

Board of Governors strategy session

10.00 am on Thursday, 24 September 2020
in MS Teams

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**LSBU Group Strategy Day
10.00 to 12.00 on Thursday 24 September 2020
Via MS Teams**

P R O G R A M M E

<i>Time</i>	<i>Topic</i>	<i>Presenter/s</i>
10.00	Welcome – Introduction to the session	Jerry Cope
10.05	General update <ul style="list-style-type: none"> • External environment; • Update on 2020/21; • Key projects update. 	David Phoenix
10.45	LSBU Global <ul style="list-style-type: none"> • Access to opportunity: a clear policy of why and where we engage in the world underpins this; • Student success: all of our students, wherever they are, will be supported to succeed; • Real world impact: a global agenda of transformation through education, entrepreneurship and local engagement; • Fit for the future: creating the conditions for new kinds of jobs and entrepreneurs. 	Paul Ivey / Stuart Bannerman
12:00	Close	

Attendance

Board of Governors: Jerry Cope (Chair), Michael Cutbill (Vice-Chair), David Phoenix (Vice Chancellor & CEO), Duncan Brown, John Cole, Peter Fidler, Mark Lemmon, Nicki Martin, Hilary McCallion, Mee Ling Ng, Jeremy Parr, Rashda Rana, Tony Roberts, Deepa Shah, Maxwell Smith, Vinay Tanna and Hattie Tollerson

Members of the Executive: Pat Bailey, Provost
Richard Flatman, Group Chief Financial Officer
Paul Ivey, Chief Business Officer
Deborah Johnston, PVC (Education)
Nicole Louis, Chief Customer Officer
Marcelle Moncrieffe-Johnson, Chief People Officer
Fiona Morey, Executive Principal of Lambeth College & PVC (Compulsory & FE)
James Stevenson, Group Secretary & Clerk to the Board of Governors
Warren Turner, PVC Health and Social Care

With: Stuart Bannerman, Associate PVC International
Michael Broadway, Deputy University Secretary

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	CONFIDENTIAL
Paper title:	LSBU Global Business Plan
Board/Committee(s)	Board Strategy Day September 2020
Authors:	Stuart Bannerman, Associate PVC International
Sponsor:	Paul Ivey, Deputy Vice-Chancellor and Chief Business Officer
Purpose:	To note the presentation of LSBU Global
Recommendation:	To support the direction of travel for LSBU Global

Executive Summary

LSBU Global needs to manage the journey from a professional services group to a dynamic and successful commercial operation. Please note: LSBU Global is not a separate legal entity from LSBU.

It is also essential that in the area of TNE, LSBU is capable of demonstrating at audit how fee income is spent and how various projects are managed.

Appendix 1 contains a PDF prospectus for LSBU Global which, at this stage, is designed for senior internal audiences only. It should be noted that we are under an NDA for Dubai and the student fee projections.

VISION

LSBU Global is an expansive, ambitious and challenging initiative based on the solid ground of proven success. It takes the LSBU model and refines it for the benefit of the LSBU Group, the partners it operates with, and the places where it engages. The pragmatic impact of vocationally relevant professional education is attractive overseas; this captures the distinctiveness of LSBU and its entrepreneurial spirit, targeting all four themes of our strategy:

- 1. Access to opportunity**
- 2. Student success**
- 3. Real world impact**
- 4. Fit for the future**

Demand Management and Risk Mitigation

The choice of partner and place in LSBU Global is determined by a number of factors:

1. A good fit with the strategic direction of LSBU Group.
2. Where student demand for UK higher education is high, often where domestic capacity is limited.
3. Occupying a strategic global position where there is genuine additionality to existing activity.
4. The partner is able to engage with the academic/quality culture of LSBU and is open to further joint development of activities.
5. The partner can genuinely contribute to in-country capacity building.

Management of risk

Quality and academic product is determined by the home institution (i.e. LSBU) within the UK and hosted with the consent of another country (rather like an embassy). In turn, LSBU is overseen by OFS, QAA and other relevant accredited bodies. The higher the perceived risk, the greater the due diligence is initially undertaken and subsequent monitoring by trusted organisations of:

1. The organisation itself
2. Key individuals involved
3. The supply chain as far as can be determined
4. The funding of any partner organisation
5. Operating culture and major issues to note

For high-risk countries, forensic teams of reputable organisations are used in-country for additional information.

The initial due diligence is undertaken at stage 1 of the partner approval process and continues with regular reports throughout the operation of the partnership. LSBU would seek to resolve any issues identified immediately. If these issues were thought to be beyond successful management, the student protection plan would be triggered and the operation wound down.



**London
South Bank
University**

EST 1892

LSBU GLOBAL



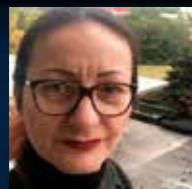
Welcome to LSBU Global

The Team



LSBU Global is led by **STUART BANNERMAN**, Associate Pro Vice Chancellor International. Stuart previously launched the first International Study Centre in the UK at Queen Margaret University. He has been Head of EFL and Director of the Centre for Applied

Language Studies at the University of Dundee, worked at the University of Essex, setting up and running the International Academy, and followed this by advancing the international agenda at Suffolk. As LSBU Executive Director International he has transformed the recruitment and TNE operations over the last 4 years, gaining international recognition.



KATALIN KOVACS, Head of Global Partnerships, has worked in higher education for over 15 years. She has extensive knowledge of the education sector in Europe and around the world. She has lived and worked in Hungary, in the US, in the Netherlands, and she has

professional experience in the UK, China, the Middle East, South America and Africa. Having held senior international management roles, she has a track record of excellence in achieving and maintaining international accreditation; building new partnerships while maintaining and improving current ones.

LSBU's journey from a further education institution to higher education, polytechnic to university, is of great interest to overseas partners and governments due to its focus on professional/technical education. The expansion of higher education is a critical mission in many countries such as India, Egypt, and China, and we believe it is a natural extension of the LSBU journey to be part of the story overseas.

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Strategy **Vision** and Future

The quality of the relationships we have built overseas is an outstanding feature that has created broad engagement and built sustainable partnerships.

VISION

LSBU Global is an expansive, ambitious and challenging initiative based on the solid ground of proven success. It takes the LSBU model and refines it for the benefit of the LSBU Group, the partners it operates with, and the places where it engages. The pragmatic impact of vocationally relevant professional education is attractive overseas; this captures the distinctiveness of LSBU and its entrepreneurial spirit, targeting all four themes of our strategy:

1. Access to opportunity
2. Student success
3. Real world impact
4. Fit for the future

The expansion of higher education is one of the critical missions in many countries, as

evidenced by our conversations in Colombia, India, Egypt, Uzbekistan and China, the EU and South America where LSBU Global can play a role.

The quality of the relationships we have built overseas is an outstanding feature that has created broad engagement and built sustainable partnerships. Particularly on the TNE front there is much more to come, which will require a much more focused vehicle to allow for maximum expansion overseas. It was always likely that because LSBU had below sector averages for its international students that there was suppressed demand that had not been recognised. However, this new innovative approach has helped transform the university into one of the fastest growing in the UK. ▶



It is a natural extension of the LSBU journey to be part of the story overseas.

◀ GROUP STRATEGY

LSBU aims to transform lives, communities, businesses and society through applied education and insight.

FUTURE

The impact of our strategy means that by 2025 we will be able to deliver on our targets. LSBU Global will achieve this in several ways:

Firstly, we will encourage increased social mobility through equal educational outcomes across protected characteristics and socioeconomic backgrounds, furthering the development of wherever we operate. This will lead to an increase in our students' social capital, confidence, and resilience. An applied learning experience for our students will be put in place, with a focus on enterprise, digital technology as a learning medium, technical facilities, and work-based application. Moreover, a global and local impact will be achieved through education, research, enterprise, and skills development. ■

ACCESS TO OPPORTUNITY

Through local and global partnerships we will create opportunities for individuals, business and society and seek to remove barriers to success.

2025 GOALS

- Progress against UN SDGs
- Positively impact 1 million lives

STUDENT SUCCESS

Recognised as a leading organisation for outstanding practice-led learning, fostering the development of able graduates ready to address business and societal challenges.

2025 GOALS

- Increase social mobility
- Increase in student's social capital

REAL WORLD IMPACT

Research and innovation that enhances teaching and tackles global and civic challenges, generates critical insights, and sustainable solutions to transform the lives of individuals, communities, businesses and society.

2025 GOALS

- £58Bn of economic impact
- Impactful and high quality research

FIT FOR THE FUTURE

Technology and Estates

To create a flexible physical and digital environment, allowing opportunities for personalisation, that is mobile friendly, fit for the future and embraces innovation and sustainability.

2025 GOALS

- £58Bn of economic impact
- Impactful and high quality research

People, Culture and Inclusion

Create a transformational and inclusive culture that is people centric, values led and ambitious.

2025 GOALS

- A highly engaged workforce
- Closing of the gender and ethnicity pay gap

Resources, Market and Shape

Alignment of core activity with business and society's current and future requirements in terms of skill, knowledge and innovation and insight.

2025 GOALS

- Delivering financial sustainability
- Highly effective internal services



The demand for UK degrees continues to grow overseas. By being responsive to place LSBU Global can be part of sustainable development.

The TNE Offer

The traditional offer of TNE is being disrupted by the arrival of major online players. It also means that the demands from the students for high quality materials is also increasing which requires LSBU global to look carefully at its offer to ensure that it is as future proof as possible. However there is still room for the following:

VALIDATION

Validation is the mainstay of the LSBU TNE offer in that LSBU is prepared to add its award to curriculum delivered by partner. The classic validation is an assessment of the partners provision and suitable adjustments are made before the LSBU validation is carried out. This creates a healthy variety in what LSBU students worldwide study but it does require considerable input and management from the LSBU side.

VALIDATION PLUS

It is always an option for partners to acquire content for their degrees from any source they choose before bringing it to LSBU for approval. With this in mind LSBU can also supply content partners and particularly we are first class content has been developed for an online or hybrid delivery elsewhere it is reasonable to offer this to partners as part of a package. The proviso being that there is local adjustment where necessary so that there are no incongruous elements of the curriculum which did not make sense in any new location.

In both validation and validation plus there is a transfer of IP to the partner which allows them to develop and grow as independent education institutions and in most cases

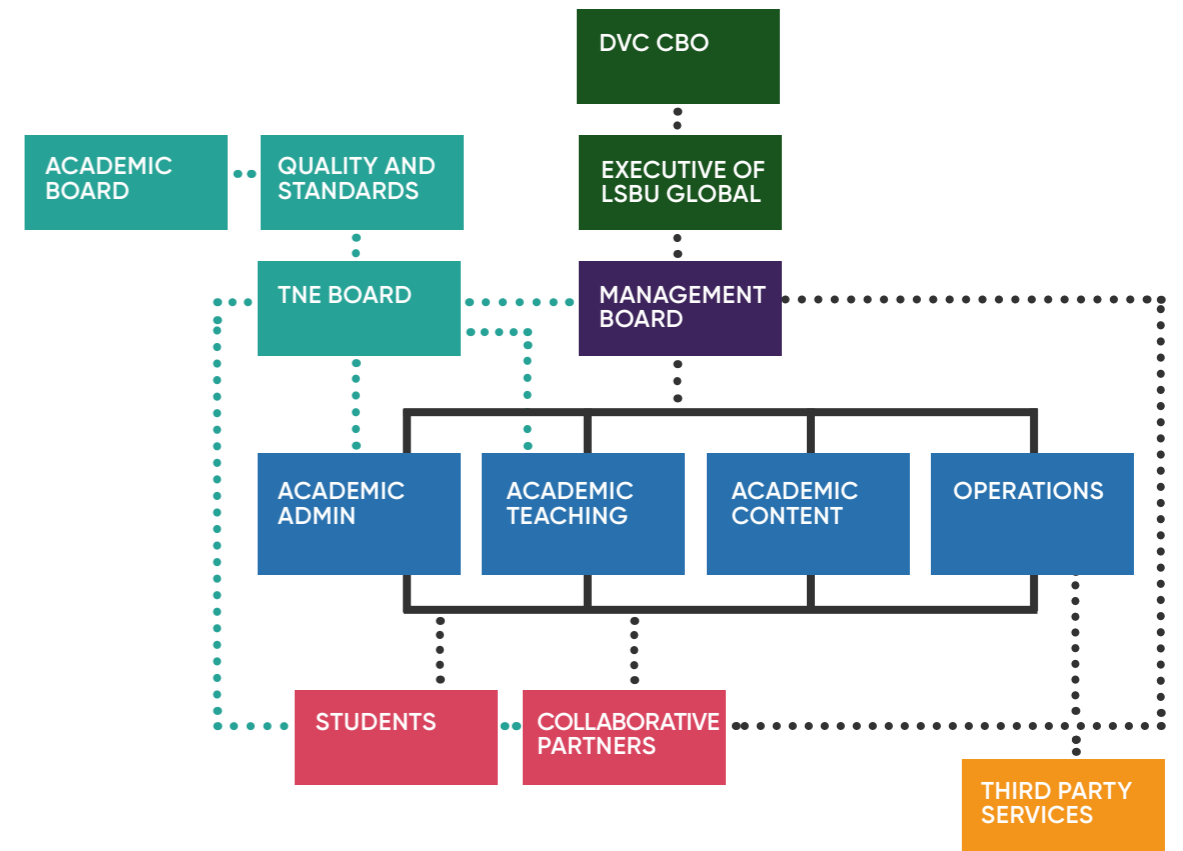
will result in a highly differentiated product further down the line which is appropriate to the country of operation.

FRANCHISE

There are times when a franchise operation is the only solution due to the regulatory environment, or because some professional accreditation is required as part of a degree that LSBU would offer a franchise to partner. Since the creation of the OFS it has become increasingly difficult to demonstrate equivalence of student experience within a franchise which can either result in producing an anodyne curriculum or there is a risk that the partner simply does not wish to follow the changes which it is required to do so in this form. There is no transfer of IP in the franchise and once the contract comes to an end all rights to offer the LSBU program are withdrawn which is in contradiction to our strategy of making a difference to the places we operate in.

LEARNING CENTRES

Where there is no higher education partner it is still possible for LSBU to operate learning support centres with students who are studying online or in a hybrid mode can attend centres to be taught part of the course or supported through particularly challenging areas of curricula in a learning centre. Ideally the learning centres would be within a reasonable travelling time of one of the LSBU major campuses so that the teaching can be closely monitored and supplemented by faculty to give the students accessing the centres genuine opportunity for engagement with LSBU staff's. ■



Governance & Quality

Academic and Operational lines of management for the Global College.

The TNE Board was created earlier in the academic year which gives a clear line of sight to the Academic Board. The operations of the Global College are managed but the GC Executive in the Management Board.

Governance and Quality is managed by: Stuart Bannerman, Associate PVC International, Katalin Kovacs, Head of Partnerships, Mandy Maidment (embedded from Quality), Academic Director for Collaborative Partnerships, and is supported by Claire Gogarty, Personal Assistant to Stuart Bannerman.

THE GLOBAL COLLEGE

- All collaborative activity is operated via Global College.
- Is the "home" of the partners.

- Has branch campus and other presence overseas (i.e. supported learning centres).
- Validates Programmes (via Academic Board).
- Administers TNE.
- Manages and procures teaching on partner sites.
- Creates and/or procures academic content for online/mixed mode delivery.
- Contracts schools to provide link tutors, teaching and external examiners where appropriate.
- Runs induction and prepares teaching staff for assignments overseas.
- Provides a menu of hosting options from space only to fully serviced teaching in Southwark.
- Manages the overseas online provision.

There is nothing more student centred than the ability to chose when, where and how to study. The Digital Platform is the learning tool of choice for the 21st Century.

If there's one thing that has come out of the Covid crisis it is the rapid acceleration of digitisation of higher education. The principal goal of LSBU Global is to have a positive impact on the places it operates, whilst at the same time creating access to opportunity. It would simply not be possible to have wide geographic reach in a reasonable timescale for the traditional institution-based TNE that could be achieved with an online offering.

The online offer, once it has been created, allows face-to-face delivery to have access to consistent content wherever the teaching is taking place, and teaching sessions which are housed in LSBU operations could be open to online students. The tide is steadily

rising for digital content, and this should be viewed as an opportunity for reducing the time that academics spend on academic-related activities and can focus more on the quality of the teaching itself.

LSBU Global will, therefore, have students whose entire experience may be conducted online and who never actually visit an LSBU site. There could well be a mixed mode of attendance for some who, when they can afford it because of time or financial resources, can choose to spend a part of their award attending one or more of the LSBU sites.

It is extremely important that the quality of the experience is at the premium end of the spectrum in terms of presentation, ease of use, and interactivity. The online experience should also enhance retention and add real value to the partner institutions who choose to incorporate it into their teaching delivery.

A competent partner with a positive track record will be required to assist LSBU Global operate any digitisation of content and create of a premium product. Like any form of TNE, distribution, sales, and promotion are vital. For this, LSBU Global will partner to ensure a solid pipeline of students and will transfer, where appropriate, good practice from the traditional or conventional recruitment arena to the digital. It may be that. ■



The online experience should enhance retention and add real value to the partner institutions.



The Toolkit

Building on the success of LSBU International, LSBU Global now has a toolkit of skills and services to bring to any new partner.

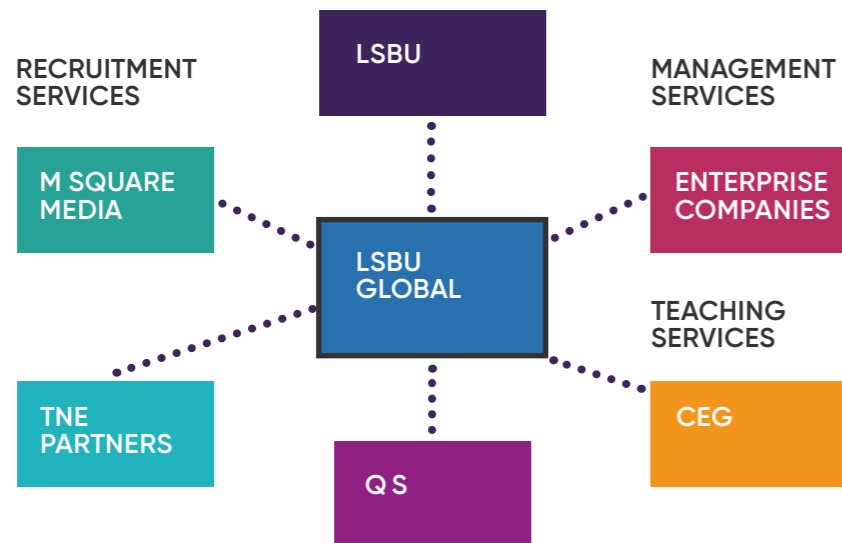
The toolkit consists of excellence in the management of the digital pipeline which has been achieved primarily through our partnership with QS enrolment systems, the recruitment services of truly global operations such as M Square Media and with the infrastructural support of on-campus. It is straightforward to find partners who wish to collaborate in the arena of higher education but the distribution and promotion of any new activity needs to compete in the global level in order to succeed.

The partnership between QS and LSBU has been recognised at an international level and being shortlisted for the Pioneer award of public private partnership and this has been a truly groundbreaking collaboration. Bringing this experience to such things as LSBU Cairo will ensure that every enquiry is an excellent chance of being converted into an enrolment and particularly in the post Covid world will make up for the traditional face-to-face recruitment paradigms of Egypt.

LSBU was the first UK university to sign up

to a partnership with M Square Media. This has seen them grow into one of the most successful worldwide recruitment managers. The goodwill that has been generated in this partnership will provide a solid foundation for feeding students into all the partnerships, especially in North America where we are planning a major expansion as well as the more traditional destinations such as Dubai.

CEG formed one of the longest lasting pathway operations in the UK and with the refresh of their operation in the last year, particularly with the expansion of the additional operation they approve themselves fit to handle the challenges of online and blended learning in addition to the traditional face-to-face in the embedded university centres. It makes sense when packaging our offers for our overseas centres that we would include CEG as the pathway provider, where appropriate as this emulates the experience in Southwark. As the digital division is rolled out to other UK universities the expansion of the affiliated college to include this offer is being actively considered. ■



Financial Model

LSBU Global needs to manage the journey from a professional services group to a dynamic and successful commercial entity. It is also essential that in the area of TNE LSBU is capable of demonstrating at audit how the fee income is spent and how the various projects are managed.

Payroll	£625,000
Link tutors	£132,000
Opex	£280,000
LSBU Cairo balance	£360,000
Total Cost	£1,397,000
TNE Income 19/20	£1,878,000
Surplus	£481,000

Illustration for model 20/21

In addressing the first point, it is logical that all TNE fee income comes in through a single channel and that the costs of delivering that TNE are deducted at source. The current payroll and operating expenditure of LSBU global, including the costs of link tutors engaged in TNE activity, are all contained within the current TNE income. The cost of participating in LSBU Global are therefore returned to the schools/PSGs involved.

The baseline then for the initial operation of LSBU global is to move all related costs against the TNE fee income. To achieve maximum growth of the fee income the business volume needs to be increased. A number of new projects will be continuously worked on and while some will not succeed others will be brought in replenish the pipeline. ■

LSBU GLOBAL SUMMARY

PROJECT APPROACH

Each TNE project will be considered a discrete entity capable of demonstrating growth over a defined timescale and covered by a partnership agreement. LSBU Global provides IP and academic product, the partner provides the investment and on-the-ground expertise. In particularly large projects, and, as a demonstration of good faith, it may be that funding is required from LSBU. If this is not able to be provided from the TNE income stream a bid for investment from the University would be made for which a sound business case will be provided.

The benchmarks depending on the market will run between 10-15% of the tuition fee as the licence to operate an LSBU award. There will be additional charges for content and capacity development with the partners up front. A fee will be calculated depending on the work required

in the pre-start-up phase which typically would be between £20k and and £100k.

LSBU has operated almost exclusively with on-the-ground-operations and in fact it has been a hallmark of recent years that only substantial partners can bring scale on to opportunity to the LSBU group have been considered.

DIGITAL FUTURE

The current crisis has accelerated the need to fill long-standing gap with the TNE online provision and this will be pursued with a different business approach which should produce better margins for less risk. It may well be that in 10 years' time the vast majority of the LSBU provision is either online or in a mixed mode for example in a supported learning centre. Discussions are underway with Procurement. ■

Facts and Figures

In addition to the online offer LSBU Global will run 10 major centres overseas. Not all of these projects will reach fruition and will be replaced by others as they drop out.



TOTAL NUMBERS STUDYING FOR A BRITISH DEGREE OVERSEAS NOW FAR EXCEEDS THOSE IN THE UK

150%



THE STUDENT NUMBERS WILL RISE 150% IN 5 YEARS

PREDICTED STUDENT NUMBERS

	LSBU DUBAI	LSBU CAIRO	LSBU/TEAM TASHKENT	LSBU/ASU BAHRAIN	LSBU/BUE EGYPT	LSBU CANADA	LSBU/UCI JERSEY	FEI SWEDEN	IGS PARIS	CEG	TOTAL NUMBER OF STUDENTS
20-21	0	0	500	272	5,500	0	50	21	50	238	6,631
21-22	230	200	1,485	385	5,775	0	55	10	25	374	8,539
22-23	653	550	2,705	404	6,065	0	60	X	X	411	10,849
23-24	1,094	1,050	4,160	424	6,368	300	65	X	X	453	13,914
24-25	1,373	1,350	5,260	446	6,686	600	70	X	X	498	16,282

PREDICTED TNE FEE INCOME / PARTNERSHIP

	LSBU DUBAI	LSBU CAIRO	LSBU/TEAM TASHKENT	LSBU/ASU BAHRAIN	LSBU/BUE EGYPT	LSBU CANADA	LSBU/UCI JERSEY	FEI SWEDEN	IGS PARIS	CEG	TOTAL TNE INCOME
20-21	0	0	267,976	153,795	1,668,885	0	37,500	50,000	25,000	200,000	£2,403,156
21-22	988,179	1,375,000	695,488	232,515	1,710,607	0	41,250	25,000	12,500	317,900	£5,398,439
22-23	3,666,105	3,942,750	1,176,375	244,141	1,753,372	0	45,000	X	X	349,690	£11,177,433
23-24	7,926,384	7,855,313	1,990,052	256,348	1,797,206	990,000	48,750	X	X	384,659	£21,248,712
24-25	12,389,523	10,765,910	3,163,307	269,165	1,842,136	1,980,000	52,500	X	X	423,125	£30,885,666



20%

THE PROJECTED AVERAGE INCREASE IN TNE STUDENT NUMBERS YEAR ON YEAR

*The CEG figure is the value to LSBU of the student studying in OnCampus, the value to LSBU though recruitment is considerably higher.

Global Partnerships

As a department, we strive to operate as efficiently as possible and generate maximum growth in TNE activities. The key to the success of the last 3 years has been the implementation of a hybrid model in employing third party services who could operate with a broader reach than LSBU directly, and utilising LSBU staff to create additional value to the operation.

One of LSBU's strategic priorities for the next five years is increasing our transnational education pathways. As such, LSBU Global is developing an overarching strategy to expand our portfolio and collaborate with suitable partnerships in locations around the world. We will aim to do so while maintaining our values of practical work, entrepreneurship, professionalism, and integrity, and to demonstrate this in line with our vision of globalisation.

In the last three years, LSBU has expanded its reach into various regions, and we are

seeing a rapid expansion take shape. Discussions are currently taking place with potential partners in the Americas, in particular Canada and British Columbia, in partnership with MSM Higher Education. LSBU is also strengthening its base in Europe. This would be a beneficial venture for students, faculty exchanges, and research projects as it would enable LSBU to carry out these activities within a European base.

This will extend our reach and we hope it will bring diversity and new business opportunities to LSBU for our transnational education. ■





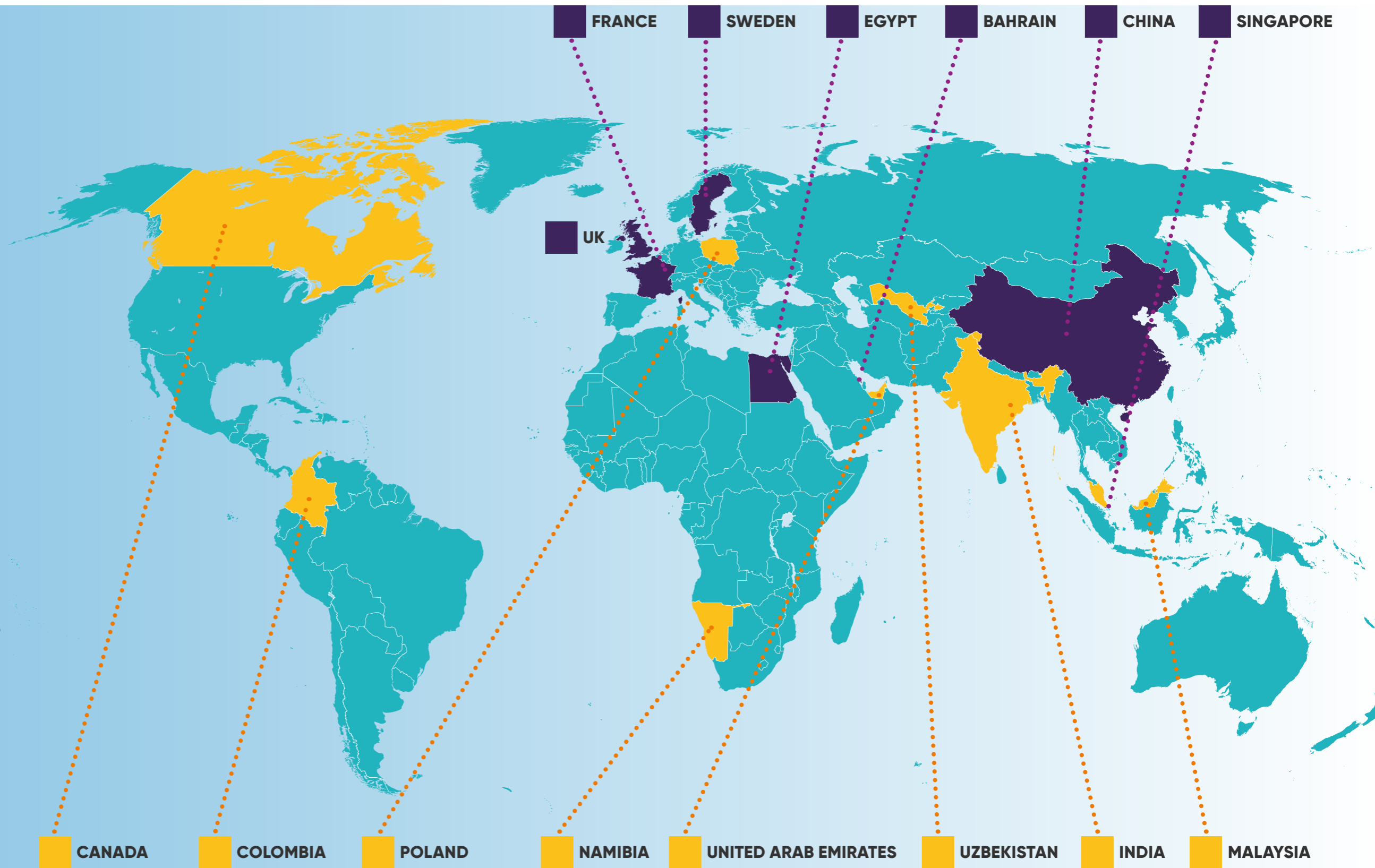
Creating LSBU Global is only the beginning of the journey particularly on the TNE front there is much more to come.

LSBU – where we are

LSBU Global is an expanding network of centres worldwide. Registered LSBU students are with our partners in Sweden, France, Singapore, China, Bahrain, Egypt and Jersey. Soon to be followed by: Uzbekistan, Canada, Malaysia, India, Poland and Colombia. We are developing branch campus projects in Egypt and Dubai where our sign will be above the door.

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 CURRENT PARTNERS
 DEVELOPING PARTNERS



Egypt

The British University in Egypt was formally established in 2004 following a 1998 Memorandum of Cooperation between the UK and Egyptian governments. It was envisaged that the new university would produce graduates of UK standards for key sectors of the Egyptian economy.



The relationship between LSBU and BUE started in 2011 with 2 programmes, and this has developed significantly so that LSBU now validates 19 undergraduate and 9 postgraduate degrees. There are around 5,000 LSBU students enrolled and studying at BUE in Egypt.

Both institutions have developed a robust quality assurance framework and an environment that ensures that quality standards are adhered to for optimum performance and collaboration.

STUDENT MOBILITY

Student mobility is an area that both institutions believe strengthens the students' experience.

- We have had 2 cohorts of BUE students enrolled on the LSBU Semester Study Abroad. The students came from the Economics and Mass Communication departments.

- We have had 3 cohorts of BUE students enrolled on Summer School programmes. The students were from the Economics, Political Science and Informatics departments.

- Plans are underway for the first set of LSBU students from the department of Law and Political Science to travel to BUE.

We plan to continue expanding student mobility both inbound and outbound in the future.

PhD

LSBU and BUE are also collaborating on Research and Enterprise advancement.

- There are 12 Teaching Assistants undertaking a distance learning PhD courses at LSBU. As part of the arrangement, they spend 3 months at LSBU in London.

There are plans to increase the number of teaching assistants undertaking their research with us.

STAFF CHANGES

Academics from both institutions give keynote lectures at LSBU and BUE. Professional Services staff also visit BUE and LSBU to spend time at each other's institutions to gain an understanding of the different administrative processes.

PARTNERSHIP MANAGEMENT BOARD

High level governance of the LSBU-BUE partnership is done via the Partnership Management Board which meets bi-annually to discuss all aspects (academic and non-academic) of the relationship between BUE and LSBU and to agree on the strategic direction of the partnership going forward. ■



LSBU Cairo Campus



The opening of our international branch campus in Cairo is a significant statement of LSBU's deepening commitment to contribute high quality education and research in the country and region. We are delighted to build on our excellent record in Egypt where LSBU is the largest on the ground TNE operator in the MENA region, and expand our presence in the country through new local and national partnerships.

VISION

LSBU Cairo will deliver British Higher Education degrees directly in Cairo and create a centre of excellence for technical and professional education in Egypt and the surrounding region. LSBU Cairo will provide an enterprise-focused academic environment that will underpin the student employability, whilst enabling research that directly impacts business and societal development.

LSBU CAIRO CAMPUS

The campus is strategically located in the heart of the MENA region. LSBU Cairo will

provide a focal point for Sub-Saharan African and South Asian development, as well as other MENA countries looking for British Higher Education opportunities. For many students, relocation to the UK for an extended period is not a viable option, thus LSBU Cairo aims to meet this global demand for British education abroad. Where possible, students will have the chance to visit London for defined periods.

LSBU Cairo will be at El-Shorouk City in the northeastern region of Greater Cairo. The chosen site for the new Science & Innovation Park is near to BUE's main campus and is the first university-based Science Park in Egypt.



DEGREE AREAS AT LSBU CAIRO

LSBU's initial and subsequent degree programmes will be distinct from both new and existing proposals and fall into the following three areas:

1. Professional education supporting growth in key industries and new sectors:

■ The hotel industry in Egypt expresses a clear demand for innovative approaches to tourism and hospitality management, and LSBU is well-situated to respond to this market niche.

■ Game Design is a globally in-demand industry. It already has a foothold in Egypt with small companies in Cairo, but it does not feature in the national curriculum. This area provides an opportunity to further develop the Egyptian economy in the field of digital design.

2. Technical education in alignment with national priorities:



Research at LSBU Cairo

The range of projects carried out at LSBU is extensive and connecting our research to the real world is important to us. Our research is applied, focusing on global challenges of vital importance. This outward-looking focus enables our research to deliver outstanding socio-economic and cultural benefits, with impacts of international significance that improve the lives of people and the environments in

which they live and work. We work closely with industry, business, community and government partners to prove the high-quality applied research they need to flourish. In turn, these external links enhance student success, providing an industry-standard learning experience. We ensure that students have the knowledge and skills that are attractive to employers today and in the future. ■



■ Biosciences are an area of expertise at LSBU, and degree offering responds directly to Egypt's industry needs. These programmes aim to develop students' skills and prepare them for careers in public health, pharmaceuticals, medical diagnostics, pathology, healthcare, food production and environmental fields.

■ LSBU is home to one of the highest ranked robotics and mechatronics teaching and research centres in the UK. At LSBU Cairo, robotics will be offered via a distinctive and unique top-up pathway to MSc study for the large group of Egyptian engineering and computing students and graduates.

3. Development of new areas of professional education linked to societal demand:

Part of the vision for LSBU Cairo is to introduce Teacher Training and Public Health programmes by 2025. Primary and secondary education and public health are two key areas identified by the government of Egypt as top policy priorities, and reforms are currently being implemented to enhance

the professional development of its skilled workers.

STUDENT EXPERIENCE

From the moment a student sets foot in LSBU Cairo, they will wholly experience the British Higher Education experience. The campus will feature large social learning spaces where genuine collaborative learning can flourish, with the aid of first-class information technology that will connect students to LSBU London. The intention is for LSBU Cairo students to feel as though they are part of the LSBU community in the UK.

The two main USPs at undergraduate level will be employability and mobility. For degrees in Tourism & Hospitality Management, for example, these will incorporate one or more partnerships with high-end hotels with an existing presence in Cairo and London. Students will also have the opportunity to undertake summer work placements in either London or with another European partner. ■



From the moment a student sets foot in LSBU Cairo, they will wholly experience the British Higher Education experience.

Bahrain

LSBU support The Applied Science University (ASU) in Bahrain with a growing range of high quality academic programmes.

The Applied Science University was established via decree in 2004 and was one of the first private universities in the Kingdom of Bahrain. ASU is striving to become one of the leading universities in The Kingdom and wider Gulf region. In 2016, LSBU signed a Memorandum of Contract to support ASU in launching their College of Engineering with 5 programmes and to deliver an International Law programme suited to the Bahrain market. Currently, the Built Environment courses are being delivered.

To ensure that ASU were supported, the same quality assurance framework used at BUE was implemented including:

1. an academic from the related school was assigned as Link Tutor to work with

the Dean at ASU

2. an External Examiner was appointed to oversee the courses

3. the development of staff capacity by LSBU, including administrative staff, to facilitate management of exam boards

PARTNERSHIP MANAGEMENT BOARD

As with BUE in Egypt, LSBU's ongoing relationship with ASU is overseen via a joint Partnership Management Board who also meet twice a year to steer the direction of the partnership, and agree ways in which new opportunities for growth can be realised and collaboration further enhanced. ■



Jersey

LSBU's ties to Highlands College in Jersey has brought our programmes to their higher education courses, with degree students achieving academic results that exceed the UK average.

University College Jersey (UCJ) has collaborated with London South Bank University and Plymouth University for over two decades to deliver masters degrees, honours degrees, foundation degrees, and HNCs. University College Jersey is the brand name of the Higher Education provision at Highlands College, Jersey – a part of the States of Jersey's Education Department.

This partnership works alongside our School of Built Environment and our Business School, offering HNC Civil Engineering validation, HNC Construction (Jersey), BSc (Hons) Construction Management, BSc (Hons) Architectural Technology, and an MBA top-up.

This is led by a Head of Department, supported by 4 managers and one administrator currently. Academic staff number 9 permanent (full-time or fractional, 8 servicing in from other areas of the college, and 17 Visiting lecturers). The University College has its own dedicated accommodation; construction and engineering students on higher level programmes also have access to the technology facilities across the campus.

Modules are delivered by core staff and visiting lecturers drawn from industry who are currently undergoing compulsory initial teacher training. Students will make use of the library resources within the college and online at the University. ■





Ties to Cambridge Education Group (CEG) creates opportunities and broadens horizons by providing guaranteed progression pathways onto LSBU undergraduate courses.

CEG

LSBU have a long-standing partnership with CEG dating back to 2008 when the first agreement was signed. In its current form, the CEG LSBU ONCAMPUS offers a range of foundation and pre-masters programmes. These allow progression onto the majority of LSBU undergraduate and postgraduate degree programmes across the majority of LSBU courses in Business, Economics, and Engineering Schools. CEG ONCAMPUS helps international students develop English language skills, academic and study skills, and provides progression guidance and academic support to its students.

Programmes offer a mix of academic and

English language tuition and are aimed at international students who do not hold the required level of academic and/or English language qualifications to gain direct entry to an LSBU degree course.

In markets where there is a lack of parity with UK qualifications and where English is not the primary language, LSBU ONCAMPUS provision is a key recruitment tool.

International student recruitment continues to be fiercely competitive and it is essential that LSBU offers a comprehensive portfolio of foundation and English language provision to access as many markets as possible. ■



With over 100,000 Chinese students now in the UK, it is now more important than ever for the future of Sino-British relations to look at the future of higher education globally.

China

As global demand for British higher education grows, China will continue to be a strategic and vested partner for British universities.

LSBU has long had strong links with several specialist partner institutions across China. Working alongside these institutions we have run articulated degrees in the past and facilitated Joint Education Programmes for Business, Economics and Management. In line with LSBU Global's vision, we are working towards expanding our presence in this region and to meet the goals of the Chinese Ministry of Education. Our ties with China will become more and more engaged as China continues to be a global player in education and entrepreneurship.

Our list of partner institutions includes China Three Gorges University, Shanghai Vancouver Film School, and Chongqing Jiaotong University. LSBU is in conversations with several other higher education institutions including the Beijing Film Academy and Nanjing Institute of Industry Technology, along with our intermediaries in China Intergreat and Sinocampus. LSBU

Global also works closely with our Confucius Institute of Traditional Chinese Medicine in Caxton House, and we are in dialogue with Harbin Normal University. ■



An exciting opportunity to partner with an established local host and establish a new LSBU Branch Campus in the region.

United Arab Emirates Dubai

THE OPPORTUNITY

In January 2021, Study World and Herriot-Watt University will part company after 15 years of running a partnership in Dubai, as Herriot-Watt invests in a new location in the city. This partnership has seen the growth of one of the most successful branch campuses in region and has encouraged Herriot-Watt to invest in their own campus with a view to a better return in due course. This move has created an opportunity for Study World to seek a new partner and to offer an already established site with proven infrastructure on their premises for another university.

The planning around LSBU Cairo has created a package which is transferable, with

appropriate modification, to other locations requiring a hosted model. The obvious attraction of this partnership is the fact that Study World has many years of operational experience working with a UK university in Dubai, with the campus estate and facilities already in place. This is not a start-up opportunity, but one which allows LSBU to hit the ground running, and to take the next evolutionary leap towards the offer of a branch campus in the Gulf region. The principal difference between Cairo and Dubai is that LSBU would apply for a license and be the license holder, contracting with Study World to deliver a range of services.

The Knowledge and Human Development Authority (KHDA), the supreme educational quality assurance and regulatory authority of the Government of Dubai, is very keen to see an overseas university closely involved with the operations, but is also open to new and innovative ways of delivering.

The possibility of LSBU forming a company in the Free Zone to oversee the delivery of the TNE programme, working closely with Study World, will give the confidence of a hands-on management operation. The advantages to LSBU for this model are significant: having a solid base in the region will allow a range of other activities to be carried out in addition to the delivery of educational services, including CPD, commercial enterprise projects, and research activities. LSBU currently has a range of connections in the Gulf area where activity could be expanded.



LSBU currently has a range of connections in the Gulf area where activity could be expanded.



PLACE AND IMPACT

The potential exists for playing a significant role in regional development and the transformation of the education on offer which connects well the group. The great challenge from the Gulf area is for the Emirati population to participate meaningfully in the job market rather than be the receiver of services of others outside the region. The sustainability of a post-oil economy, and the achievement of sustainable development goals, are also areas of keen focus in the region. The pragmatic approach of LSBU with professions in the workplace, including health, could make a considerable difference.

REGIONAL HUB

The lasting impact of the COVID crisis is not yet clear. The willingness of students to travel to the UK may be affected, and certainly over the next year or so there will be many students displaced from their first choice of destination. The creation of regional hubs has been accelerated on the list of priorities, and the prospect of students dipping in and out of the time in the UK, which has been much discussed, is now very much a reality. A Gulf base would allow, for example, South Asian students to receive education in what is widely considered to be a very safe environment. ■



MSM Higher Ed Canada and India

The goodwill and shared culture of both India and Canada opens the market here. As a proven partner already delivering students in these markets it is a natural choice for us to do this with MSM.

LSBU is planning to offer a greater range of activities across continents as part of the new TNE strategy and global expansion agenda of LSBU Global. The potential is there to take on an ambitious initiative and establish a campus in Canada in partnership with MSM Higher Ed. The aim is to deliver programmes at both graduate and undergraduate level commencing in the fall of 2023.

MSM has been a highly valued partner of LSBU for the past 3 years, successfully supporting us with a wide range of activities including market research, market entry, lead generation, local representation, international recruitment among others.

MSM has now taken the next step to become a global education platform. They have extended their mission to delivering high quality academic, vocational and English language programmes, preparing students to pursue their career or progress onto the world's leading universities. MSM Higher Ed has several campuses across Canada and carries the expertise to aid the development of the LSBU campus and its programmes.

For many British universities, Canada is still a largely untapped region. There is a great interest for international students to study abroad in Canada with the additional value of a British higher education qualification. ▶



LSBU Canada aims to play a leading role in the Canadian higher education market by inviting international students to study LSBU programmes within a vocationally relevant professional education setting whilst abroad. This adds further value for international development goals, particularly for those students returning to their home countries to aid regional development. We expect to start the process with market research to aid with

the identification of location, followed by the legal and quality assurance matters ensuring the degree granting status of LSBU in Canada.

Another exciting project with MSM Higher Ed will be the establishment of the LSBU campus in India.

India is a strategically important location for LSBU's global expansion agenda. An opportunity exists for LSBU to establish branch campuses across several locations in India in collaboration with MSM Higher Ed and Indian universities.

The aim is to deliver both Undergraduate and Master programmes starting in the fall of 2022 with MSM Higher Ed partners delivering the foundation year and LSBU delivering the rest of the programmes hosted and supported by local institutions and using international faculty for delivery.

Part of the strategic partnership development both for Canada and India, next to the LSBU degrees delivered we expect articulation agreements, faculty and student exchanges and research projects stemming from the partnerships. ■



The aim is to deliver both Undergraduate and Master programmes starting in the fall of 2022.

LSBU in Europe

These are turbulent times for the UK and Europe and LSBU needs to adjust to the new landscape. We can do this by extending our TNE operations, particularly in the East.

LSBU has built a strong presence throughout Europe with over 40 partners in countries such as Albania, Austria, Belgium, Czech Republic, Denmark, France, Germany, Greece, Hungary, Italy, Lithuania, Luxembourg, Netherlands, Norway, Poland, Spain, Sweden and Switzerland. The existing partnerships entail Erasmus partnerships, double degrees, student and faculty exchanges, articulation agreements, and research partnerships.

We have many Erasmus partners across Europe that enable both staff and student mobility. Many of our students take their semester abroad with our Erasmus partners, which provides invaluable opportunities for students to experience different ways of teaching and immerse themselves in a new culture.

Students from our Double Degree partners

join LSBU students in their third year on our top-up degrees, or in the second semester of our masters programme. After they complete their degree with us, they are also awarded a degree from the partner institution.

In order to align with the new strategic objectives of LSBU, LSBU Global aims to develop an even more significant presence within Europe and find a strong base for LSBU's entity.

We aim at taking two routes to achieve this: one with the larger strategic partnerships, which means we are actively engaging with educational entrepreneurs, considering a group of institutions instead of the regular model of individual partnerships. However, we will continue our activities around traditional deliveries as well such as validation, franchise partnerships and online and blended delivery partnerships. ■





Uzbekistan

A new LSBU partnership with a brand new entrepreneurial university in Uzbekistan that has ambitious plans for future growth.

As part of the Internationalisation Strategy to pursue impact with globally strategic partners, LSBU has won a competitive bid to partner with a new Enterprise University in Uzbekistan.

Tashkent Entrepreneurship and Applied Management Institute (TEAM) is an exciting start-up entrepreneurial university and is the first independent privately funded university to gain a decree to be established in Uzbekistan. Their intention is to establish a private entrepreneurial-spirit university of moderate size, with its own brand, targeting demand in Uzbekistan and regional markets.

PROPOSAL

The proposal is for an initial partnership arrangement between LSBU and TEAM University spanning 5 years, but we hope

that this will develop and expand into a model like that of BUE in Egypt. LSBU will introduce a programme of course validation starting with foundation level courses, and then undergraduate programmes (and beyond).

TEAM is eager to make an impact, and the partnership with LSBU is a key component. The long-term partnership with LSBU is a cornerstone of this focus, as LSBU brings expertise and a strong legacy of entrepreneurial spirit that is in synergy with the ethos of TEAM.

An ambitious but well considered plan for expansion in student numbers has been projected (0-5,000 in just five years), based upon mutual benefit for the partners and an increasing desire for greater collaboration beyond validation and quality assurance. ■



TEAM is eager to make an impact, and the partnership with LSBU is a key component.



■ Leadership Program

Teaches leadership styles, traditional theories of leadership, history of thinking on leadership, from Sun Tzu, Machiavelli, and Ibn Khaldoun, to Theory X and Y. In addition, contemporary challenges to corporate leadership are studied, such as: disruptive innovation, hypercompetition, emerging technologies, automation, AI, big data, global connectivity, cultural shifts of Millennials and Generation Z, flat hierarchies, information, data and privacy.

■ High Impact Pedagogies in Higher Education Program

Focusing on approaches to curriculum design, learning and teaching styles, (innovation and creativity), teaching in a digital age (using technology in teaching), assessment and feedback in Higher Education. We support our students to be critical thinkers, innovative and independent learners.

■ Development of Academic Staff to be confident and effective researchers

Starting a career in research: key learning outcomes and content. How to manage, plan, and write your viva, as well as writing research publications.

■ Entrepreneurship Programme

Mentoring student and graduate entrepreneurs. Problem identification, developing ideas and pitching, learning new pedagogies and practical skills to support students to develop their entrepreneurial skills.

■ Students at Risk

How to support students, in particular, students who are struggling. Teaching students at various levels/capabilities/needs/requirements.

■ Blockchain for Enterprise

Participants will learn to tell the differences between real use-cases, technically aspirational ideas and understand



organisational hurdles. They will also receive enough information to differentiate between the right tool sets depending on their requirements.

■ The AI-Empowered Workforce

Participants will learn about recent developments in artificial intelligence and will learn to identify opportunities for producing

operational efficiencies and augmenting workforces through the use of AI tools.

■ Data-Driven Decision Making

Participants will learn to assess and model data to better use them for making informed decisions. They will also receive enough information to differentiate between the right tool sets depending on their requirements.

■ The changing landscape of payment rails and Digital Assets

Participants will learn about the future of finance. Digital assets, the different types of assets, such as currency, tokens, stable coins, security tokens, CBDCs. Learn about real use cases that highlight the benefits and efficiencies of new payment rails, as well as current shortfalls of existing payment systems to allow for side by side comparisons.

■ Mindfulness and Deep Life Hacks for Wellbeing, Productivity and Fulfillment

This course will introduce participants to a number of highly effective tools and techniques drawn from various traditional wellbeing and mindfulness schools, as well as the latest immersive technologies.

■ ACCA Strategic Business Reporting (SBR) course

The Strategic Business Reporting (SBR) preparation and revision programme will look at key aspects of the ACCA SBR exam.

■ ACCA Strategic Business Leader (SBL) course

The Strategic Business Leader (SBL) preparation and revision programme will look at key aspects of the ACCA SBL exam.

■ ILM Level 5 Certificate in Effective Coaching and Mentoring

As well as increasing confidence and motivation, ILM's coaching and mentoring qualifications improve management performance, conflict resolution and communication and interpersonal skills.

■ ILM Level 5 Certificate in Leadership and Management

Designed for practising middle managers, helping them to develop their skills and experience, improve performance and prepare for senior management responsibilities.

LSBU Global bringing it all together The future then is one of great potential for LSBU Global. It will help to articulate the university's place in the world and how, for example, we tackle sustainable goals, move into virtual modes of teaching, and create sustainable income streams.

The Way Forward

It was never going to be the ambition of the university to scatter the globe with teaching operations, but as we build brand awareness and establish our major centres, a virtual presence may act as the route to experiencing one of our campuses. While geography vanishes in the digital world, the challenges of the 21st century are very much real, and creating opportunities for our students to engage meaningfully, wherever they are, will continue to be a major focus. The opportunity gap for many will be bridged by constructing a scaffolding which allows our London-based students to go overseas and mix with those who may or may not ever come to the UK. Mobility of an extended length for those at the higher education end

of the LSBU is understood in the group, but opportunities also exist for the College and Academies to participate in authentic ways.

In a balanced portfolio of activity, North America will be a welcome addition, but in time it should also be possible to articulate how LSBU engages with South America where there is much cultural contact. In South Asia we have seen huge interest all in the work of LSBU, and it will be natural to return the favour of working in the subcontinent. A global network that works for LSBU is, therefore, highly achievable and, with careful management and growth, will deliver the means for students to achieve truly global citizenship wherever they are. ■



The opportunity gap for many will be bridged by constructing a scaffolding which allows our London-based students to go overseas.



Contact

For further information, please visit lsbu.ac.uk/partners

Our team will be happy to answer any enquiries you may have.

For existing partners, please contact: globalpartnerships@lsbu.ac.uk

For new business opportunities, please contact: global@lsbu.ac.uk

London South Bank University
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London SE1 0AA



“
I thought LSBU would be the perfect place for me because of its flexibility... I haven't found such a flexible learning opportunity at any other university.
Viktorija Rutkovska, Psychology student





EST 1892

EXCELLENCE
PROFESSIONALISM
INTEGRITY
INCLUSIVITY
CREATIVITY

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