------------|------------------|
| • Anglia Ruskin    | • B'ham City      | • Bath Spa       | • Birmingham     | • Bath           |
| • Aston            | • Bolton          | • Buck's New     | • Bristol        | • Birkbeck       |
| • Bedfordshire     | • Canterbury      | • Buckingham     | • Cambridge      | • Brunel         |
| • Bournemouth      | • Chester         | • Chichester     | • Imperial       | • Durham         |
| • Bradford         | • Derby           | • Cumbria        | • King's College | • East Anglia    |
| • Brighton         | • East London     | • Edge Hill      | • Leeds          | • Essex          |
| • Central Lancs    | • Gloucestershire | • Falmouth       | • Liverpool      | • Exeter         |
| • City University  | • Leeds Beckett   | • Leeds Trinity  | • Manchester     | • Hull           |
| • Coventry         | • London Met      | • Liverpool Hope | • Newcastle      | • Keele          |
| • De Montfort      | • South Bank      | • Newman         | • Nottingham     | • Kent           |
| • Goldsmiths       | • Northampton     | • St Mary Tw'ham | • Oxford         | • Lancaster      |
| • Greenwich        | • Roehampton      | • Solent         | • Queen Mary     | • Leicester      |
| • Hertfordshire    | • Staffordshire   | • Marjon         | • Sheffield      | • LSE            |
| • Huddersfield     | • Sunderland      | • Suffolk        | • Southampton    | • Loughborough   |
| • Kingston         | • Teesside        | • West London    | • UCL            | • Reading        |
| • Lincoln          | • Wolverhampton   | • Winchester     | • Warwick        | • Royal Holloway |
| • John Moores      | • Worcester       | • York St John   |                  | • SOAS           |
| • Manchester Met   |                   |                  |                  | • Surrey         |
| • Middlesex        |                   |                  |                  | • Sussex         |
| • Northumbria      |                   |                  |                  | • York           |
| • N'ham Trent      |                   |                  |                  |                  |
| • Open             |                   |                  |                  |                  |
| • Oxford Brookes   |                   |                  |                  |                  |
| • Plymouth         |                   |                  |                  |                  |
| • Portsmouth       |                   |                  |                  |                  |
| • Salford          |                   |                  |                  |                  |
| • Sheffield Hallam |                   |                  |                  |                  |
| • UWE              |                   |                  |                  |                  |
| • Westminster      |                   |                  |                  |                  |

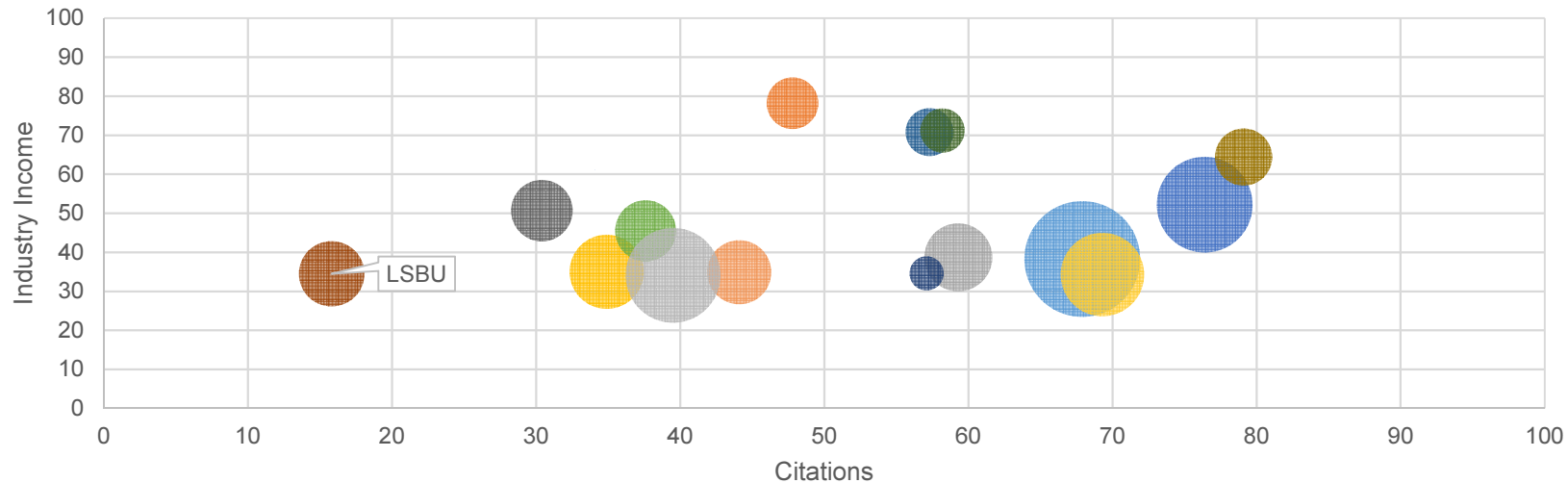
# Cluster J

Mid-sized universities with limited funded research activity and generating limited world-leading research • Academic activity across STEM and non-STEM including other health, computer sciences, architecture/planning, social sciences and business, humanities, arts and design •

Research activity funded largely by government bodies/hospitals; 13.7% from industry

# Research and Industry Income – International Perspective

Citations, Industry Income and Student FTE (size)



- University of Technology, Sydney
- Hamburg University of Technology
- Swinburne University of Technology
- Dublin Institute of Technology
- Deakin University
- Tallinn University of Technology
- Bond University
- London South Bank University
- Riga Technical University
- Technical University of Denmark
- Graz University of Technology
- Tampere University of Technology
- Chemnitz University of Technology
- University of Lincoln
- Coventry University
- University of Portsmouth

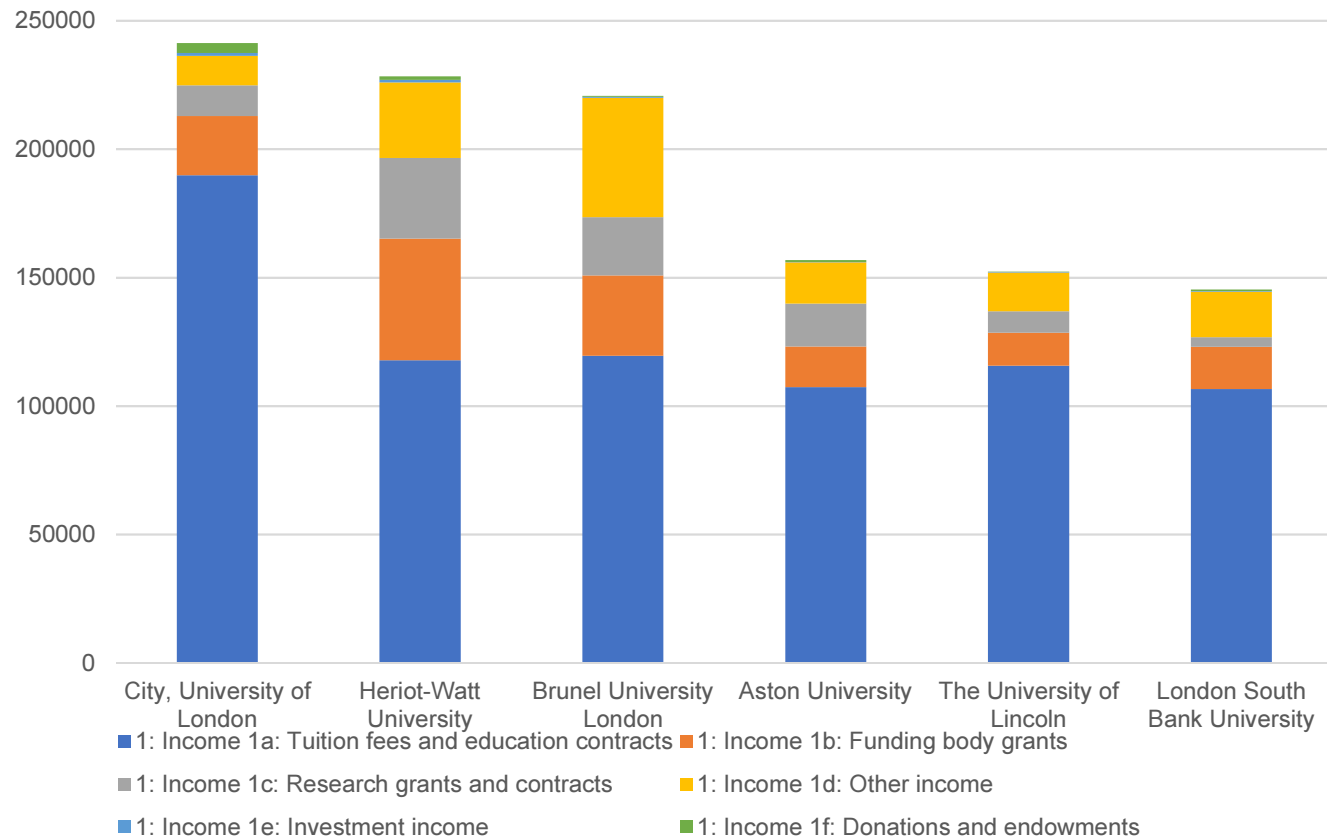
Big gap in terms of research profile (citations). LSBU also does poorly in academic surveys that supports QS and THE – further detail on subsequent slide



# Benchmark Statistics

| Measure           | London South Bank University | The University of Lincoln | Aston University | City   | Herriott Watt | Brunel | RMIT   |
|-------------------|------------------------------|---------------------------|------------------|--------|---------------|--------|--------|
| Citations         | 18.1                         | 47.9                      | 55.1             | 57.7   | 75.2          | 63.2   | 64.5   |
| Research          | 10.4                         | 19.7                      | 24.2             | 27.8   | 26.7          | 26.9   | 26.1   |
| Student FTE       | 12,010                       | 11,870                    | 11,940           | 14,362 | 9,189         | 10,961 | 33,848 |
| Times Higher Rank | 1001                         | 601                       | 501              | 401    | 251           | 351    | 351    |
| Times Rank        | 86                           | 51                        | 48               | 73     | 33            | 100    | NA     |

2017/18 Income by Type



LSBU income, Times Higher Rank and Citations, behind potential aspirational institutions.



**London South Bank University**

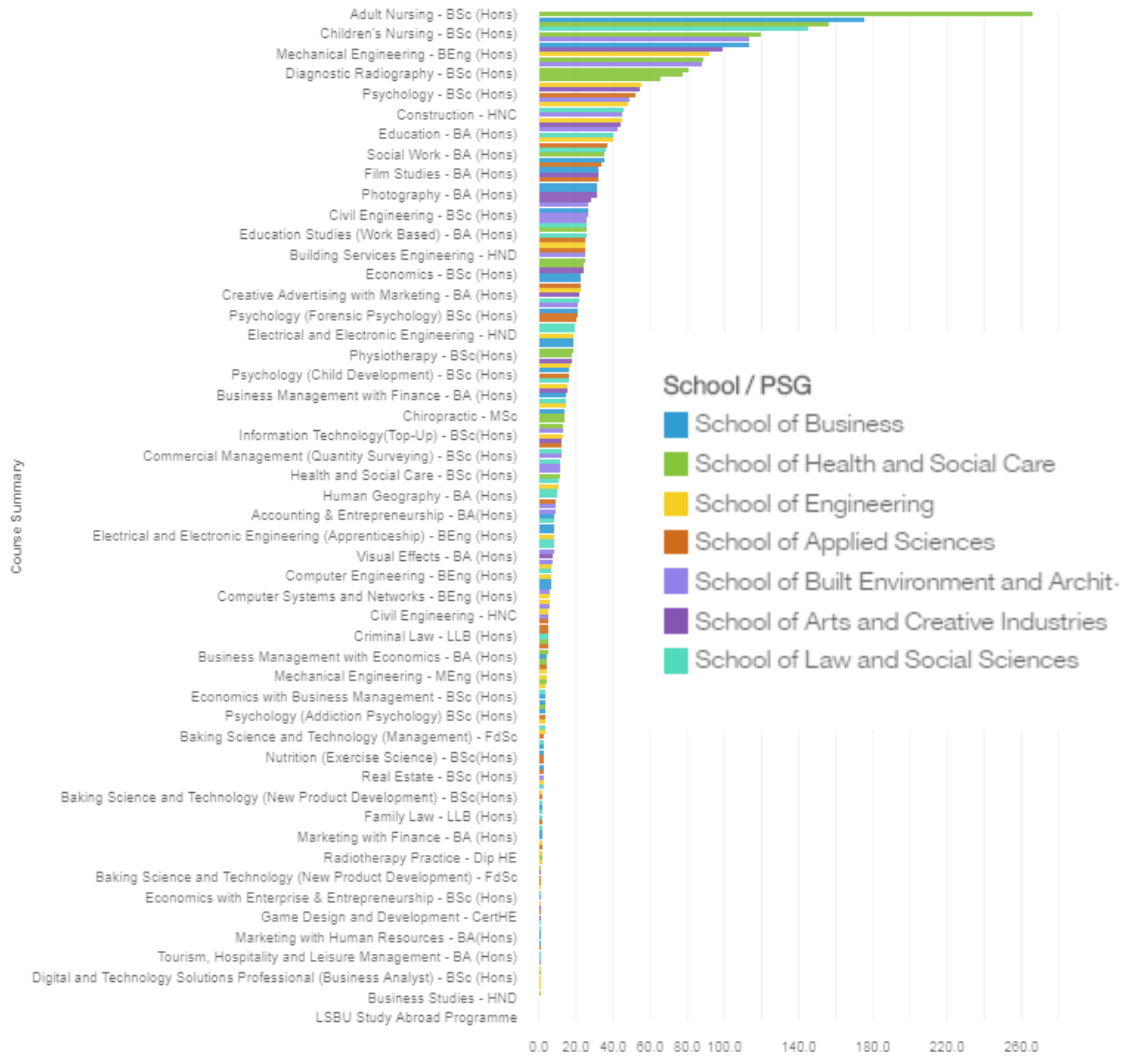
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# Portfolio





# LSBU Course Profile – 2018/19 UG Courses sized by new entrant FTE



*50% of First Degree new entrants in 2018/19 were on 31 courses out of 168 courses that admitted new entrants.*

*What is the cost of maintaining this long tail?*



Note – Not all courses labelled, as not possible to display

# Challenges & opportunities

- ensure the portfolio is fit for purpose
- increase the level of business engagement through enterprise and applied research
- Increase research quality and volume
- Create a differentiated place engaged environment



# Environment

## Estates

- Learning hub and associated works £65M
- Teaching/digital design centre £12M
- Vauxhall technical college and Clapham works £95M
- Student accommodation and health
- St Georges

## Digital estate

- LEAP £30M (including LSBU costs)



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# Future Business Model

| Group Entity | Income         | Surplus        | % Surplus    |
|--------------|----------------|----------------|--------------|
| LSBU         | £145.3m        | £1.6m          | 1.1%         |
| SBC          | £23.9m         | (£6.1m)        | -25.7%       |
| SBA          | £4.9m          | £0.3m          | 5.4%         |
| <b>Total</b> | <b>£172.7m</b> | <b>(£4.2m)</b> | <b>-2.4%</b> |



## Times/Sunday Times Complete University Guide 2020

### London South Bank University

86<sup>th</sup> NATIONAL RANK

69.5% FIRSTS/2:1s

77.5% COMPLETION RATE

---

### Key Stats

62<sup>nd</sup>= TEACHING QUALITY

77<sup>th</sup>= STUDENT EXPERIENCE

64<sup>th</sup>= RESEARCH QUALITY

4<sup>th</sup> GRADUATE PROSPECTS

---

### Contact details

#### ADDRESS

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#### TELEPHONE

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#### EMAIL

[admissions@lsbu.ac.uk](mailto:admissions@lsbu.ac.uk)

#### WEBSITE

[www.lsbu.ac.uk](http://www.lsbu.ac.uk)

#### OPEN DAYS

October 5

An impressive turnaround in student satisfaction has taken London South Bank (LSBU) into the top half of the table, from outside the top 100 last year, on our measure of teaching quality. The improvement has helped to move the university into our top 100 overall, after a rise of 43 places in our teaching quality rankings and an only slightly smaller increase in satisfaction with the student experience.

LSBU was our University of the Year for Graduate Employment in 2018, for the second time in a row, an accolade which the university thinks may have helped it to a 4.7% increase in applications in the latest admissions round. The number of applications had dropped considerably over the previous three years, but enrolments held up well, growing in 2018.

The university ranks fourth for graduate prospects, beaten only by St George's, London (predominantly a medical school), Imperial College and Lancaster. It also challenges the most prestigious institutions on the salaries secured by its graduates, who earn thousands of pounds more than the national average. More than half have been mature students, many returning to well-paid careers.

LSBU operates its own employment agency to help students find part-time work while they study. About 1,000 students are sponsored by employers, either on degree apprenticeships or traditional degrees.

The university expects to continue to expand its course portfolio based on the demand for skills, job growth and its own strengths in academic and professional practice. It is one of the top universities for knowledge transfer partnerships and has dedicated facilities to help students and graduates with start-up companies. LSBU plans to have 2,000 degree apprentices – more than double the current number – by the end of next year, adding new programmes

in construction and chartered town planning.

LSBU received a silver rating in the government's Teaching Excellence Framework. The expert panel was impressed by the "appropriate" contact hours and consistently high levels of personalised learning for a diverse student population, provided by specialist staff and interactive education. This produces high levels of engagement and commitment to learning and study, it said.

Three core principles – student success, real-world impact and access to opportunity – apply here. Three-quarters of the students are from London and just under 60% are drawn from ethnic minorities, helping to place the university in the top 10 of our social inclusion rankings.

LSBU's main campus is in Southwark, not far from the Southbank arts complex. The site includes the Centre for Efficient and Renewable Energy in Buildings, the UK's first inner-city green technology research centre. A redevelopment project launched this year will transform the main London Road building into a learning hub for students and the community, improving the library and sports facilities by September 2021.

The university entered more academics for the 2014 Research Excellence Framework than for previous assessments and scored well on the external impact of its research, with almost three-quarters of the submission placed in the top two categories on this measure.

Some health students are based in hospitals in Romford and Leytonstone in east London and there is a smaller satellite campus in Havering. The health and social care school works with more than 50 NHS partner organisations and is one of 10 institutions with the highest rating from the Nursing & Midwifery Council. LSBU currently ranks first in London for graduate

prospects in nursing.

Widening participation has always been a priority at LSBU and it seeks to diversify the intake further with initiatives that include after-school and Saturday clubs and a summer festival to help local people upgrade their qualifications.

The projected dropout rate for undergraduates remains high, however, and there is concern over the attainment gap between BAME (black, Asian and ethnic minority) students and the rest. LSBU allocates a good proportion of its fee income to supporting students to complete their education in the expected time and helping those who work to manage their studies.

LSBU is the only UK university to hold four accreditations from the Institute of Customer Service (ICS) for excellent service across its accommodation service, library and learning resources, centre for student life and sports academy. It uses the ICS business benchmarking services not just within the university's sector of public services but also to compare its performance with leading private-sector organisations including John Lewis and Marks & Spencer.

The students' union and many support services were brought together to make them more convenient and accessible and a £1m makeover of the sports centre equipped it with a multipurpose hall, therapy services and facilities that include a 40-station fitness suite, dance studio and injury clinic. Southwark council contributed £300,000 to improve the facilities and guarantee public access. A comprehensive sports scholarship scheme is on offer at LSBU.

Halls of residence are close by: all 1,400 rooms are less than 10 minutes' walk away. International students are guaranteed accommodation and priority for the remaining places goes to those who live furthest from the university.



SHOW LESS

PERFORMANCE  
CATEGORY

SCORE  
RANK

Ranking

-  
86 (107)

Teaching quality

80.4  
62nd=

Student experience

77.9  
77th=

Research quality

9  
64th=

Ucas entry points

114  
112th=

Graduate prospects

87.7  
4th

Firsts and 2:1s

69.5  
103rd

Completion rate

77.5  
119th

Student-staff ratio

15.6:1  
62nd=

Services/facilities spend (£)

2,156  
79th

World ranking

-  
701= (751=)

VITAL STATISTICS

Undergraduates  
Full-time

8,059

Undergraduates  
Part-time

4,261

Postgraduates

|   |                |
|---|----------------|
| Full-time   | 1,862          |
| Postgraduates   |                |
| Part-time   | 2,946          |
| Applications/places                                       | 19,205/3,690   |
| Applications/places ratio                                 | 5.2:1          |
| Overall offer rate  | 81.4%          |
| <b>ACCOMMODATION</b>                                      |                |
| Places in accommodation                                   | 1,405          |
| Accommodation costs                                       | £127-£213      |
| Accommodation contact                                     |                |
| <a href="http://www.lsbu.ac.uk">http://www.lsbu.ac.uk</a> |                |
| <b>FEES</b>   |                |
| UK/EU fees  | £9,250         |
| Fees (placement year)                                     | £0             |
| Fees (overseas year)                                      | £9250          |
| Fees (international)                                      | £14,470-£15860 |
| Finance website   |                |
| <a href="http://www.lsbu.ac.uk">www.lsbu.ac.uk</a>        |                |
| Graduate salaries   | £26,000        |
| <b>SPORT</b>  |                |
| Sports points/rank  | 180, 87th      |
| Sport website   |                |
| <a href="http://www.lsbu.ac.uk">www.lsbu.ac.uk</a>        |                |
| <b>SOCIAL INCLUSION<br/>AND STUDENT MIX</b>               |                |
| Social Inclusion Ranking                                  | 9              |
| State schools (non-grammar) admissions                    | 94.9%          |
| Grammar school admissions                                 | 2%             |
| Independent school admissions                             |                |

|   |       |
|---|-------|
| Ethnic minority students (all)                    | 3.1%  |
| Black attainment gap                              | 59%   |
| First generation students                         | -16%  |
| Deprived areas                                    | 51.2% |
| Working class dropout gap                         | 7.5%  |
| Disabled students                                 | 0.4%  |
| Mature  | 10.8% |
| EU students                                       | 46.7% |
| Other overseas students                           | 3.3%  |
|   | 6%    |
| <b>STUDENT SATISFACTION WITH TEACHING QUALITY</b> |       |
| Music   | 96.4% |
| Mechanical Engineering                            | 94.2% |
| English   | 91.5% |
| Creative writing                                  | 91.5% |
| Civil Engineering                                 | 88.9% |
| Subjects allied to medicine                       | 88.2% |
| Communication and Media Studies                   | 87.3% |
| Electrical and Electronic Engineering             | 87.0% |
| Accounting and Finance                            | 86.4% |
| Archaeology and forensic science                  | 85.9% |
| Social Work                                       | 85.6% |
| Chemical Engineering                              | 84.7% |
| Economics   | 83.9% |

|  |       |
|--|-------|
| Art and Design                               | 82.1% |
| Politics                                     | 81.7% |
| Law  | 81.1% |
| General Engineering                          | 80.5% |
| Physiotherapy                                | 80.0% |
| Drama, Dance and Cinematics                  | 79.6% |
| Nursing                                      | 79.2% |
| Architecture                                 | 78.9% |
| Education                                    | 78.7% |
| Food Science                                 | 78.7% |
| Building                                     | 78.2% |
| Biological Sciences                          | 77.3% |
| Hospitality, Leisure, Recreation and Tourism | 77.2% |
| Sociology                                    | 77.2% |
| Criminology                                  | 77.2% |
| Computer Science                             | 74.6% |
| Radiography                                  | 74.1% |
| Psychology                                   | 71.5% |
| Business Studies                             | 70.6% |
| Sports science                               | 66.3% |