

Meeting of the Board of Governors

Strategy 20205 workshop

10.30 am on Thursday, 11 June 2020
via MS Teams

Additional documents: presentation slides

- Overview of draft strategy
- Educational pathways
- Research and links between pedagogy and social disadvantage

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LSBU Board Strategy Day

11th June 2020



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CONTEXT

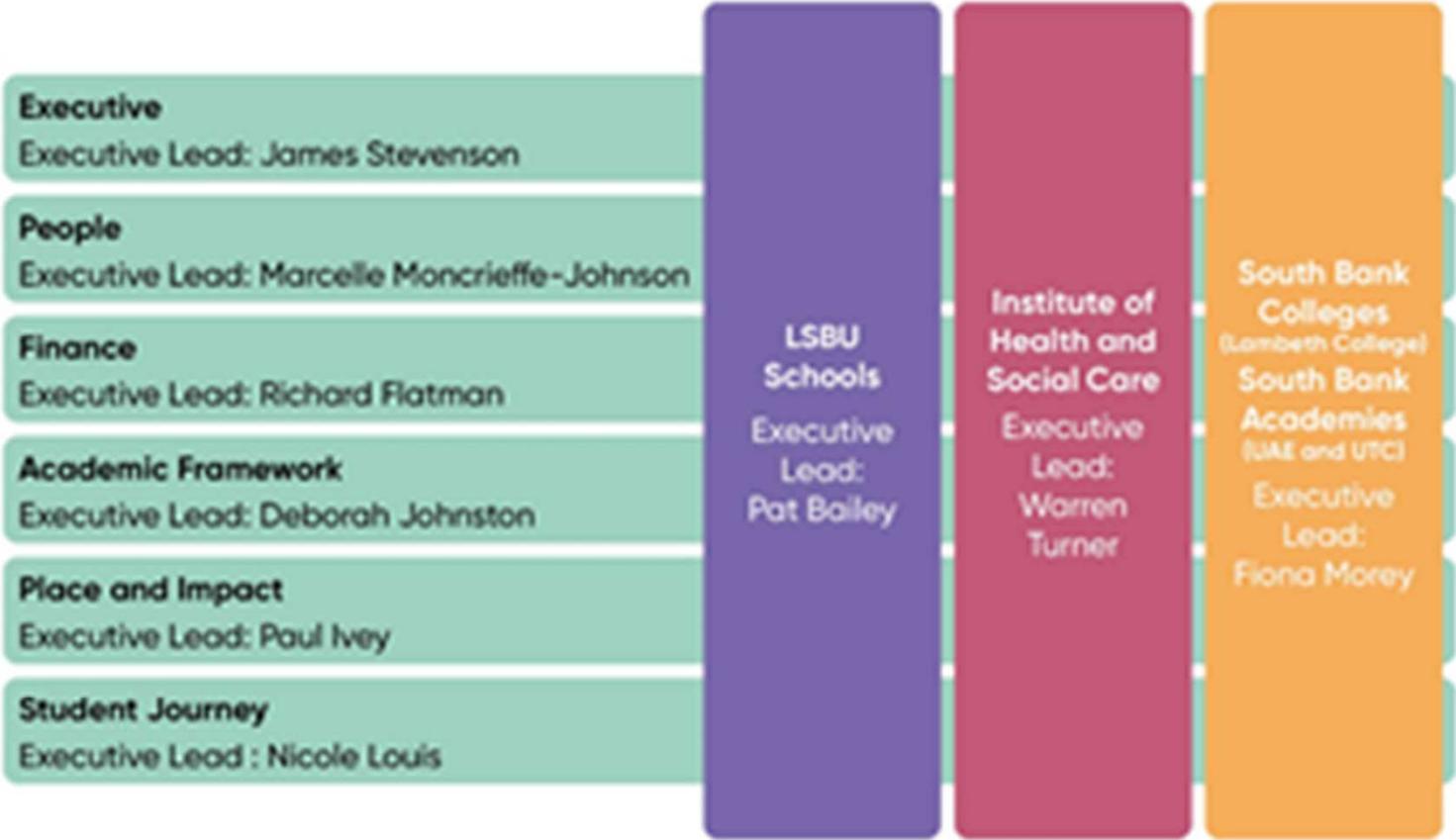
- **OfS**
 - guidance published 10/6
 - Consultation complete on retrospective regulation
- **UCAS** – change in terms
- **DfE** – Number cap and additional numbers
- **Health** – expansion opportunities but new delivery requirements
- **Research** – REF now cMarch?/Joint ministerial taskforce on R&D
- **KEF** – autumn?



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LSBU GROUP STRUCTURE



FINANCE

| | | | |
|----------------------|-------------------------------|-----------------------|-------------------------|
| 2020/25 KPI'S | Group Income £250M | Surplus 5% | EBITDA 12.5% |
|----------------------|-------------------------------|-----------------------|-------------------------|

Progress:

- 2019/20 manageable and on budget (at Income & Surplus level)
- RCF well advanced. £45M, 4 year facility subject to credit committee approval
- Ambitious plans for income growth

Challenges:

- Matching staff cost need (capability and capacity) with budget
- Student recruitment in current environment
- Investment requirements for new normal teaching and space model



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STUDENT RECRUITMENT

| Recruitment Target FAs | Home Students 6,650 | EU Students 399 | OS Students 861 |
|---|---|---|--------------------|
| Progress to Target | Interventions | Challenges | |
| Home FAs : 4,030 – 46% EU FAs : 521 – 30% O/S. : 271 – 31% Firm accepts currently up across home and EU O/S accepts slowed pending clarification on S1 delivery Need around 1300 Firm Accepts through clearing | <ul style="list-style-type: none"> • Remote recruitment events • New English Language testing solution • Split on/off campus clearing • UniBuddy & click to chat • Outbound calls - offer holders • Zoom engagement with academics • Tailored applicant comms on S1 delivery • PG incentive for grads • Expansion of January courses • On-line enrolment • Online Welcome Week | <ul style="list-style-type: none"> • Staff resourcing for clearing • Tech solutions for clearing • UKVI restrictions and risk linked to O/S applicants • Complexity linked to January starting courses • Complexity of S1 academic delivery planning | |

STUDENT SUPPORT

| Library & Learning Resource | Skills For Learning | Mental Health & Wellbeing | Student Advice |
|--|---------------------|--|----------------|
| Interventions | | Challenges | |
| <ul style="list-style-type: none"> ▪ Pre-enrolment workshop series from Library, Digital Skills and S4L ▪ Access to interactive mini-modules ▪ Pre and post enrolment support for DDS students and support with tech hardship ▪ Extended MHWB online and telephone support including extended hours ▪ Expanded remote employability offer and support for 2020 grads ▪ On-line sports and recreation offer ▪ Increased financial hardship support ▪ Quarantine support for incoming O/S students ▪ Holistic promotion of student care and support ▪ Laptop purchase scheme and tech hardship fund ▪ Post-graduation employability support | | <ul style="list-style-type: none"> ▪ Anticipating / resourcing tech for students ▪ Hardship funding – increasing demand ▪ Equity / consistency in student support offer ▪ Timetabling complexity S1 and S2 ▪ Graduation celebration and recognition | |

ENHANCED HYBRID EDUCATION 2020/21

Enhancing our high quality education experience

We will provide a high quality teaching and learning experience. Working closely with our external partners, we are developing innovative approaches to achieve learning outcomes and student engagement.

1

2

3

Building capacity towards our long-term goals

While COVID19 is an exceptional event, our response is building the foundations for our future academic portfolio. With a focus on high quality online provision and high value engagement events.

Prioritizing student engagement and student choice

COVID19 has affected particular students and particular courses differently. Our development of Individual Study Support plans will give students clarity about the support available and their academic options.



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DEVELOPING THE ACADEMIC OFFER 2020/21



Education Pathways: Opportunities and challenges for LSBU in integrating the Group

- Centrality to pillars:
 - Access to opportunity
 - Student success
 - Real world impact
 - Technology and estate
 - People, Culture & Inclusion
 - Resources, Market & Shape
- **How?**
 - governance (matrix accountability)
 - integrating specialist expertise and changing culture
 - bandwidth and capacity in the face of competing pressures
 - **Why?**
 - Funding
 - Distinctiveness

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Lambeth College

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#LSBUfamily

Progression Pathways

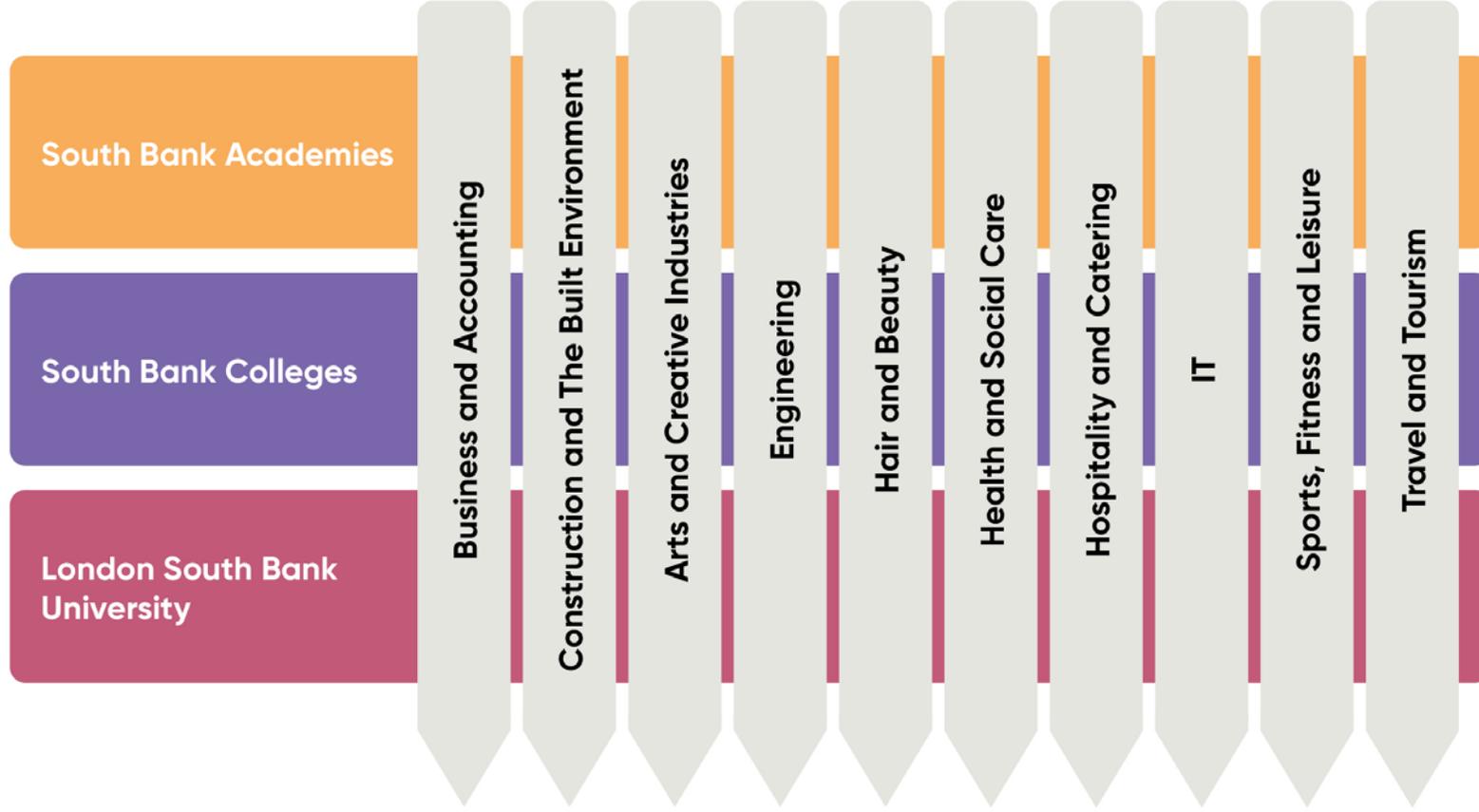
Progression Pathways

- **Group project - LSBU, Lambeth College, South Bank Academies**
- **7 LSBU Schools – mapping progression across the Group**
- **10 sector areas, each with a briefing document**
- **Approx. 60 career brochures**
- **Detailed local labour market intelligence including job vacancies, salaries and trend analysis (EMSI)**
- **Informing curriculum and estates strategy**

Career Pathways

- Health and Social Care (6)
- Engineering (8)
- Creative Arts, media and digital (14)
- Construction (6)
- IT (5)
- Business (6)
- Sports , Fitness and Leisure (8)
- Hospitality and Catering (tbc)
- Travel and Tourism (tbc)
- Health and Beauty (tbc)

Career Progression Pathways



Nursing and Midwifery | Career Pathway

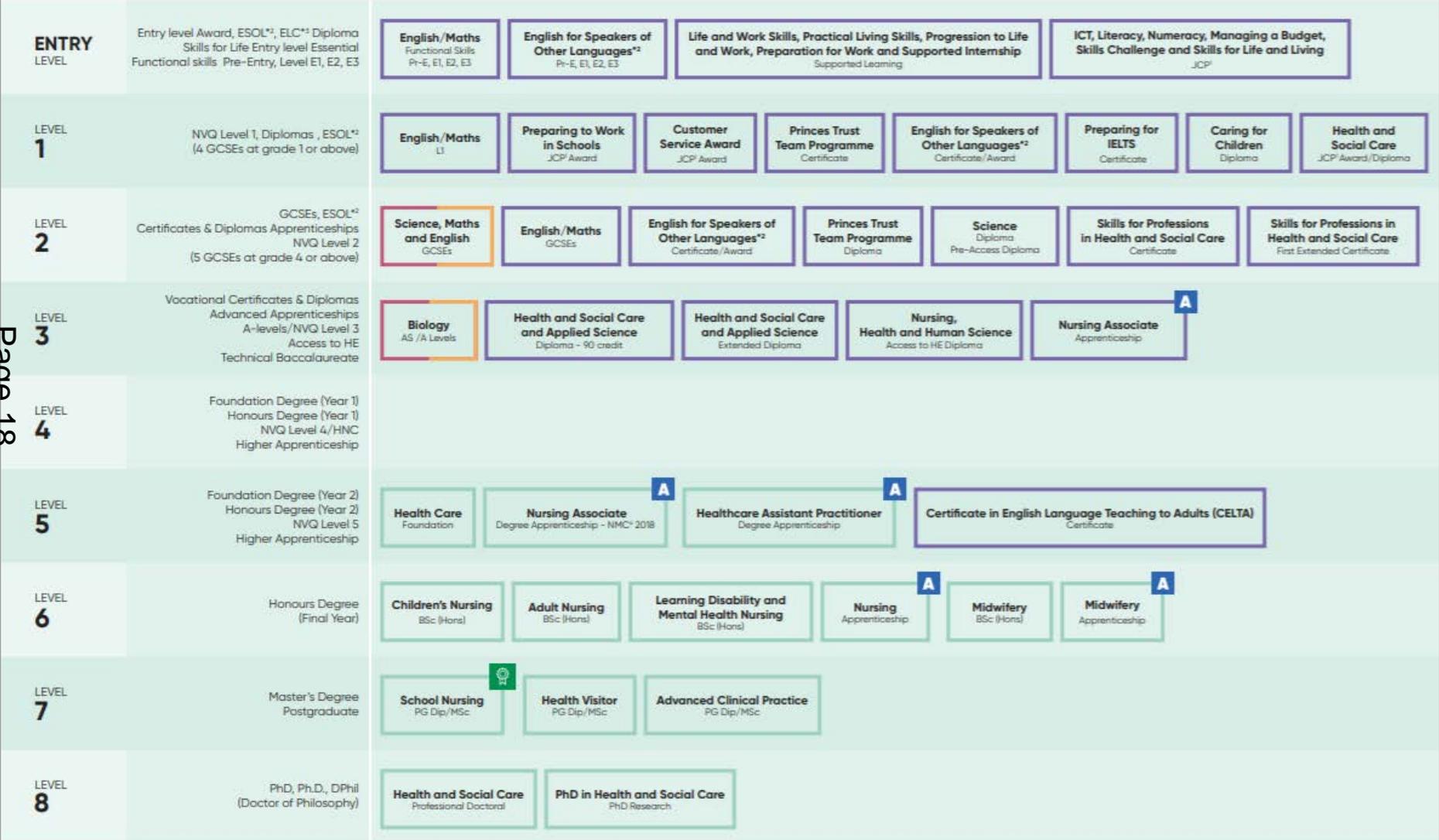
UAE South Bank University
Academy of Engineering

UTC South Bank University
Technical College

LC Lambeth College

LSBU London South
Bank University

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Health and Social Care

Social worker
Occupational Therapist
Nursing and Midwifery
Care Manager
Bio Medical Scientist
Health Promotion Specialist

Construction and Built Environment

Quantity Surveyor
Plumber
Electrician
Construction Site Manager
Building Surveyor
Architectural Technologist

Sports, Fitness and Leisure

Fitness Centre Manager
Outdoor Activities Manager
Personal Trainer
Sport and Exercise Psychologist
Sports Development Officer
Sports Nutritionist
Sports Performance coach
Sports Physiotherapist

Business

Business Analyst
Company Secretary
Finance Officer
Marketing Manager
Procurement Officer
Sales Manager

Engineering

Building Services Engineer
Chemical Engineer
Civil Engineer
Electrical Engineer
Electronics Engineer
Engineering Operative
Engineering Technician
Mechanical Engineer

Hair and Beauty

Travel and Tourism

Hospitality and Catering

Information Technology

Technical Sales Representative
Software Developer
IT support Analyst
Cyber Security Analyst
Cartographer

Arts and Creative Industries

Theatre Stage Manager
Production Runner
Producer
Press Photographer/Photojournalist
Photographer
Journalist
Broadcast Reporter
Games Design
Floor Management
Drama Teacher
Dancer
Costume Designer
Copywriter
Arts Administrator
Advertising Art Director

Health and Social Care

Biomedical Scientist
Care Manager
Health Promotional Specialist
Nursery and Midwifery
Occupational Therapist

Social Worker



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Biomedical Scientist
Care Manager
Health Promotion Specialist

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Social Worker



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Biomedical Scientist

Care Manager
Health Promotion Specialist
Nursery and Midwifery
Occupational Therapist
Social Worker



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A3, double folded to A5, leaflets

Front cover examples for Health and Social Care

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Inside Left Page

A CAREER IN NURSING AND MIDWIFERY

By embarking on a career as a nurse or midwife, you'll be supporting and educating others through the most influential or critical periods of their lives. This means that acquiring the right skills, receiving the correct training, and being suitably qualified is essential if you want to care for children and young people, adults, expectant parents, the elderly, or vulnerable individuals, in a wide variety of NHS and private settings.

This Career Pathway guide is designed to help you plan your career journey, and explain the LSBU Group study routes available to you. By providing you with multiple entry points – determined by your existing qualifications or industry experience – you have the potential flexibility to join, leave, and re-join the progression pathway at any stage.

The need for Nursing and Midwifery roles

London – and the UK in general – is currently facing a number of social, economic, and healthcare challenges. With both an ageing population and over 730,000 live births in the UK every year¹, the need for a skilled, well-qualified, and compassionate workforce has never been higher.

¹ Office for National Statistics, 'Vital statistics in the UK: births, deaths and marriages' (22 November 2019)

£19.23ph

Median hourly wage*
in South London

*Emsi: Labor Market Analytics. Emsi, 2020, economicmodelling.com.



You are encouraged to think about the future of nursing, and the future of your own career as well as training at some of the best London hospitals."

Rob Waterson, BSc (Hons)
Adult Nursing

10th fastest growing
career in the whole of
South London*

26,028 Jobs
in South London
by 2024*



Inside Right Page

LIFE AS A NURSE OR MIDWIFE

Nursing roles and responsibilities

The world of nursing is wide and varied, with qualified nurses required in a huge array of environments in both NHS and private practice settings.

You could find yourself working in hospitals, nursing homes, health centres, clinics, educational facilities, prisons, or even in a patient's own home. Working in an NHS hospital adds to this variation even more, with specialised nursing required in accident and emergency, cardiac rehabilitation, outpatient care, neonatal nursing, or assisting in an operating theatre.

Whether you choose to specialise in hospital nursing, care for the elderly, to train as a district nurse you must first be a registered nurse. In contrast you can specialise to work with any of the groups listed during your training to become a registered nurse, your day-to-day duties could include:

- Taking temperatures, blood pressures, and pulse rates
- Physical examinations and monitoring patients' progress
- Administering drugs and injections
- Cleaning and dressing wounds
- Setting up drips and blood transfusions
- Offering advice and support to patients and their families

Midwife roles and responsibilities

As a qualified midwife, you will be supporting, advising, and providing care to expectant mothers (and their partners) during one of the most important, exciting, and vulnerable times in their lives. The majority of midwife positions are with the NHS, but you could also find yourself working in a private hospital or clinic, or even overseas.

You will provide care and support throughout the pregnancy, during labour and briefly after the baby is born. This role passes across to health visitors and district nurses (holding a further post-graduate qualification), and your day-to-day duties could include:

- Running antenatal and parenting classes
- Check how labour is progressing
- Monitor the baby during labour
- Give pain relief or advise on ways to manage pain
- Deliver the baby
- Visiting new parents' homes to check on the mother and baby

Back Page

Is this the right career for you?

Gaining the necessary qualifications, and undertaking voluntary placements, can teach you the knowledge and expertise you will need in this sector, but there are a number of personal qualities and transferrable skills that are essential for a successful career as a nurse or a midwife.

You'll need to be hard-working and dedicated; have excellent organisational and time-management skills; have the ability to inspire trust and confidence in people; possess good teamwork skills while also being able to work under your own initiative; be a great listener and communicator; have good observational skills; be able to remain calm under pressure; and possess a high degree of care, compassion, and patience.

Places on nursing and midwifery courses, at all levels, are highly sought-after every year. If you believe this could be the career pathway for you – and in order to make an informed choice and increase your chances of future success – we advise you to gain hands-on experience through a voluntary/work placement.

The following NHS websites are a great place to start:

- Volunteering with the NHS
- South London and Maudsley Youth Volunteering Programme (16–25yrs olds)
- South London and Maudsley Adult Volunteers
- Guy's and St Thomas' Volunteers Programme
- Evelina London Children's Healthcare Volunteers

Further information on this role can be found here:

- healthcareers.nhs.uk/nursing-careers
- healthcareers.nhs.uk/explore-roles/midwifery
- careerpilot.org.uk
- nationalcareersservice.direct.gov.uk
- startprofile.com
- healthcareers.nhs.uk

Start your journey with LSBU GROUP

Comprised of London South Bank University (LSBU), Lambeth College (LC), South Bank University Academy of Engineering (UAE) and South Bank University Technical College (UTC).

LSBU Group is here to support you through your entire educational journey, as you work towards your future career.

At the heart of LSBU Group is our belief that everyone deserves the chance to succeed, no matter what their age, background, or educational experience, and we've made it our mission to provide high quality, student-centred education for the whole of South London.



lsbu.ac.uk
020 7815 7815



lambethcollege.ac.uk
020 7501 5010



southbank-utc.co.uk
020 7738 6115



uaesouthbank.org.uk
020 7277 3000

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Biomedical Scientist
Care Manager
Health Promotion Specialist
Nursing and Midwifery
Occupational Therapist
Social Worker



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Building Services Engineer
Civil Engineer
Electronic Engineer
Chemical Engineer
Electrical Engineer
Engineering Operative
Engineering Technician
Mechanical Engineer



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Architectural Technologist
Building Surveyor
Construction Site Manager
Electrician
Plumber
Quantity Surveyor



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Business Analyst
Company Secretary
Finance Office
Marketing Manager
Procurement Officer
Sales Manager



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Cartographer
Cyber Security Analyst
IT Support Analyst
Software Applications Developer
Technical Sales Representative



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Games Artist
Production Runner
Producer

Media Production



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| | | | | | |
|---|------------------------------------|---|---------------|---|-------------|
|  | Health & Social Care |  | Creative Arts |  | Tourism |
|  | Engineering |  | Business |  | Hospitality |
|  | Construction and Built Environment |  | Engineering |  | Sports |
|  | Hair and Beauty |  | ITC | | |

Progression Pathways and organizing framework – cross Group

- Pathways provides the Group with an organizational framework based on industry sectors and academic disciplines
- Sector based Employer Boards
 - Pathways offer based on LMI and employer input
 - Work experience, placements and internships
 - Research and knowledge exchange projects
 - Signature pedagogies
 - Cross Group collaboration and stakeholder engagement
 - Student progression planning

Tabard Street – Group Pathways in action

- New HealthTec Centre immersive facility for primary and secondary school children promoting careers in the health sector
- English, maths and digital skills hub for adults seeking to or working in health care settings, pre-apprenticeship programme
- Health Degrees including Apprenticeships and recruitment centre
- Executive Professional Development including for the health sector

Research, pedagogy and social disadvantage

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2020-25 strategy

Mission

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

What does this mean?

‘great outcomes regardless of socioeconomic background’
‘teaching using evidence informed pedagogy through increased blended learning, through peer to peer support...’
‘teaching informed by R&E activity’
‘opportunities for research at all levels of the group... how to support students from all backgrounds’

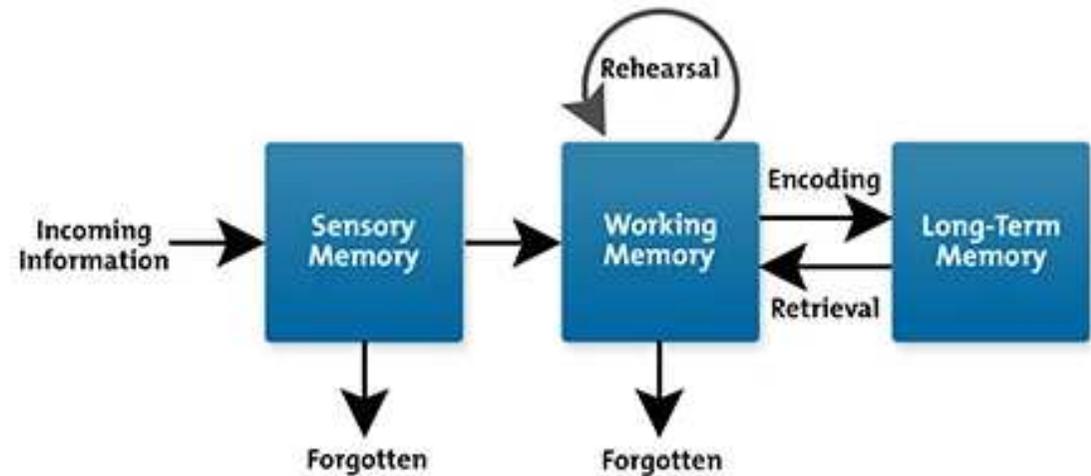
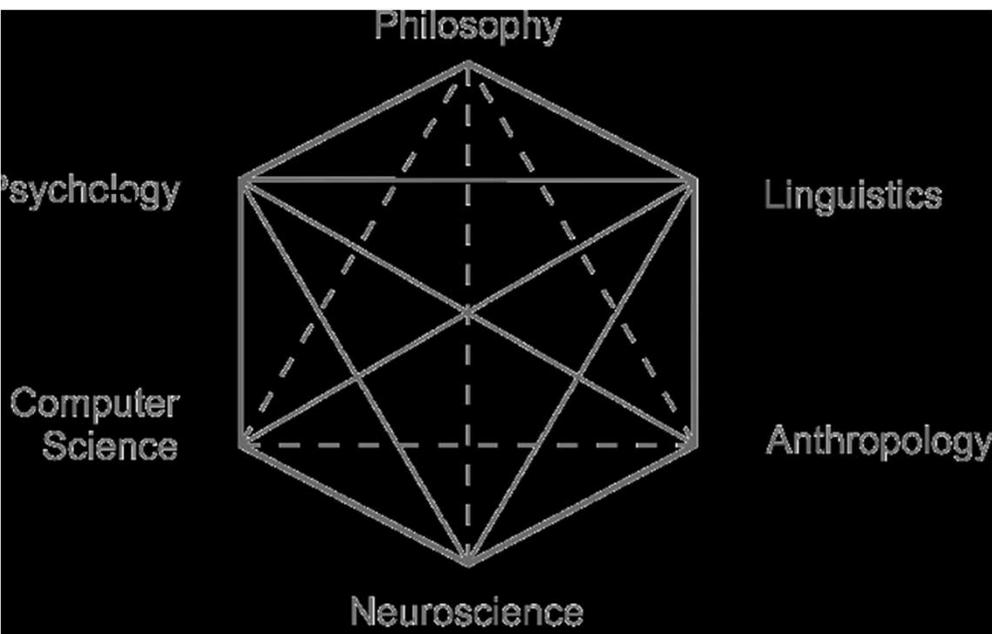


Measuring impact

Pupil premium – funding and accountability
Gaps in performance from disadvantaged learners
Assessment and data rich – informing interventions to narrow gaps
The Ofsted dimension



Improving our teaching: cognitive science and pedagogy



'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.'

Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory (Vol. 1). Springer Science & Business Media.

Progress means knowing more and remembering more.

Cognitive load theory

Working memory– the bit that processes what we're doing now, should be seen as short term and finite

Long-term memory can be seen as infinite.

Reif (2010): 'The cognitive load involved in a task is the cognitive effort (or amount of information processing) required by a person to perform this task.'

The aim should be to move knowledge to long-term memory because when a student is exposed to new material, they can draw on this previous knowledge and the cognitive load is reduced.

Led to the creation of a knowledge-rich curriculum with a range of strategies to aid recall and avoid cognitive overload.

Aligned to Ofsted's view of knowledge

Principles of Instruction

Research-Based Strategies That All Teachers Should Know



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INSHINE

... presents 10 research-based principles of

Even though these are three very different bodies of research, there is *no conflict at all* between the instructional suggestions that come from each of these three sources. In other words, these

Provide pupils with a fully worked through solution they can study

Partial solutions to a problem are provided with pupils required to complete the missing stages

Provide pupils with open ended problems rather than those with a specific end point

Isolated Elements Effect

Present the elements of information/tasks individually first

Variability Effect

Replace a series of similar problems with ones that differ from each other; pupils identify similarities and differences

Collective Working Memory Effect

Collaborative tasks increase the cognitive resources available to solve complex problems

Self Explanation Effect

Self Management Effect

Imagination Effect

SEQUENCING CONCEPTS

2 Present new material using small steps

4 Provide



Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps that each be practised.

Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teacher give too few.



Why is a focus on curriculum necessary?



Because knowledge allows comprehension, i.e. understanding

Because knowledge is generative (and thus sticky)

Because skills are dependent on relevant knowledge

Because knowledge empowers

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Mission

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 focus education across all levels of education
4. Insight (research and enterprise)
5. Engagement with place



Innovation in pedagogical approach

Leveraging employer partnerships to extend and apply taught curriculum, co-created with partners and stakeholders.

Explicit and planned development of employability skills to support destinations and build social capital

Curriculum extension to create networks and provide opportunities for social capital development eg garden project.

Challenge = how to measure impact



Our aspirations

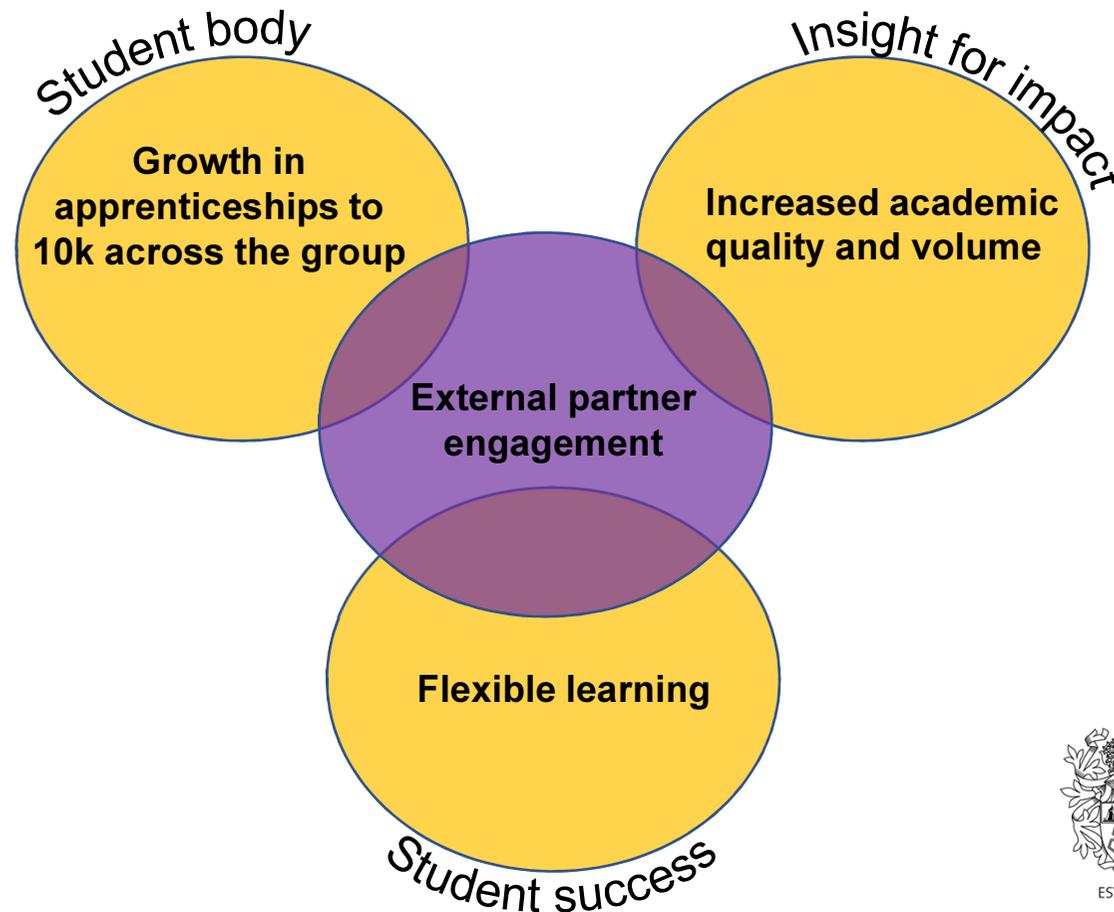
to support group strategy by developing our
search informed approach to pedagogy
to ensure that our learning is captured and
shared within and beyond group
to support our staff with access to high
quality research within and beyond group eg
extended learning
to support our staff through research and
sight generation and publication



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To be a distinct and nationally leading centre of technical and professional excellence

For university academic staff and students to be leaders within their professions



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Vision, Outcomes and KPIs (what are we going to achieve)

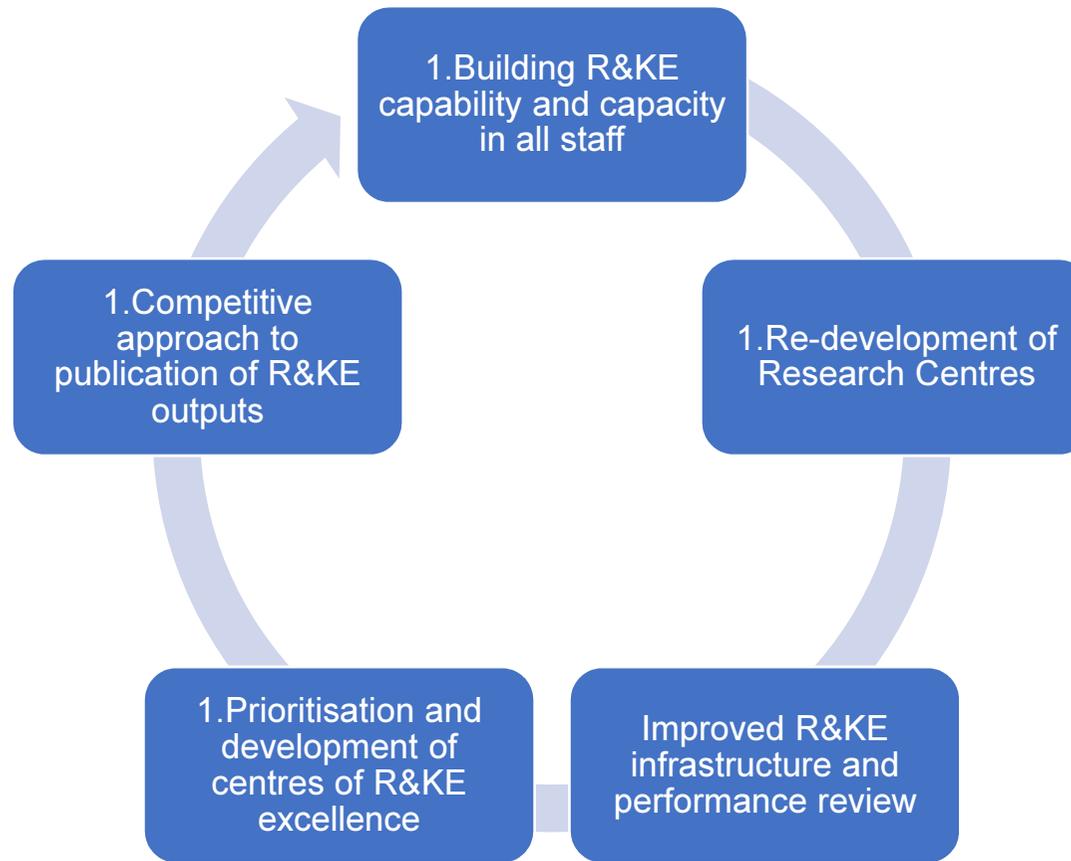
Pillar: Insight for Impact

Vision: *LSBU will be among the **top 60 national** and **top 600 global** Universities by 2025 for education, research and knowledge exchange*

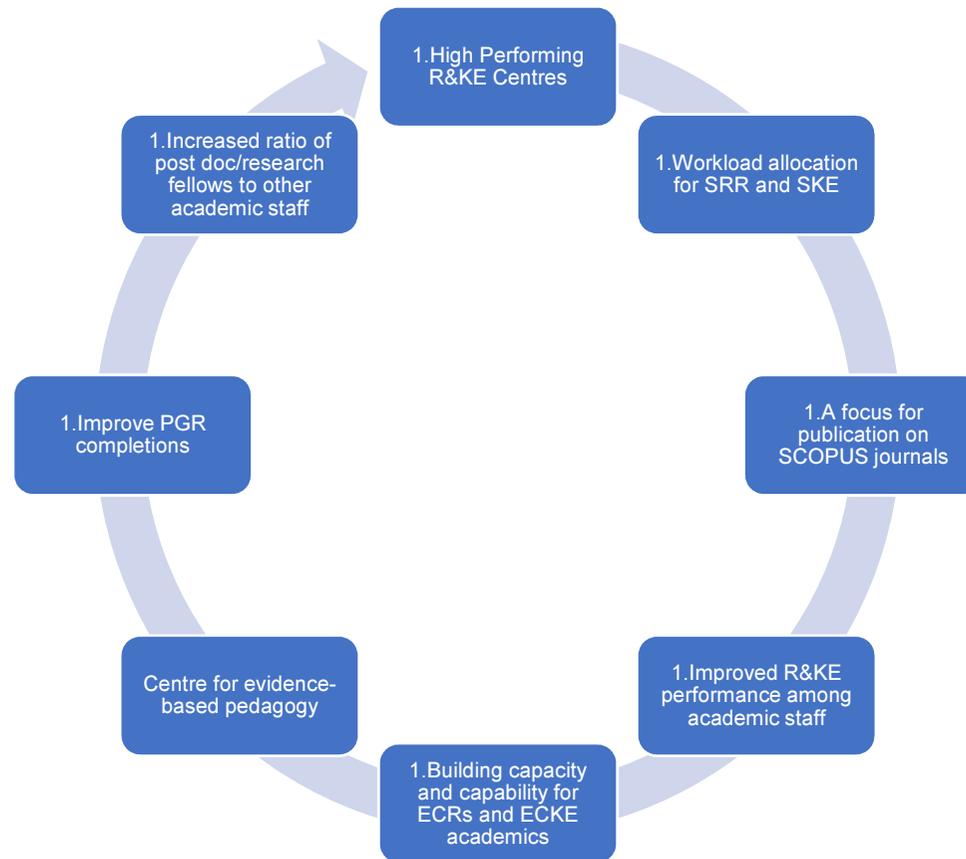
| Outcome | KPI |
|--|--|
| 20% of LSBU's income will be generated by R&E | £50m of turnover attributed to R&E |
| All of LSBU's R&KE activity will be internationally recognised, nationally excellent, locally relevant and personally valued | REF 2027 overall GPA of at least 3.00*; KEF outcome of inclusion in cluster with top 60 comparators. |
| LSBU will be among the top performing Universities for R&E. | League table position: QS: Top 600 GU, THE, CUG: Top 60 overall |

* Will be revised post REF 2021

Five key areas of strategic development



Key deliverables



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Dependencies (what else needs to happen)

| Pillar | Dependency |
|-----------------------------|--|
| Access to Opportunity | Increased Knowledge Exchange Partnerships UG exposure and participation in LSBU research: see MIT UROP (Uni Res Ops Prog) programme as example |
| Student Success | R&KE-intensive education |
| Real World Impact | Showcasing the outcomes and impact of R&KE successes Improved system for data capture and reporting |
| Technology & Estate | Competitive processing of R&KE contracts post-award Science and Engineering Buildings with world-leading facilities High level of technical credit |
| People, Culture & Inclusion | Regular, mandated staff development around R&KE Changed approach to appraisals Review of SB contract |
| Resources, Market & Shape | Investment in new areas of R&KE of world-leading significance Flexible delivery of education to allow time for R&E |

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