Portfolio and Curriculum Review

Board of Governors – 20th May 2021

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Project Scope Agreed by Group Executive – 16th Dec 2020

Scope of Project

- A significantly consolidated portfolio (in terms of the number of courses and course complexity) of courses for LSBU, at levels 4-6, that will go live in September 2022;
- A consistent Professional and Technical curriculum framework, which underpins the new course portfolio. Embedded in design will be a consideration for the cost effectiveness of a new curriculum and the impact this has on creating capacity for research and enterprise activity;

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Strategy Commitments

Access to Opportunity and Student Success Pillars - Deliverables

Through:

Employer Relationships – we will establish a strategic network of employer relationships which underpin teaching, research and enterprise across the LSBU Group

Global – we will create three LSBU branded international hubs via overseas partnerships each with a focus on place, whilst providing global opportunities to the Group

Educational Pathways – we will develop a course portfolio that is available to all, regardless of educational background, that provides a step on step off educational journey aligned to career pathways, including the provision of core skills development via short courses

Local Partnerships – we will build Group-wide partnerships across South London, aligning our civic engagement activities and contributing direct economic benefits and socio-economic impact through our students, staff and alumni

Public Engagement – we will inform, inspire and involve our communities, local and national stakeholders, creating opportunities for students, alumni and employees to enhance their development

Development of the Group – we will create new centres for learning in collaboration with employers and local stakeholders, including a new technical college at Vauxhall, two additional schools within South Bank Academies and employer focused skills centres

Through:

Professional and Technical Curriculum – working with students as partners to support the learning experience, we will design an inclusive curriculum that complements the careers pathways and skills approach

LSBU Social Capital Programme – we will develop social capital through volunteering, international exchanges, work based learning, and by embedding the development of soft skills in our curriculum design, alongside learning in support of social good and, specifically, UN SDGs

Technology Enabled Teaching – we will use technology to enable a personalised and flexible approach to learning, whilst complementing our professional and technical curriculum, with digital skills embedded. Our students will also have access to industry standard facilities as part of their learning

Industry Links Embedded in Education – we will align our business links to the educational journey, with industry-supported course design and workplace experience as standard, with enterprise embedded in the curriculum using the EntreComp framework

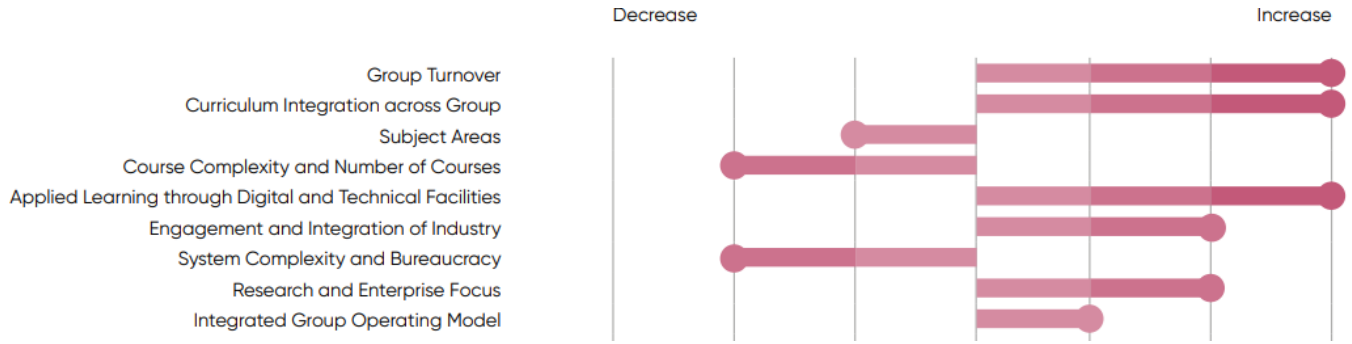
Academic Development Programme – we will support the development of the skills needed through in-house support to deliver excellent academic outcomes, particularly in relation to curriculum design and embedding digital in teaching

Student Support and Customer Service – we will offer personalised support that complements the educational journey and progression to further study/employment; our first-rate customer service will be underpinned by excellent access to information and designed with LSBU Group student needs in mind

Wellbeing – we will develop a whole-Group approach that safely supports individuals and promotes positive mental health across all aspects of student and academic life

Advice and Guidance – we will advise learners on careers and future progression opportunities, for those post-14 and access to part-time work opportunities through the LSBU employment agency post 18

Impact of the 2025 Strategy



The strategy committed to:

- Developing Educational Pathways
- Professional and Technical Curriculum
- Small reduction in subject areas and reduction in the complexity and volume of courses

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Why do we need to review the portfolio and curriculum?

2025 Strategy Vision - To transform lives, communities, businesses and society through applied education and insight.

UK Education Provision - The UK has one of the developed world's lowest levels of literacy and numeracy among young people. The majority of our population fails to progress beyond level 3, with 25% not progressing past level 2. Many of these left behind learners are from disadvantaged backgrounds. Those from disadvantaged groups that do progress to level 4 and beyond have significantly lower success rates in relation to completion and progression to employment.

Change or be changed - Government policy is focussing upon a skills agenda through increased apprenticeships and vocational education. This is combined with regulation that is focusing on minimum thresholds relating to student outcomes and progression to employment that LSBU currently does not meet in many subject areas. Failure to meet these thresholds, risks intervention from the OfS. It is likely that the post 1992 University sector will see significant upheaval in the coming years in response to this changing agenda.

What impact will be made?

UN SDG Targets – Contribute to the UN Goals around education, health, equality, climate and economic impact, particularly amongst local communities.

Social mobility – Increase access to higher education for disadvantaged groups, and for enable these students to complete their degrees and gain work

Positively impact 1 million lives – Either through education or research and enterprise

Increased research & enterprise outputs – The Group strategy targets trebling research and enterprise income by 2025

Above sector average for student experience and student outcomes – This is measured through the NSS, GO, awarding gap and progression

What will we change?

Educational Pathways - Increase access to education, particularly to disadvantaged groups in London through pathways across the Group with a streamlined professional and technical focused portfolio.

Professional and Technical Curriculum - A consistently structured career focused curriculum, that allows students at all levels to gain the skills they need for their future careers. Delivery models that integrate with our students' life and learning styles, delivering increased quality of contact through small group teaching whilst creating academic capacity. Sustainability integrated throughout the curriculum

Personalised Student Experience – Focused portfolio and less complex curriculum model allows for increased personalisation and consistently high-quality student experience

Resources and Academic Capacity - The University Executive has committed to increase the proportion of staff costs spent on academic staff to be 55% (sector average 54%) by 2025. Additional capacity through a new approach to teaching delivery to be invested in research and enterprise activity.

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Subject and Course Structure Principles

Subjects LSBU teaches	Course structure
Alignment to strategy (professional and technical focus – definition to be defined)	Subject areas, with defined pathways. Where possible, subject areas aligned to an external subject framework e.g CAH2 or JACs
Have a clear secondary benefit to the organisation (financial, linked to research / enterprise specialism or linked to a significant PG pathway)	Module structure which allows for flexibility in updating content, whilst maintaining CMA compliance
Selling of subjects, which are clearly aligned to clear professional and technical careers through a mapping	Consistency and clarity of the volumes of core and optional modules. Limits placed on optional modules within each subject area (thus defining volume of pathway options). Up to a third of credits available through optional modules at levels 5, 6 and 7.
Generate sufficient volume of students per course (minimum forecast intake of 100)	A model that delivers an efficient use of resources
Area of forecasted significant market strength (through a combination of sheer volume and growth) that comfortably allows for recruitment to achieve required minimum numbers	Flexible design that allows for multiple entry points and can accommodate alternative delivery models such as block teaching
Opportunity to deliver the skills and knowledge required to obtain graduate level employment	Minimum number on a pathway of 25 students
Consideration for applicability for other Group elements subjects e.g SBC and apprenticeships	No withs or ands (outside of pathways defined)
	Flexibility to allow for generic skills / values modules spread across each level on a courses

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Principles of the curriculum framework

- An inclusive curriculum framework: appropriate, accessible and meaningful
- Credit-bearing workplace learning as standard
- Apprenticeship/employer-sponsored education
- Enterprise embedded in the curricula using the European Entrepreneurship Competence Framework – Entre-Comp
- Social capital development that increases social mobility
- 25% of students and staff engaging in a global experience
- Learning in support of social good, and focussing on the UN Strategic Development Goals (SDGs)

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Overall Summary

- Very few subject areas have been closed. Those that have been (Geography and History), were not as part of the Portfolio and Curriculum Review Project, and had very few students on them (less than 40 enrolments out of 7,000 UG enrolments LSBU has each year)

- Significant consolidation of courses, from around 150 in 2020 to around 50 for September 2022. This is as a result of reducing complexity of provision and introduction of pathways (where previously a pathway would have been an individual course), not the removal of provision

- Some Schools have new proposals which are currently being considered

- The list which has been submitted to UCAS, can and will be updated as changes are made. This does not have to be finalised until September 2021 (when applications and offers can be made)

- Support is being enlisted from subject matter experts to ensure alignment with course titles and the external market

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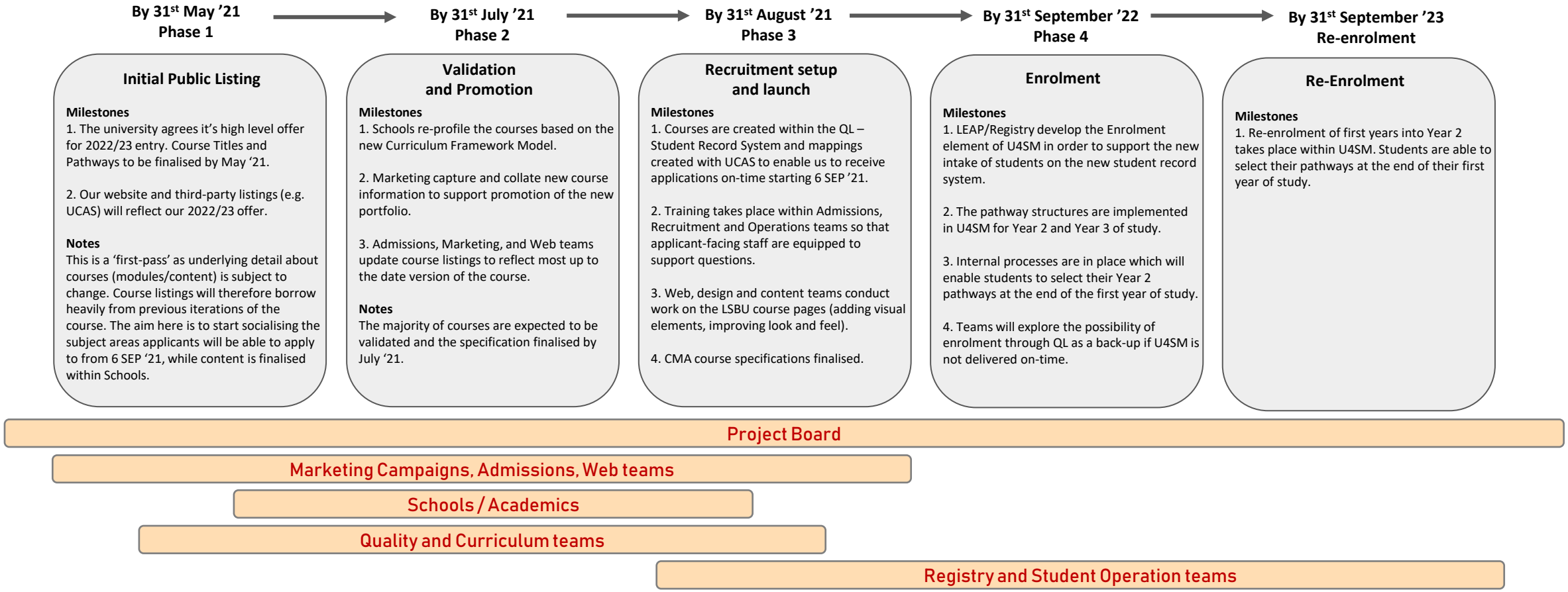
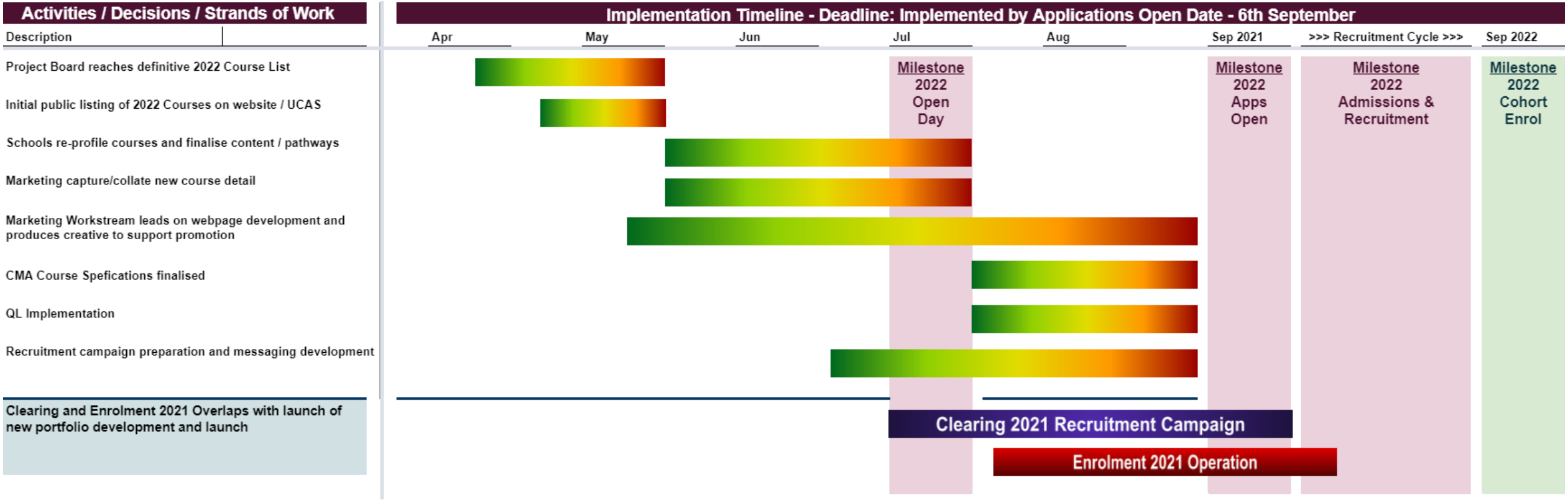
Portfolio Implementation: Phases



Portfolio Implementation: Indicative Timeline

Green = Optimum timeline

Red = Essential timeline



Portfolio and Curriculum Review

APS, ACI and LSS

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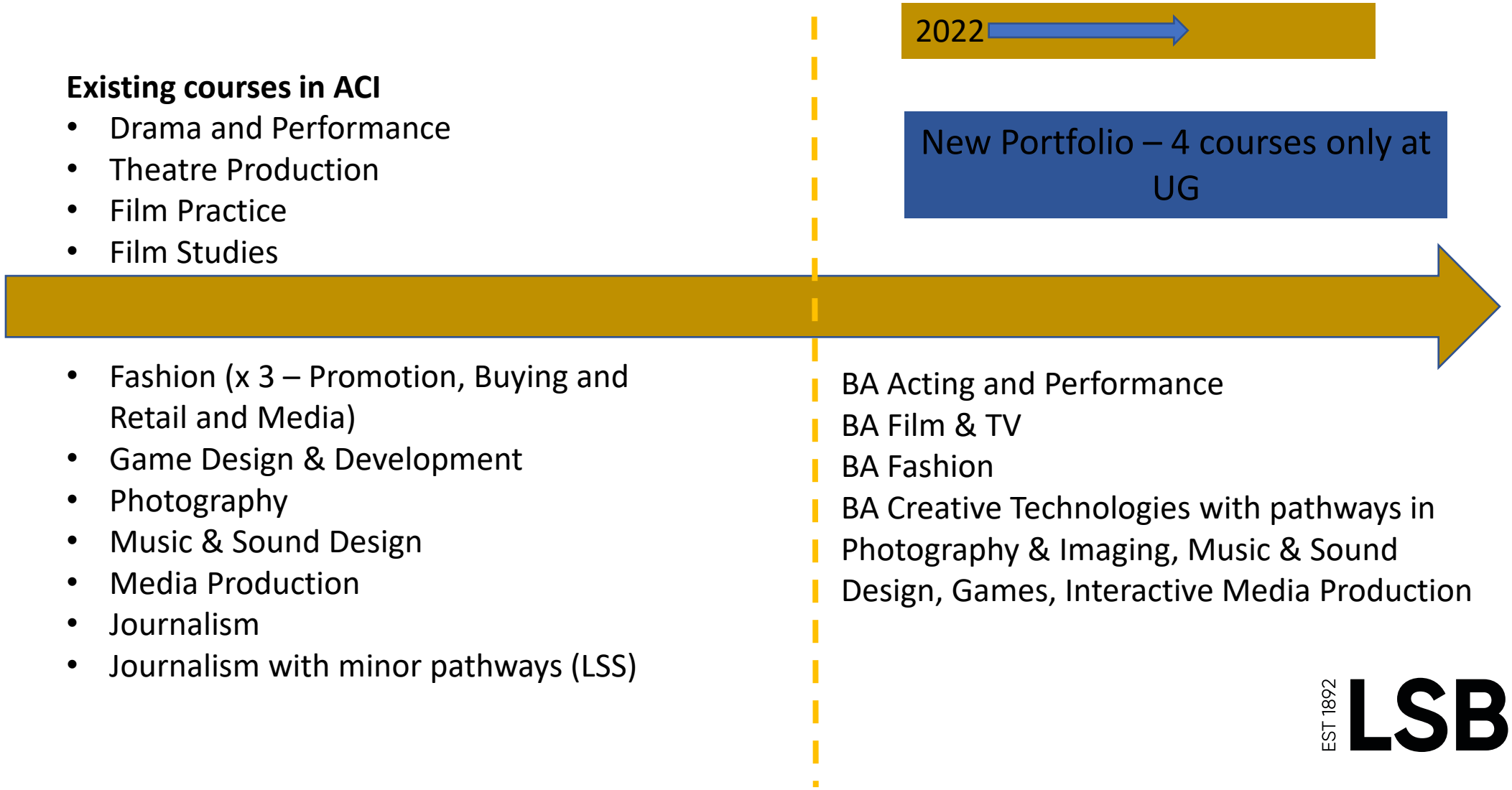
ACI UG Portfolio Journey



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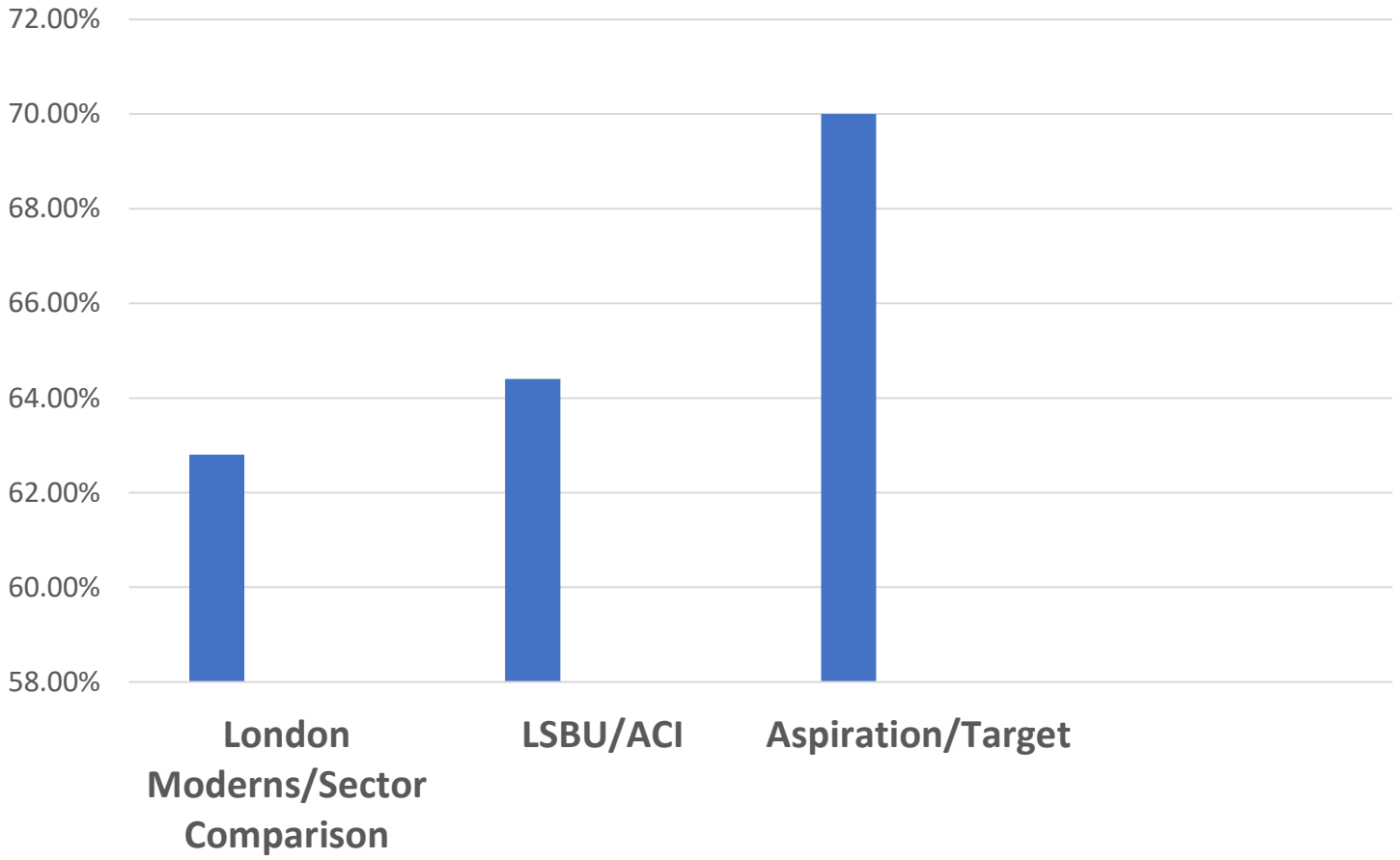
GO Data: Creative Arts & Design (CAH25-01)



Graduates of 2021 will show up in GO data 2023 – we can make improvements from 2021/22 with increased placement and employability support. The revised curriculum and assessment framework and portfolio review (2022/23) will ensure that we are on track to meet the 70% target by the time this cohort graduates in 2026.

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Why this revised offer will be successful

1. **We recognise** the challenges of gaining employment in the creative industries: our courses address head on each career path and the skills required
2. **We recognise** a changing HE sector and a focus on skills and value assessed via economic and employment measures: employability is at the heart of this new offer
3. **We recognise** the importance of a streamlined portfolio consistent with the strategy of a professional and technical curriculum
4. **We recognise** that we can:

✓ Improve GO data and NSS scores
✓ Enhance progression and the awarding gap (via new curriculum offer)
✓ Continue to build our research profile and research-informed teaching

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School of Applied Sciences

Previous Portfolio

Course Title	2020 Enrolments
BSc (Hons) Baking Science and Technology (Management) (FT)	5
BSc (Hons) Baking Science and Technology (New Product Development) (FT)	6
BSc (Hons) Baking Science and Technology (New Product Development) (Top Up) (FT)	1
BSc (Hons) Baking Science and Technology (Nutrition) (FT)	2
BSc (Hons) Baking Science and Technology (Science) (FT)	5
BSc (Hons) Biomedical Science (FT)	56
BSc (Hons) Bioscience (FT)	21
BSc (Hons) Forensic Science (FT)	47
BSc (Hons) Psychological Counselling (FT)	24
BSc (Hons) Psychology - Child Development (FT)	22
BSc (Hons) Psychology - Clinical (FT)	39
BSc (Hons) Psychology (Addiction Psychology) (FT)	1
BSc (Hons) Psychology (Forensic Psychology) (FT)	28
BSc (Hons) Psychology (FT)	95
BSc (Hons) Psychology (Sport Psychology) (FT)	7
BSc (Hons) Psychology with Criminology (FT)	16
BSc (Hons) Sport and Exercise Science (FT)	70
BSc (Hons) Sports Coaching and Analysis (FT)	22
Extended Degree Programme In Science (FT)	30
FdSc Baking Science and Technology (Management) (FT)	3
FdSc Baking Science and Technology (New Product Development) (FT)	5
FdSc Baking Science and Technology (Nutrition) (FT)	1
FdSc Baking Science and Technology (Science) (FT)	2
Total	**508**

Approved 2022 Portfolio

Course title	Forecast Enrolments
BSc (Hons) Baking Science and Technology (this course can be studied as a HND/ CertHE)	90
BSc (Hons) BioMedicalSciences	112
BSc (Hons) Bioscience	21
BSc (Hons) Forensic Sciences	47
BSc (Hons) Psychology	202
BSc (Hons) Sports and Exercise Science	70
Total	**742**

Pathways: For the 2022 Portfolio, some of the Courses have introduced Pathways, for example, the course BSc (Hons) Psychology gives students the option to choose from 5 pathways: Psychology, Psychological Counselling, Psychology Clinical, Psychology Forensic, Psychology with Criminology. The course BSc (Hons) BioMedical Sciences gives students the option to choose from 2 pathways: Applied Biomed or Pharmaceutical industry

Notes: Conversations are ongoing with the School in relation to the most appropriate options for the National Bakery School and Forensic Sciences

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School of Applied Sciences: key features of new offer

- Embedding **employability** across all courses
- More accredited provision: 5/7 courses – providing **professional careers**
- Two psychology **apprenticeships** for first time in APS starting 2021-22 – first ever psychology apprenticeships awarded by external competition
- Two additional **Healthcare Scientist** Apprenticeships awarded by external competition starting 2022-23
- Mapped to LSBU **Curriculum Framework**
- **Entre-comp Framework** to embed enterprise skills

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Proposed student outcomes

APS Roadmap 2020-2025

- Further strengthening NSS: 2020: in 18/23 Items APS higher than national average; targeting 90% overall satisfaction
- Improved GOs; 2021: c50% 2021, targeting 80%
- Progression: targeting 85%
- Eliminate racial awarding gap: 2020 reduced by 5%
- Increase external research income by 50%, enterprise income by 20%
- Highly commended rating in revised TEF
- Top 20 among moderns in all subject areas

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School of Law & Social Sciences

Previous Portfolio

Course Title	2020 Enrolments
BA (Hons) Education (FT)	22
BA (Hons) Education Studies (FT)	50
BA (Hons) Education Studies (Work Based) (FT)	15
BA (Hons) Events and Entertainment Management (FT)	28
BA (Hons) History (FT)	7
BA (Hons) History with Politics (FT)	4
BA (Hons) Human Geography (FT)	7
BA (Hons) International Relations (FT)	7
BA (Hons) International Relations with Journalism (FT)	2
BA (Hons) International Relations with Politics (FT)	5
BA (Hons) Politics (FT)	12
BA (Hons) Politics with Journalism (FT)	2
BA (Hons) Tourism and Hospitality Management (FT)	43
BA (Hons) Urban and Environmental Planning (FT)	11
BSc (Hons) Criminology (FT)	48
BSc (Hons) Criminology with Journalism (FT)	2
BSc (Hons) Criminology with Law (FT)	20
BSc (Hons) Criminology with Psychology (FT)	33
BSc (Hons) Sociology (FT)	15
BSc (Hons) Sociology with Criminology (FT)	22
LLB (Hons) Business Law (FT)	22
LLB (Hons) Criminal Law (FT)	11
LLB (Hons) Law (FT)	183
LLB (Hons) Law with Criminology (FT)	26
Total	**597**

Approved 2022 Portfolio

Course title	Forecast Enrolments
BSc (Hons) Criminology	125
LLB (Hons) Law	280
BA (Hons) Education	100
BA (Hons) Politics and International Relations	30
BSc (Hons) Sociology	50
BA (Hons) Urban Environment and Planning	15
Total	**600**

Pathways: For the 2022 Portfolio, some of the Courses have introduced Pathways, for example, the course BSc (Hons) Criminology, students have the option to choose from 3 pathways: Criminology, Law, Psychology. The course LLB (Hons) Law, students have the option to choose from 4 pathways: Law, Criminology, Business Law, Criminal Law. The course BSc (Hons) Sociology offers two pathways: Sociology, Criminology.

Notes: see subsequent slide

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School of Law & Social Sciences

Decisions have been made on the following:

- History and Human Geography closed as part of the Portfolio Review process and MScs in Development Studies, Refugee Studies and Education for Sustainability closed as part of normal course closure process – intake of 39 students for all courses in 2020-21
- Events and Entertainment Management and Tourism and Hospitality Management have been moved to the BA (Hons) Business Management to run as pathways

Overall discussions continue and final decisions pending:

- School did present a proposal to introduce Social Justice pathways in Criminology, Sociology, Politics and International Relations
- School concerned about loss of existing “with” courses (incorporating 120 credits in “with subject) to pathways (incorporating 60 credits in pathway subject) with accompany loss of name
- End of May deadline for School to have consulted on course reprofiling options

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Design and delivery of refreshed portfolio

- Continued collapse of internal barriers
- Emphasis on *professional and technical* curriculum linked to careers
- Employers involved in design, delivery and assessment of the curriculum
- Common first semester; emphasis on transition to HE and building social capital
- Skills framework in the curriculum
- Embedded work placements
- Extensive programme of guest speakers
- Blended, flipped classrooms
- Significant reduction in modules
- Delivery of BAME Awarding Gap and Sustainability initiatives across University

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Summary

- Courses de-commissioned to maximise attainment of KPIs and delivery of LSBU Group Corporate Strategy
- Existing courses subject to review and (likely) re-validation in line with LSBU UG Curriculum Framework
- Revised offer in place for 2022-23 Academic Session

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