

Why is the project important?

- The potential to leverage a greater impact to individuals, society and the economy
- Currently we are “failing” too many of our students
- Government policy and regulatory requirements
- The HE sector is changing, and we need to keep up
- Financial sustainability

- IMPACT - We are not currently leveraging the impact that we potentially could. This impact could be through economic impact, research and enterprise outputs or delivering upward social mobility. The Group is an essential part of this model to allow for educational pathways for students of all backgrounds as well addressing societal wide skills gaps (particularly at level 3 and 4)
- OUR STUDENTS - We currently “fail” too many students (who don’t complete or achieve graduate outcomes), who have put their trust in us to support their aspirations in terms of social mobility and career aspirations. And even those that do succeed have in many cases had a sub-optimal student experience
- GOVERNMENT POLICY and REGULATION LSBU is currently falling short against the Government expectations and policy, to be implemented by the OfS (through conditions of registration)
 - B3 conditions – particularly around Graduate Outcomes. Current threshold is at 50%, but it is expected that OfS will threaten closure of subject areas at institutions with lower than 70% Graduate Outcomes
 - Access and Participation (A1 and A2). LSBU has large gaps in terms of awarding gaps, progression to employment and continuation across demographic groups. Failure to narrow these gaps will see LSBU risk in failing to comply with conditions of registration A1 and A2
 - New start to success measure (proportion of students that originally enrolled which get a graduate level job). The modern sector, including LSBU has very poor outcomes in this controversial
- CHANGING HE SECTOR The sector is changing, particularly in relation to moderns. A focus on skills and value assessed through economic and employment measures. Increasing focus on absolute performance rather than contextual
- FINANCIAL SUSTAINABILITY LSBU and other London moderns, find themselves in a challenging financial situation. LSBU targets to increase lower margin activity (research and enterprise – essential to maintain our credibility as a University), increase the need to have a more cost efficient teaching and student and administrative support model. The recent removal of London weighting in funding exacerbates this risk.

Delivery and Outcomes

Project

A streamlined portfolio, consistent with the strategy in terms of a professional and technical curriculum. Portfolio to be attractive to the market with clarity of offer whilst delivering opportunities for progression through the Group.

Develop a curriculum, that allows for acquisition of subject specific and professional skills to support the achievement of GO. Simplified offer, with reduced complexity to provide a higher quality and personalised student experience to address a core weakness in LSBU's NSS scores around organisation and management. Delivery models designed to suit our student demographic, delivering higher quality contact, whilst allowing for more accessible learning.

Increasing of academic capacity through new approach to the curriculum and delivery modes. Hybrid delivery, WBL, shared modules and review of assessment methods all provide opportunities for the creation of capacity to deliver R&E outputs.

Additional income generated through R&E and clarity in potential for streamlined portfolio, providing increased pathway routes and therefore opportunities for additional income. More focused portfolio allows for reduced overhead in terms of course and student administration, as well curriculum design allows for more efficient delivery model.

Primary 2025 Strategic Outcomes

Group Career based pathways, internationalisation and increases in apprenticeship volume

Student Related – GO, NSS, Progression & Awarding Gap

Increase R&E Activity and Quality

Surplus of 5% and Group Income of £250m

Portfolio & Curriculum Project – Curriculum

The objective of the Curriculum workstream:

- To define the structure of courses to meet our corporate strategy
- A key output from this workstream is to develop a consistent Professional and Technical curriculum framework, which underpins the new course portfolio. This will consider delivery principles: block teaching and multiple entry points; and curriculum principles: work based learning, online learning, research informed teaching and pedagogic approach
- 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

Portfolio & Curriculum Project – Curriculum

The following are key points we are currently discussing with colleagues related to the design:

- There will be an embedded 'skills pathway' running through each level and the degree. The skills to be developed will be linked to our graduate attributes and behaviors needed to have to be a LSBU 'able graduate'
- The inclusion of cross-School and/or University credit bearing modules based on addressing business/societal challenges while building interdisciplinary student communities. Many of these would be based around one or more of the nine SDGs identified in the Corporate Strategy such as health/wellbeing, inequalities, waste, work/economic growth and climate change
- As much as possible, the content of each course should be core with the use of specialist pathways for those disciplinary areas where these are required and to limit need for large numbers of options
- We will include work-based/ work related learning including work placement modules and employers involved in every module
- In terms of delivery principles, including in our thinking is for technology to allow a personalized flexible approach, flipped classrooms and small group teaching