Meeting of the Board of Governors

4.00 pm on Thursday, 12 March 2020
in Technopark, SE1 6LN

Agenda

No.	Item	Pages	Presenter
18.	Pre-Board presentation on progression	3 - 12	PB

Date of next meeting
10.00 am on Thursday, 2 April 2020

Members:	Jerry Cope (Chair), Duncan Brown, John Cole, Michael Cutbill, Nelly Kibirige, Mark Lemmon, Jeremy Parr, David Phoenix, Rashda Rana, Tony Roberts, Deepa Shah, Nazene Smout and Vinay Tanna
Apologies:	Peter Fidler, Hilary McCallion and Mee Ling Ng
In attendance:	Pat Bailey, Michael Broadway, Richard Flatman, Paul Ivey, Nicole Louis and James Stevenson

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Progression issues at LSBU

Pat Bailey

Thursday 12th March 2020

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What I'll cover

1) **Background, terms and issues**

2) **Key progression data**

3) **What are we doing for this year?**

4) **Longer term plans**

1) Background, terms and issues

- **The difference between continuation and progression (p.s. 1% retention = £0.5M)**

- **What would be a good % of progression given our mission to widen access? Why too high and too low are both problematic?**

- **What about benchmarking, and TEF?**

- **Isn't it simple? Just teach better! But why do students fail? And how important is the attainment gap issue?**

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Three examples of action

a) **Students on Science Foundation Year** struggled with maths; to help them, we've changed the testing methods to support them better (weekly or fortnightly testing?).

b) **Hardship funding:** in 2017/18, £65k of hardship funds distributed (209), with those students having a 3.5% improvement in progression; in 2018/19, £125k distributed (391), and those students performed better than LSBU average by 9.7%! Dramatic increase in female uptake noted (*ca* 50:50 to 75:25!).

c) **Non-submission of work** remains one of our biggest issues, with students preferring to not submit rather than be embarrassed by a poor mark (ENG).

2) Overall progression data

- Progression from Year 1 to Year 2 was 73.8% in 2018/19, just a 0.8% increase compared to 2014/15;

- Progression from Year 2 to Year 3 in 2018/19 was 81.9%, which represented the lowest rate in the previous five years

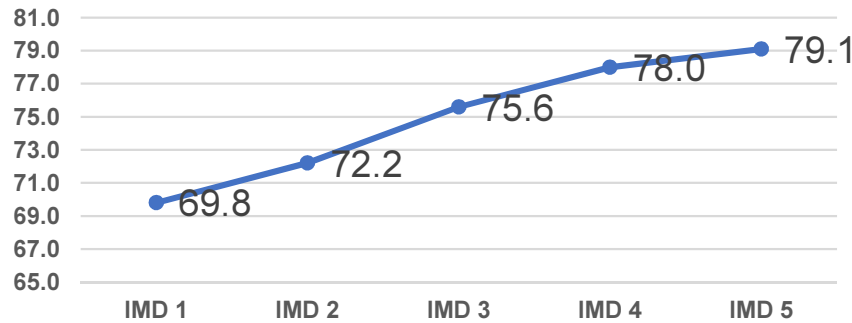**Year 1 & Year 2 Progression 2014/15 to 2018/19**
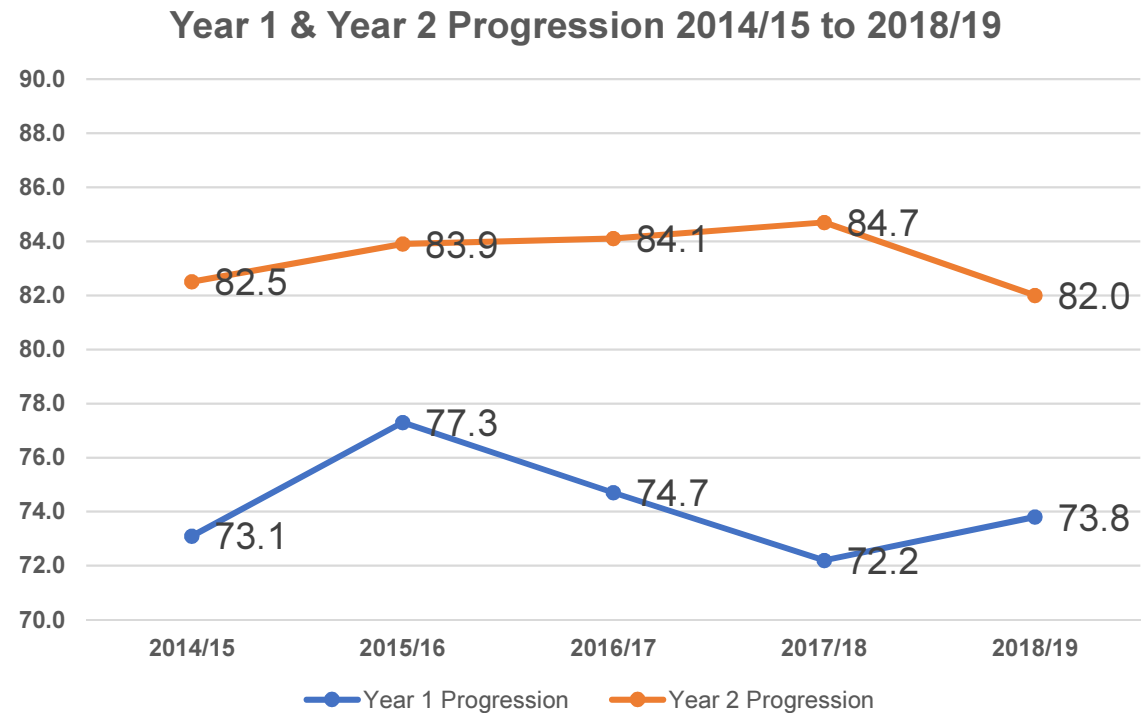
Progression Definition (KPI 13) – Progressing from one year of programme to a subsequent year of programme over two academic years (FT, first degree students).

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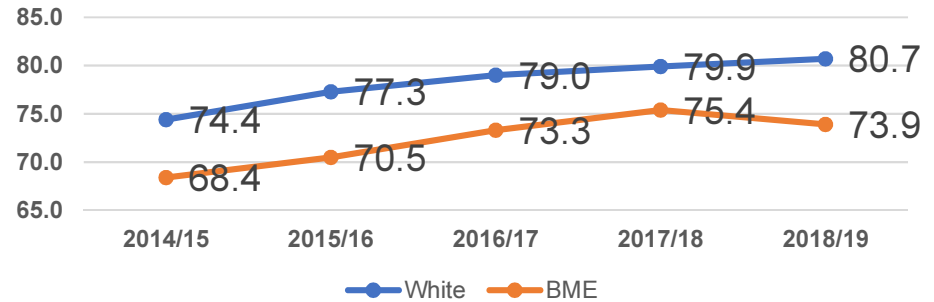EST 1892

Factors Impacting Non-Progression

The main three factors impacting upon progression are:
- Qualification on Entry;
- Ethnicity;
- Socio-economic background.

Year 1 Progression 2014/15 - 2018/19 by Index of Multiple Deprivation Quintile (1 = highest level of deprivation) and Ethnicity

Year 1 Progression 2014/15 - 2018/19 by Index of Multiple Deprivation Quintile (1 = highest level of deprivation)

Year 1 Progression 2014/15 - 2018/19 by Index of Multiple Deprivation Quintile (1 = highest level of deprivation) and Qual on Entry
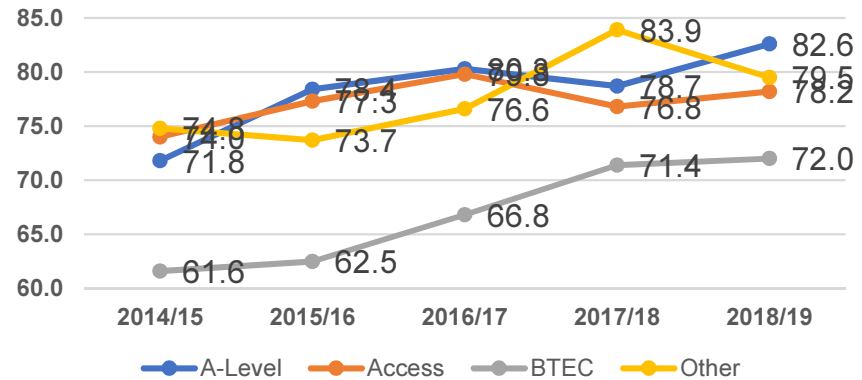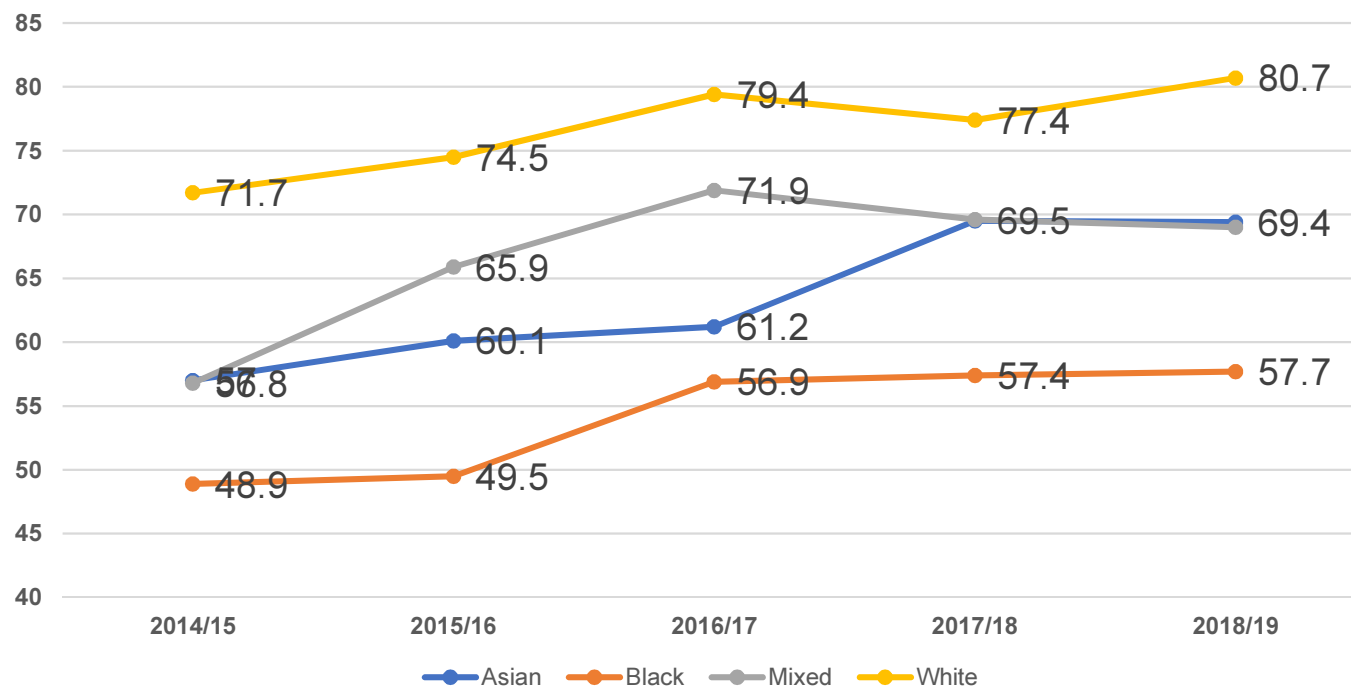

Socio-economic background has causal impact on progression, but BME students and BTEC students have a lower chance of progressing regardless of socio-economic background.

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Attainment Gap

Proportion of Students Attaining a 1st or 2:1 by Ethnicity

Legend: Asian — Black — Mixed — White

- White students consistently achieve a higher proportion of 1sts and 2:1s (81% in 2018/19);
- Black students achieve the lowest (58% in 2018/19);
- The overall attainment gap between white and BME students was 18% in 2018/19.
- Narrowing this gap, is an important component of the LSBU 2025 Access & Participation Plan with the OfS.

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Approach to Improving Progression & Narrowing Attainment Gap

Group

Streamlined and Consistent Portfolio

Clearer Accountability

Organisation & Culture

Pedagogic

Ways of Learning

Assessment Methods

Interventions & Information

Business Engagement (placements etc)

Aligned to our Students' Lives

Wider Offer

- The development of the 2020-25 Strategy, the TOM and initiatives to address non-progression in 2019/20 are underway

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3) What are we doing this year?

Specific in-year T&F group

• **Improved communication to students**: working with students on social media and short videos to encourage good practice

• **Academic Regulations**: big issue about students 'carrying' up to 2 failed modules (4800 resits in sem. 1) – how we can best support progression without embedding longer term problems (competency tests?)

• **Semester 1 module failure report**: semester 1 failures have massive negative impact – better use of semester 1 results to target support

• **Academic support**: for poorly performing modules; SfL team have had big successes

• **Hardship fund**: helps students and our data; extra £100k + better comms (£1.50 per £1)

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4) Longer term plans

- **Major initiative looking at the attainment gap** (if we call it that); not just a BAME issue; £150k ring-fenced for projects; complex; transferability?

- **Project LEAP**: better early warning of concerns? Better interventions?

- **Complete review of Year 1!** Replace all exams with in-year competency tests and portfolio of activities/skills? (TESTA pilots)

- **Education strategy.** Focus on digital, personalised, or flexible provision?