Meeting of the Finance, Planning and Resources Committee

4.00 pm on Tuesday, 30 June 2020
via MS Teams

Agenda

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	Core items		
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Date of next meeting
4.00 pm on Tuesday, 22 September 2020

Members: Michael Cutbill (Chair), Jerry Cope, Peter Fidler, Nelly Kibirige, Mee Ling Ng, Nicki Martin, David Phoenix and Deepa Shah

In attendance: Nicki Martin, Pat Bailey, Richard Flatman, Paul Ivey, Kerry Johnson, Nicole Louis, Marcelle Moncrieffe-Johnson, Fiona Morey, Ralph Sanders and James Stevenson

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**Minutes of the meeting of the Finance, Planning and Resources Committee
held at 4.00 pm on Tuesday, 28 April 2020
via MS Teams**

Present
Michael Cutbill (Chair)
Jerry Cope
Peter Fidler
Nelly Kibirige
Mee Ling Ng
David Phoenix
Deepa Shah

Apologies
Nicki Martin
Pat Bailey

In attendance
Richard Flatman
Paul Ivey
Kerry Johnson
Nicole Louis
Marcelle Moncrieffe-Johnson
Ralph Sanders
James Stevenson

1.   **Welcome and Apologies**

         The above apologies were noted.

2.   **Declarations of Interest**

         No member declared an interest in any item on the agenda.

3.   **Minutes from the last meeting**

         The minutes of the meeting of 25 February 2020 and the proposed redactions
         for publication were approved.

4.   **Matters arising**

         It was noted that an update on ACI portfolio review would be provided to the
         June meeting of the committee. All other matters arising were noted as
         completed or as agenda items.

5. **Management accounts to 31 March 2020**

The committee discussed the management accounts to 31 March 2020. It was noted that the full year forecast as at 31 March 2020 was trending towards a surplus of £1.5m, a reduction of £1.5m compared with the February 2020 position and £1.5m less than the outturn for 2018/19. The committee noted that the 2019/20 income forecast as at March 2020 had been reduced by £4.7m to £154.7m, reflecting current expectations of the impact that the coronavirus pandemic may have on the University's financial position.

It was noted that a decision had been made by the Executive not to furlough any staff, as the number of staff and amounts involved were not material and because the University was still forecasting to meet budget, hence the case for furlough was difficult to justify.

Assuming some form of re-start in September 2020, the potential need for expenditure to support online learning for semester one of the 2020/21 academic year was discussed. It was advised that the Provost would lead a recovery group for semester one and beyond.

6. **Student recruitment and retention update**

The committee discussed the update on LSBU group recruitment and retention. It noted that the level of university applications had been largely unaffected by the coronavirus outbreak and remained on course to achieve a projected 22,000-23,000 applications on full time UG courses, an increase of 8.3-13.3% compared with the same point in 2018/19. Lambeth College applications were up by 25% compared with the previous year, though the extended closure of schools was noted as affecting the flow of applications.

The committee discussed the potential impact of a government cap on undergraduate student recruitment, though no such cap had yet been confirmed. It was not expected that any proposed cap would apply to Health courses.

It was noted that recruitment activity was continuing, complemented by new online activities including a virtual open day. Alongside this, work was underway to plan for changes to course delivery and assessment, and that all professional body requirements would still be met. The executive were investigating a laptop purchase scheme for new students to ensure equality of access to online resources.

The FPR Committee was to be kept informed on developments in course delivery and assessment in light of the virus outbreak

The committee discussed international students, noting that March 2020 withdrawal data was in line with last year and a significant increase in international non-completion rates was not expected.

The additional update on the unconditional offer scheme was noted, although the government moratorium had been extended to May 2020. The LSBU retention fund update was also noted. Revised forecasts for apprenticeships were also included in the report.

7. **Budget scenarios 2020-21**

The committee reviewed in detail four budget scenarios, noting that the Executive had recommended scenario 2(b) as a realistic budget for 2020-21 in light of the uncertainties caused by the coronavirus pandemic.

Budget scenario 2(b) was noted as assuming a £13.5m income reduction versus the pre-virus projection that Finance had prepared. The target income in this scenario was £153m. It was also noted that the budget was at this stage unbalanced, with a £3m challenge on staff costs, potentially rising to £6m post implementation of assumed pay award and increments. However, the surplus and contingency built into the budget provided 'headroom' of £5m compared with the break even position to mitigate this and further potential risk to delivery. The committee noted that a major in-year review of the budget would take place by November 2020 when there would be more clarity around actual recruitment figures. A review of workforce requirements, as part of creating a Target Operating Model, and efficiency savings through the Align process, should also be available as inputs at that stage. An update on these reviews was requested for the next FPR.

An independent governor emphasised the uncertainty in the external environment, including the risk that students (particularly international students) may choose to defer their studies, and the risk that the University would not be able to open for 'business as usual' if there were recurrent coronavirus outbreaks. However it was agreed that a cautious and pragmatic approach to budgeting, which could be amended when more information came to light, was the best option.

Following this detailed consideration, the committee supported the recommendation of the Executive and agreed to recommend to the Board approval of scenario 2(b) as the basis for a draft 2020/21 budget.

8. **Revised cashflow forecast**

The committee discussed in detail the revised cashflow forecast for the LSBU group to 2022/23. It was noted that the executive would review proposals to re-profile Project LEAP expenditure. In addition, other capex priorities had been reviewed, given the current level of financial uncertainty (including the downgrading of the Chapel as a priority in the short to medium term).

It was noted that three offers of a Revolving Credit Facility (RCF) had been received, including two at the level of £45m and a one at £30m. In particular, it was noted that these offers were made prior to the coronavirus crisis and were still subject to commercial negotiation. The CFO advised that it may be

necessary to move quickly to secure the facility following increased demand for borrowing in response to the pandemic.

The committee noted that the Executive may need to seek Board authority for the RCF before the next scheduled Board on 21 May 2020, only if earlier approval was a commercial necessity.

{Secretary's note: the Board authorised a sub-committee to progress the matter at its meeting of 21 May 2020.)

9.   **REI update**

The committee noted the update on research and enterprise activities since the start of the 2019/20 academic year to the end of March 2020. Research income was performing well with £2.7m secured to the end of Period 6, with a further £2m contracted.

The committee noted the mitigating actions in place to manage risk to research and enterprise activities in light of the coronavirus pandemic. It was noted that many funding grants were delayed but that work was ongoing to continue projects and engage with students, and that tenants were being supported to access various government schemes where appropriate. It was noted that there was a well-defined pipeline of work in place to enable the University to have confidence in research quality.

It was noted that Board presentations on the REF and KEF were planned for summer 2020, with a further presentation on TEF planned for the autumn.

10.   **Students' Union update**

(With Ben Whittaker, SU Interim Turnaround Director)

The committee discussed the Students' Union (SU) 2018/19 audited accounts and Code of Practice return, as presented by the SU Interim Turnaround Director. It was noted that the balance sheet position was strong, with an overall surplus of £71k reported. Discussions around the SUSS pension scheme and associated liabilities were ongoing, with annual contributions to the scheme expected to increase by approximately £100k in 2020/21.

The committee noted the financial appendix analysing the SU's student-facing activities for current and previous years and thanked the Turnaround Director for the clarity it provided.

It was noted that a recruitment process was in place for the new CEO and other officer positions within the SU, and that the goal was to have these staff members in place by June 2020. Alongside this, the LSBU executive was working closely with the SU to ensure a shared strategic aim and to ensure strong governance within the SU in future. The committee noted that the SU were investigating options for incorporation and expected this process to take place in 2021.

11. **FPR Terms of Reference**

The proposed revisions to the committee terms of reference and annual workplan were discussed.

The committee recommended the revised terms of reference to the Board for approval, subject to amendments to clarify the division of responsibilities between this committee and the Major Projects and Investment Committee (MPIC). It was agreed that the Group Secretary would take this work forward for discussion with the MPIC Chair.

12. **KPI tracking update**

The KPI tracking update, as presented to the February 2020 meeting, was noted.

Date of next meeting
4.00 pm, on Tuesday, 30 June 2020

Confirmed as a true record

.... (Chair)

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FINANCE, PLANNING AND RESOURCES COMMITTEE – TUESDAY 30 JUNE 2020

ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	ACI portfolio review update to be provided to June meeting	30 June 2020	Provost	Verbal update to be provided at meeting.
6.	Student recruitment and retention update	FPR to be kept informed of developments in course delivery and assessment in light of the coronavirus outbreak.	Ongoing	Chief Customer Officer	Complete - update on agenda.
7.	Budget scenarios 2020-21	Update on the review of workforce requirements (as part of creating Target Operating Model and efficiency savings through Align process) to be provided.	30 June 2020	Exec Director of POD	Complete – on agenda as part of strategic POD update.
11.	FPR terms of reference	Work to clarify division of responsibilities between MPIC and FPR to be taken forward.	30 June 2020	Group Secretary, MPIC Chair	Complete

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Paper title:	May 20 Management Accounts
Board/Committee:	Finance, Planning and Resources Committed
Date of meeting:	Tuesday 30th June 2020
Author(s):	Anna Conway, Head of Financial Planning & Reporting (Schools)
Sponsor(s):	Richard Flatman
Purpose:	For noting
Recommendation:	To note the May 20 LSBU Management Accounts
Executive Summary:	The full year forecast as at 31st May 2020 is trending towards a surplus of £1.5m. This is £1.5m less than the outturn for 18/19. We had been forecasting a surplus of £3.0m for the year but reduced it in the March management accounts to reflect the impact that the Covid-19 crisis may have on the financial position by year end.
	Total Year to Date income stands at £150m, £10.3m (7.4%) ahead of the budgeted position for the 10 months to May-20, and £11.6m (8.4%) ahead of the equivalent period last year. In terms of income, we are seeing the impact of the Covid-19 crisis particularly on Term-time lettings, Food sales, Research Grants, CPPD course activity which are all falling increasingly behind budget. We are now forecasting Full Year income of £154.2m and so expect to generate an additional £4.2m in the last 2 months of the year. This compares to an income forecast of £159.6m that we were forecasting in February.
	This additional income of £4.2m is primarily due to the release of OFS Grants of £2.3m, ongoing research projects including the release of QR funding of £1.7m, ongoing enterprise projects of £1.1m and £1.4m of student related income primarily due to Halls of Residence income. As well as this £6.5m of additional income we have also factored in £2.3m of refunds including £1.2m of UG refunds, £0.7m of Overseas student refunds and £0.3m of Health Contract refunds. We have not been seeing an accelerated level of student withdrawals and interruptions but consider it prudent to hold this level of refund to cover any backdated withdrawals or to compensate for an increased level of non-payment of tuition fees and so an increase in our bad debt provision.
	In terms of expenditure, this month we have reduced our full year forecast for staff costs by £0.6m to £87.2m and these are forecast to represent 56.6% of income by the end of the year. This would represent a saving against budget of £2.4m. Operating Expenses have been increased in the forecast by £0.2m to £47.9m, £0.7m (1.4%) more than the outturn for 18/19. This is primarily due to an increase in the forecast for Overseas Recruitment Agents fees.
	In terms of discretionary expenditure, since the Covid-19 outbreak no new in year investments have been approved by the Executive and the Investment pot has been frozen. The balance in Exceptional items of £2m is designated for investment in Covid-19 recovery plans, to mitigate against further risks of Covid-19 and to provide for other unforeseen costs that may occur before the end of the year and protect our contribution for the current year.
	We have now enrolled 566 more new students (FTE) than at the comparable period in 18/19, an increase of 10%. Continuing students are up 4% on last year and overall we have 822 FTE more students than at the same time last year. As mentioned above we have not seen any increase above trend in terms of student withdrawals.
	In terms of cash and cash equivalents, following the payment of the 3rd tranche of SLC funds, the University is currently holding cash and cash equivalents of £73.1m and is holding £2.9m with respect to the Lambeth College transaction. Without these transactions the University would be holding £70.2m, an improvement on the equivalent position of £65.5m in May-19.
	The above position will deliver EBITDA at 10.1% which is lower than the 11.1% of 18/19 primarily due to the impact of Covid 19, assuming the balance in Exceptional Items is spent.

MAY 2020 EXECUTIVE SUMMARY

This Executive Summary reports on the draft financial position of London South Bank University as at 31st May 2020.

1) RAG Status

Income Growth *FYF v 18/19 outturn*	**3.5%**	**Staff Cost %** *excluding restructuring*	**56.6%**	**FYF Surplus** *(Contribution %)*	**1.0%**
Opex Growth	**1.4%**	**Staff Cost Growth** *excluding restructuring*	**3.8%**	**EBITDA**	**10.1%**

2) Summary

The full year forecast as at 31st May 2020 is trending towards a surplus of £1.5m. This £1.5m less than the outturn for 18/19.

Total income is £150m for the YTD, £10.3m (7.4%) ahead of the budgeted position for the 10 months to May-20, and £11.6m (8.4%) ahead of the equivalent period last year. In terms of income, we are seeing the impact of the Covid-19 crisis particularly on Term-time lettings, Food sales, Research Grants, CPPD course activity which are all falling increasingly behind budget. The forecast has been adjusted accordingly.

As at the end of May, the financial impact of the pandemic on Student fee income remains negligible. Lost income due to drop-outs increased by £91k (2.2%) month-on-month, and year-on-year we have lost £241k (5.4%) less income than over the comparable period in 18/19 despite total fee income growing by around 6% year-on-year. Total UG & PG tuition fee income (including Pre-Reg contract) at the end of May was £116m; £0.5m more than last month as a result of income received for apprenticeships. This compares to £102m for the same period last year, an increase of £14m (13.6%).

The full year forecast has been updated to reflect our expectations of the impact that the Covid-19 crisis may have on the financial position by year end. The main highlights are summarised below:

- **Contribution** remains unchanged at £1.5m.
- **Total income** in May's full year forecast (FYF) is £0.6m lower than the April FYF at £154m. The forecast for student fees increased by £0.9m to take into account additional income from Apprenticeships in BEA and income from S2 continuing students that had not previously been factored into the forecast. Additionally, we have revised the £2m provision made in March against lost income potentially resulting from the Covid-19 crisis down to £1m as the impact on student fee income to date has been negligible.   We have kept a £1m provision as the situation is uncertain and we do not know for sure how much income will need to be deferred in respect of HSC Nursing student who are in the process of interrupting their studies to join the NHS front line.
The forecast for Vacation and Term-time lettings income was reduced by a further £1.3m to £2.7m below budget, and the forecast for food sales is down by £0.8m as food outlets are closed on campus due to lockdown measures.

- **Recurring Staff costs** FYF was reduced by £0.6m to £87.2m and are forecast to represent 56.6% of income by the end of the year. Recurring Staff costs were underspent against budget by £1.3m (1.8%) at the end of May-20.

- The **OPEX** FYF increased by £0.2m to £47.9m, £0.7m (1.4%) more than the outturn for 18/19. The forecast for Overseas Recruitment Agents fees was increased by a further £0.3m to £3.7m, £2.1m (124.3%) more than last year.

- The FYF for **Exceptional Items** decreased by £0.3m to £2.1m.

In May, outstanding budget requests from the investment pot for pre-existing projects approved by the Executive were transferred into local budgets. Since the Covid-19 outbreak no new investments have been approved by the Executive and the Investment pot has been frozen. The balance in Exceptional items is designated for investment in Covid-19 recovery plans, to mitigate against further risks of Covid-19 and to provide for other unforeseen costs that may occur before the end of the year and protect our contribution for the current year.

We have now enrolled 566 more new students (FTE) than at the comparable period in 18/19, an increase of 10%. Continuing students are up 4% on last year and overall we have 822 FTE more students than at the same time last year.

The University is currently holding cash and cash equivalents of £73.1m and is holding £2.9m with respect to the Lambeth College transaction. Without these transactions the University would be holding £70.2m, an improvement on the equivalent position of £65.5m in May-19.
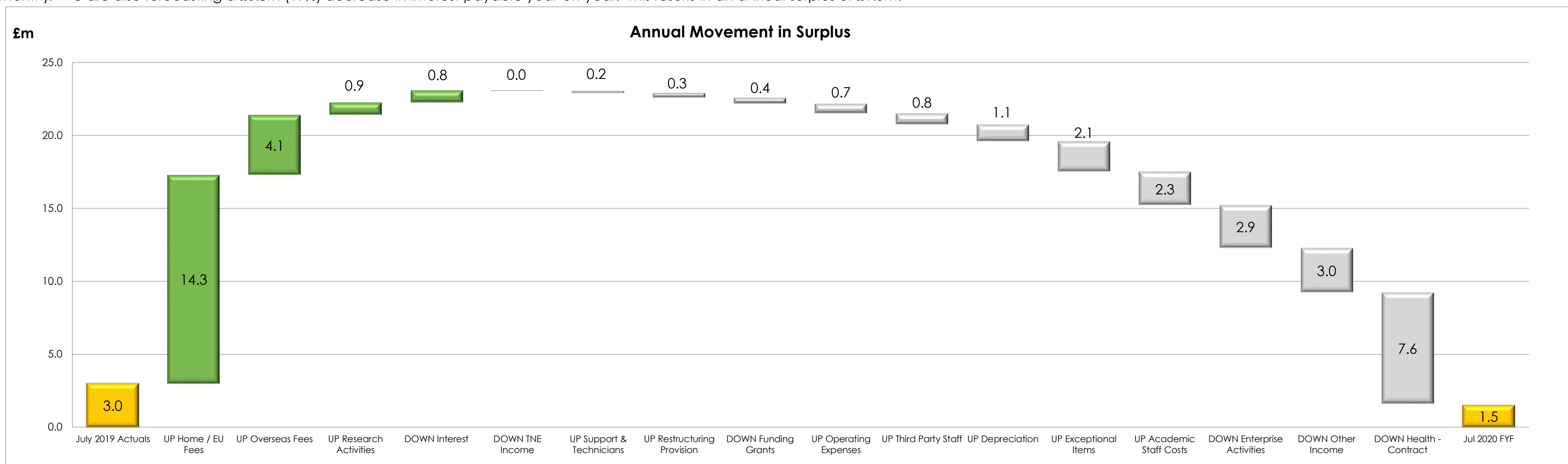
The above position will deliver EBITDA at 10.1% which is lower than the 11.1% of 18/19, assuming the balance in Exceptional Items is spent.

Table 1: Full Year Forecast vs. Budget

Financial Summary in £m	CURRENT YEAR BUDGET vs PRIOR YEAR ACTUALS				FULL YEAR FORECAST OUTTURN POSITION					YEAR ON YEAR (Y-T-D COMPARISON)			
	18/19 Actuals	19/20 Budget	Change to 18/19	Change %	Apr 19/20 Forecast Outturn	Monthly move	May 19/20 Forecast Outturn	Variance to 19/20 Budget	Budget variance %	18/19 Actuals	19/20 Actuals	Change to 18/19	Change %
Funding Grants	14.26	12.0	-2.2	-16%	13.8	0.0	13.8	1.8	15%	11.2	11.5	0.4	3%
Health - Contract	10.57	2.2	-8.4	-79%	2.9	0.0	2.9	0.8	36%	9.2	3.2	-6.0	-65%
Home / EU UG Fees	73.54	82.5	8.9	12%	84.1	1.5	85.6	3.1	4%	73.8	86.7	12.9	17%
Home / EU PG Fees	10.22	12.5	2.3	22%	12.7	-0.3	12.5	-0.0	-0%	10.3	12.5	2.3	22%
Overseas Tuition Fees	10.35	11.6	1.3	12%	13.7	0.7	14.4	2.8	25%	10.4	15.1	4.7	45%
TNE Income	1.81	2.0	0.2	10%	1.6	0.2	1.8	-0.2	-11%	1.9	1.9	-0.0	-2%
Research Activities	5.99	7.5	1.5	25%	7.2	-0.4	6.8	-0.6	-9%	4.8	5.1	0.3	6%
Enterprise Activities	10.49	10.7	0.2	2%	8.5	-1.0	7.6	-3.1	-29%	7.4	6.5	-0.9	-12%
Student Related Income	10.32	10.9	0.6	6%	9.8	-1.4	8.4	-2.5	-23%	8.8	6.9	-1.8	-21%
Other Operating Income	1.20	0.1	-1.1	-91%	0.1	0.0	0.2	0.0	39%	0.5	0.3	-0.2	-34%
Endowments & Interest	0.30	0.1	-0.2	-63%	0.2	0.0	0.2	0.1	103%	0.3	0.3	0.0	5%
Income	**149.0**	**152.1**	**3.1**	**2%**	**154.8**	**-0.6**	**154.2**	**2.1**	**1%**	**138.4**	**150.0**	**11.6**	**8%**
Academic Staff Costs	39.9	45.8	5.8	15%	42.8	0.6	42.2	-3.5	-8%	33.2	35.4	2.1	6.4%
Support & Technicians	41.4	42.1	0.7	2%	41.7	0.1	41.6	-0.6	-1%	32.1	34.5	2.4	7.5%
Third Party Staff	2.7	1.7	-1.0	-35%	3.3	0.2	3.4	1.7	99%	1.9	2.9	1.0	53%
Restructuring	1.2	1.5	0.3	26%	1.5	0.0	1.5	0.0	0%	0.8	0.2	-0.6	-77%
Depreciation	9.4	10.5	1.1	12%	10.5	0.0	10.5	0.0	0%	7.4	7.1	-0.3	-4%
Operating Expenses	47.2	45.3	-2.0	-4%	47.7	0.2	47.9	2.6	6%	33.7	36.4	2.7	8%
Interest Payable	4.4	3.5	-0.8	-19%	3.5	0.0	3.5	0.0	0%	3.5	3.7	0.2	5%
Exceptional Items	0.0	0.2	0.2	0%	2.4	-0.3	2.1	1.9	1159%	0.0	0.0	0.0	0%
Expenditure	**146.2**	**150.6**	**4.4**	**3%**	**153.3**	**-0.6**	**152.7**	**2.1**	**1%**	**112.5**	**120.1**	**7.6**	**7%**
Surplus for the year	**2.9**	**1.5**	**-1.4**	**-48%**	**1.5**	**0.0**	**1.5**	**0.0**	**0%**	**25.9**	**29.9**	**4.0**	**16%**
Surplus as % of income	**1.9%**	**1.0%**		**-49%**	**1.0%**		**1.0%**			**18.7%**	**19.9%**		
Staff costs as % of income	**57.2%**	**59.9%**		**5%**	**57.7%**		**57.5%**			**49.1%**	**48.6%**		

4) Forecast Summary

Compared to 18/19 we are forecasting an increase in total income of £5.2m (3.5%). This is a decrease of £0.6m compared to last month. Total recurring staff costs are forecast to increase by £3.2m (3.8%) year-on-year (a reduction of £0.6m compared to Apr-20's forecast), and the costs associated with staff restructuring are expected to increase by £0.3m year-on-year. Depreciation forecast is unchanged and is £1.1m higher than the outturn for 18/19. Operating expenses are forecast to be £0.7m more than 18/19 (an increase of £0.2m vs the position in April); this does not include the £2.1m year-on-year increase in exceptional items to fund in-year investments (down £0.3m compared to last month). We are also forecasting a £0.8m (19%) decrease in interest payable year-on-year. This results in an annual surplus of £1.5m.

£m

Annual Movement in Surplus

Values (left to right): July 2019 Actuals 3.0; UP Home / EU Fees 14.3; UP Overseas Fees 4.1; UP Research Activities 0.9; DOWN Interest 0.8; DOWN TNE Income 0.0; UP Support & Technicians 0.2; UP Restructuring Provision 0.3; DOWN Funding Grants 0.4; UP Operating Expenses 0.7; UP Third Party Staff 0.8; UP Depreciation 1.1; UP Exceptional Items 2.1; UP Academic Staff Costs 2.3; DOWN Enterprise Activities 2.9; DOWN Other Income 3.0; DOWN Health - Contract 7.6; Jul 2020 FYF 1.5

The key movement in the year-on-year position remains in Home/EU Tuition fee income, which is forecast to end the year £14.3m (17%) higher than in 18/19. The forecast is £1.2m more than last month as we have reduced the provision against potential impact of Covid-19 from £1m to £0.5m and included additional income from Apprenticeships and S2 recruitment. The increase year-on-year is the result of strong recruitment for both Semesters 1 and 2, but is also because the NHS contract which funded student fees for Pre-Registration courses has ended and new Health & Social Care students are funded through Tuition fee income, hence the £7.6m decrease in Health Contract. The provision against the potential impact of Covid-19 on Overseas student fees has also been reduced from £1m to £0.5m. The forecast for Overseas Tuition Fee income currently stands £4.1m (39.6%) ahead of the full year outturn for 18/19. As of May-20 the forecast for total student fees includes a provision of £1m to mitigate against potential risks of Covid-19 to income, and £747k for lost income due to drop outs in the last 2 months of the financial year.

Research income is forecast to grow by £0.9m (14.2%) year-on-year; this is a reduction of £0.4m compared to last month. Enterprise activities are forecast to decrease by £2.9m (28%) compared to 18/19. The Enterprise forecast was reduced by a further £1m this month in anticipation of the impact that the Covid-19 situation may have on this income stream, mainly regarding vacation lettings.

Recurring staff costs are forecast to increase by £3.2m (3.8%) year-on-year, down £0.6m from the position at April month end. The University finished 18/19 with a recurring staff cost of £80.8m including £3.2m of extraordinary pension costs.

The forecast for Operating expenses was increased by £0.2m this month. OPEX is expected to exceed 18/19 levels of expenditure by £0.7m (1.4%). There is a further £2.1m in Exceptional items £0.3m less than last month.

5) Contribution Analysis

The total income forecast for the Schools portfolio is £139.3m, which is £11.3m (8.8%) more than the total outturn for 18/19 and £6.7m more than budget. This does not include a high level provision of £1m made in FUNI in anticipation of the impact that the COVID-19 crisis might have on student fee income. We have reduced the provision from £2m to £1m in May as there appears to be very little impact on student income at present due to the corona virus outbreak. However, as the situation is still very uncertain we have left a £1m provision in place; the amount of income that we may need to defer into 20/21 in relation to HSC students who have interrupted their studies to work in the NHS is currently unknown as they are still being processed. The forecast also includes a provision of £747k against lost income from drop-outs processed during the final months of this financial year, giving £1.7m headroom.

ACI, BEA, BUS, ENG and LSS all increased their income forecasts this month. The forecast for total student fees was increased by £0.9m as a result of additional income from Apprenticeships and S2 recruitment as well as a more general update based current billings and drop-outs.

Total costs are forecast to increase by £6.4m (12.2%) compared to the prior year. This is £0.8m less than last month and mainly as a result of HSC reducing its staff cost forecast by £0.6m. The full year forecast for the Schools portfolio staff costs is £1.7m less than budget and YTD they are collectively underspent by £1.5m. Most significantly HSC is £1.3m underspent against budget for the YTD and BEA, £0.5m. ENG is overspent by £270k and ACI £201k YTD.

Net contribution from the Schools is be forecast to increase by £4.9m (6.5%) to £80.9m compared to 18/19, this is up by £1.7m compared to the Apr-20 position. This does not include the £1m provision in FUNI against student fee income.

Contribution per School across Teaching, Research and Enterprise activities

£'millions	Applied Sciences 18/19 Actual	May 19/20 FYF	Arts and Creative Industries 18/19 Actual	May 19/20 FYF	Built Environment & Architecture 18/19 Actual	May 19/20 FYF	Business 18/19 Actual	May 19/20 FYF	Engineering 18/19 Actual	May 19/20 FYF	Health & Social Care 18/19 Actual	May 19/20 FYF	Law & Social Sciences 18/19 Actual	May 19/20 FYF	Total All Schools 18/19 Actual	May 19/20 FYF
Income	£10.8	£11.1	£11.3	£11.4	£18.9	£20.3	£18.0	£24.4	£17.9	£19.2	£36.7	£36.6	£14.4	£16.2	**£128.0**	£139.3
Expenditure before space charge	£4.7	£5.2	£4.2	£4.7	£5.9	£6.9	£6.2	£8.5	£9.1	£9.8	£16.3	£16.8	£5.6	£6.6	**£52.1**	£58.4
Contribution	**£6.1**	**£5.9**	**£7.1**	**£6.7**	**£12.9**	**£13.4**	**£11.8**	**£15.9**	**£8.8**	**£9.4**	**£20.4**	**£19.8**	**£8.8**	**£9.7**	**£75.9**	**£80.9**
Contribution %age	56%	53%	63%	59%	69%	66%	66%	65%	49%	49%	56%	54%	61%	59%	**59%**	**58%**

The 7 schools have different levels of Research and Enterprise activities which can mask differences in Staff / Student ratios and contribution and so the_teaching only_levels of contribution is shown below.

£'millions	Applied Sciences 18/19 Actual	May 19/20 FYF	Arts and Creative Industries 18/19 Actual	May 19/20 FYF	Built Environment & Architecture 18/19 Actual	May 19/20 FYF	Business 18/19 Actual	May 19/20 FYF	Engineering 18/19 Actual	May 19/20 FYF	Health & Social Care 18/19 Actual	May 19/20 FYF	Law & Social Sciences 18/19 Actual	May 19/20 FYF	Total All Schools 18/19 Actual	May 19/20 FYF
Teaching Income	£9.9	£10.2	£10.8	£10.7	£17.8	£19.3	£17.2	£23.7	£13.9	£14.9	£32.0	£33.7	£13.9	£15.5	**£115.5**	£128.1
Teaching Staff	£3.6	£3.8	£3.1	£3.3	£4.8	£5.3	£4.3	£5.1	£4.7	£5.0	£12.6	£12.9	£4.7	£5.3	**£37.8**	£40.6
Teaching Expenditure excl. space charge	£0.4	£0.5	£0.7	£0.6	£0.7	£0.8	£1.6	£3.2	£1.1	£0.8	£1.6	£1.8	£0.7	£0.9	**£6.8**	£8.8
Teaching Contribution	**£6.0**	**£5.8**	**£7.0**	**£7.0**	**£12.3**	**£13.6**	**£11.2**	**£16.0**	**£8.1**	**£9.6**	**£17.8**	**£19.0**	**£8.5**	**£9.5**	**£70.9**	**£78.7**
Staff cost as %age of income	36%	38%	29%	31%	27%	27%	25%	21%	34%	34%	39%	38%	34%	34%	**33%**	**32%**
Contribution %	60%	57%	65%	65%	69%	70%	65%	67%	59%	64%	56%	56%	61%	61%	**61%**	**61%**
Return on Academic Investment	167%	152%	225%	213%	253%	259%	258%	315%	174%	191%	142%	147%	180%	180%	**187%**	**194%**
Full Year Student FTE	1,007	1,003	1,189	1,112	1,879	2,041	2,096	2,411	1,380	1,411	3,961	3,656	1,546	1,706	**13,058**	*13,340*
Expenditure per FTE	£3,926	£4,377	£3,198	£3,540	£2,937	£2,987	£2,840	£3,428	£4,167	£4,143	£3,581	£4,024	£3,519	£3,618	**£3,416**	£3,705
Contribution per Stud FTE	£5,900	£5,800	£5,900	£6,300	£6,500	£6,700	£5,300	£6,600	£5,900	£6,800	£4,500	£5,200	£5,500	£5,600	**£5,400**	£5,900

The School of Business is forecast to increase teaching contribution by £4.7m (42%) compared to the 18/19 outturn, as a result of strong student recruitment in both semesters 1 and 2. Staff costs are only forecast to increase by 17% putting pressure on their staff student ratio. The Schools of Engineering (£1.4m), Built Environment and Architecture (£1.4m), Health and Social Care (£1.2m), Law and Social Sciences (£1m) are also forecasting increases in teaching contribution of more than £1m year-on-year.

The School of Business and HSC have seen their staff costs expressed as a percentage of income fall year-on-year, ENG, LSS and BEA remain at 18/19 levels whilst all other Schools are forecasting an increase.

The Schools Teaching budget was set using Staff / Student ratios and with a standard investment in Operating Expenses per student. Schools predominately offering courses categorised as "high-cost subjects" by the OfS receive more funding per student to compensate for the cost of providing specialised laboratory space and technical support. It is consistent with expectations that those Schools delivering a portfolio of courses biased towards "high-cost subjects" would have a higher contribution to cover the costs incurred by Estates and Technicians required to support delivery.

6) Student Number Analysis

At the end of May-20 we had 13,343 enrolled FTE and are 7% ahead of the year on year position. This is 2 FTE more than last month. There are no students waiting to complete the enrolment process (0 at the same time last year).

[--------------------------------- New ------------------------------------]

School	May-19	May-20	Change	% Change
ASC	431	495	64	15%
ACI	497	464	-33	-7%
BEA	823	895	72	9%
BUS	920	1,346	426	46%
ENG	558	661	103	18%
HSC	1,846	1,628	-219	-12%
LSS	726	879	153	21%
YTD Total	**5,801**	**6,367**	**566**	**10%**

[------------------------------- Continuing -----------------------------------]

School	May-19	May-20	Change	% Change
ASC	524	511	-14	-3%
ACI	638	649	11	2%
BEA	1,027	1,147	120	12%
BUS	1,016	1,072	55	5%
ENG	761	749	-12	-2%
HSC	1,993	2,022	29	1%
LSS	761	827	66	9%
YTD Total	**6,720**	**6,976**	**255**	**4%**

[------------------------------- TOTAL -------------------------------]

School	May-19	May-20	Change	% Change
ASC	955	1,006	51	5%
ACI	1,134	1,113	-22	-2%
BEA	1,850	2,041	191	10%
BUS	1,936	2,418	481	25%
ENG	1,319	1,411	91	7%
HSC	3,839	3,649	-190	-5%
LSS	1,487	1,706	219	15%
YTD Total	**12,522**	**13,343**	**822**	**7%**

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7) Student Withdrawal Analysis

Month on Month

Lost income has increased from £4,120k in Apr-20 to £4,211k at May-20 month end – an increase of £91k or 2.2%. Headcount of total drop outs has also increased from 864 to 916 – an increase of 52 students (6%). In month Interruptions have increased from 371 to 398 (27 students) whilst withdrawals have increased by 25 students from 493 to 518.

The increase in total drop outs is largely made up of apprentices, CPD and other non-LSBU delivered courses such as CEG, with just a handful of FT UGs.

Year on Year

Lost income is down from £4,451k in May-19, to £4,210k in May-20 (5.4%); headcount of drop outs is down from 981 to 916 (6.6%).

UG income lost to drop outs is down year on year from £3,757k to £3,481k (7.3%); headcount is also down from 768 to 718 (6.5%).

PG lost income has increased by 5.0% from £694k to £730k, due to year on year PG fee inflation. Headcount is slightly down from 213 to 198 (7.0%)

Overall interruptions are slightly down from 403 to 398 (1.2%) whilst withdrawals are down by 10.4% on the same point last year; 578 to 518 in 19/20.

Summary

In terms of lost income we are performing better in May 2020 than in the previous year despite the Covid-19 crisis. All schools % of income lost to drop outs is down compared to May 2019, with an average of 1.0% improvement across all schools. We are £747k off the forecast for lost income of £4,958k by 31 July 2020.

Lost Fee Income' in £000K	16/17 Actuals	17/18 Actuals	18/19 Actuals
Applied Science	552	653	603
Arts and Creative Industries	429	391	538
Built Environment & Architecture	616	601	558
Business	904	998	696
Engineering	834	815	659
Health & Social Care	232	482	715
Law & Social Sciences	647	652	722
Total	4,214	4,592	4,490

May-20 Forecast 19/20	% change 18/19 vs 19/20	Forecast % income lost by Jul 20	Last 4 year school average	Lost income as at May-20
570	-5.4%	6.3%	6.5%	540
490	-8.9%	4.8%	4.8%	321
570	2.2%	3.4%	4.1%	538
850	22.2%	3.7%	5.5%	841
628	-4.7%	4.9%	6.0%	552
1,050	46.9%	4.0%	5.0%	865
800	10.8%	5.3%	5.2%	555
4,958	10.4%	4.4%	5.2%	4,211

Academic year	YTD withdrawals (incl. Interrupted)
16/17	1,055
17/18	982
18/19	981
19/20	916

% of total Income lost to drop-outs per year & forecast 19/20
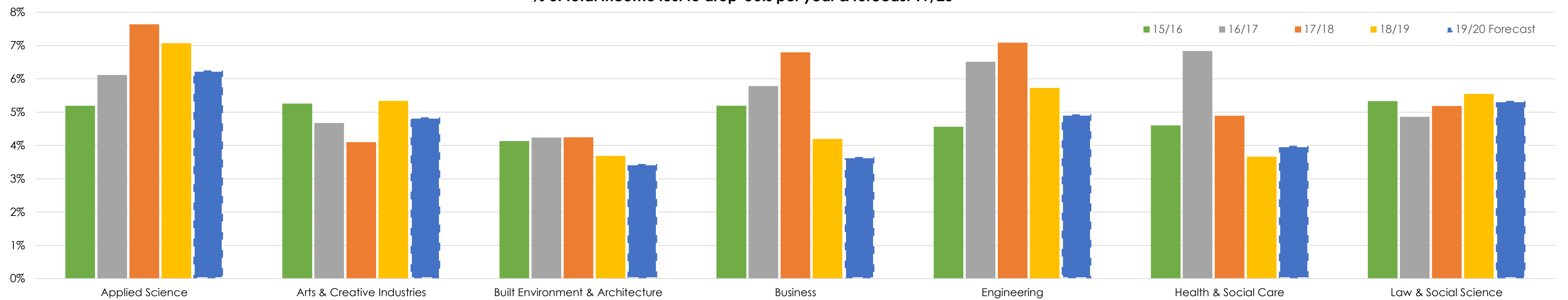
"Lost income" is the difference between income generated at Enrolment and the amount retained at the end of the Year. The University receives funding for UG students in 3 tranches; 25% for Semester 1, 25% for Semester 2 and 50% for semester 3; if a student does not progress into the following semester then a refund is generated.

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8) Income Analysis

YTD income is £11.6m (8.4%) ahead of the 18/19 position and forecast to be £5.2m (3.5%) more than the outturn for last year. The total income forecast currently stands at £154.2m; £2.1m (1.4%) more than budget.

The income forecast was reduce by £0.6m for May month end. The most significant changes are listed below:

 - **Home, EU and Overseas Student fees**. The Schools increased their forecasts by £0.9m recognising additional income from Apprenticeships, S2 recruitment, as well as a general update on the current position. The £2m provision previously created to mitigate against the risk of Covid-19 has been reduced to £1m as there has been negligible impact on student income to date due to the corona virus outbreak. However, as the situation is still very uncertain we have left a £1m provision in place; the amount of income that we may need to defer into 20/21 in relation to HSC students who have interrupted their studies to work in the NHS is currently unknown as they are still being processed.

 - **Research Grants**. The forecast has been reduced by £367k reflecting delays to research activity, particularly in TWI which cut its forecast by £196k.

 - **Vacation and term-time lettings**. The forecasts were reduced by a further £732k and £549k respectively.

 - **Food sales**. The forecast has been reduced by £788k as food outlets are closed on campus due to lockdown measures.

YTD Home and EU UG student fee income is £12.9m (17.5%) ahead of the equivalent period last year and is forecast to be £12.0m (16.4%) ahead of the outturn for 18/19. The forecast includes a £0.5m high level provision against the impact of Covid-19.   A further £0.5m has been provided against Overseas tuition fees. Whilst the hit to student fees may not be of this magnitude the provision provides some headroom to mitigate for further losses to income that may arise as a result of the corona virus situation.

YTD Research income is £316k (5.8%) behind the budgeted position for May-20 and £81k (1.6%) ahead of the same period in 18/19. The University is expecting to deliver £851k (14.2%) more than the outturn for 18/19 and has YTD delivered 74.9% of the total forecast for the year. The forecast has been decreased by £366k, reflecting the impact that the Covid-19 outbreak is expected to have on research income as lab activities are delayed.

Enterprise income as at the end of May-20 was £836k (11.5%) less than the same period in 18/19 and £463k (6.7%) behind budget.   The income forecast was reduced by a further £964k this month in anticipation of income lost from vacation lettings, CPPD courses and other projects due to the Covid-19 outbreak. The FYF is £3.1m less than budget.

9) Staff Cost Analysis

In terms of recurring staff cost the University has spent £1.3m (1.8%) less than budget for the first 10 months of the year, at the current run-rate the University should achieve forecast of £87.2m - £2.4m less than budget. The Schools portfolio is currently underspent by £1.5m against budget; the Schools of Health and Social Care, and Built Environment and Architecture are particularly behind in terms of spend, £1.3m and £0.6m respectively.

Collectively the PSGs are £184k over budget. This includes unbudgeted costs of £469k relating to staff working on the LEAP project and £114k relating to Lambeth which will be recharged at the end of the year. These are offset by an underspend in TWI (£414k) due to a reduction in income generating activities.

Recurring staff costs for May-20 are £5.5m (8.2%) more than for the comparable period in 18/19. The spend on Academic staff cost is £2.1m (6.4%) higher compared to the same period in 18/19.   Support staff costs have also risen year-on-year and are £2.4m (7.5%) more than the equivalent period last year.

Staff costs expressed as a percentage of income are forecast to be 56.6% for the year.

10) Operating Expense Analysis

Operating Expenses are £0.7m (2%) underspent against budget for the YTD, and we have incurred £2.7m (8.1%) more costs than for the comparable period in 18/19. This difference is because YTD we have recognised £2.5m more in terms of overseas agency fees compared to the equivalent period in 18/19 and there have been additional rent and set-up cost of £1.7mf for the PortaKabins and Tabard Street.

We are forecasting an overspend of £2.6m against budget for the year due to unbudgeted costs of £2m to cover the set-up and rental costs for the PortaKabins and Tabard Street, and an additional £1.7m for overseas recruitment agency fees (a further £0.3m has been added to the forecast this month).

In May we reviewed the funding required from the investment pot for pre-existing projects approved by the Executive and transferred outstanding budget requests into local budgets. This increased the budget for OPEX and Staffing in SMT areas, and reduced the balance in Exceptional items in FUNI. Since the Covid-19 outbreak no new investments have been approved by the Executive or drawn down from the Investment Pot.

11) Interest Payable

Interest payable is £733k over budget. The overspend sits in Finance and relates to management charges that will be recharged to Lambeth College at the end of the financial year. The forecast for the year remains as per the budget as the overspend will be recouped.

12) Exceptional Items

The forecast for Exceptional Items has been decreased by £0.3m to £2.1m. This balance is designated for investment in Covid-19 recovery plans, to mitigate against further risks of Covid-19 and to provide for other unforeseen costs that may occur before the end of the year and protect our contribution for the current year.

13) Budget Analysis

The University operates on a Portfolio basis so members of the Executive are expected to manage their portfolio as a whole and if one area requires additional funds this can be generated by reducing investment in another area of the Executive's responsibility. Where it is anticipated that an Executive's consolidated portfolio will not to deliver its budgeted contribution, an application for funding from the Investment post should be made via a business cases to the University's Executive.

Management Summary Report from August 2019 To The End Of May 2020

SMT Area: **All**

Cost Centre: **%**

London South Bank University

Full Year Outturn Last Year (£)	YTD Actuals Last Year (£)	Description	FULL YEAR				YEAR TO DATE				Note	Full year Forecast less Actual YTD (£)
			2019 Forecast (£)	2019 Budget (£)	Variance - Forecast to Budget (£)	%	2019 Actuals (£)	2019 Budget (£)	Variance - Actuals to Budget (£)	%		
-149,049,467	-138,426,989	Total Income	-154,219,681	-152,100,000	2,119,681	1%	-150,031,207	-139,746,285	10,284,922	7%		-4,188,474
85,203,850	67,964,568	Total Staff Costs	88,711,546	91,131,327	2,419,781	3%	72,888,834	74,234,135	1,345,301	2%		15,822,712
9,352,180	7,358,815	Total Depreciation	10,500,000	10,500,000		%	7,098,044	6,976,671	(121,373)	(2%)		3,401,956
47,234,281	33,692,909	Total Other Operating Expenses	47,890,306	45,270,204	(2,620,102)	(6%)	36,409,916	37,137,858	727,942	2.0%		11,480,390
4,360,146	3,532,942	Total Interest Payable	3,532,906	3,532,906		%	3,706,925	2,973,503	(733,423)	(25%)		-174,019
		Total Exceptional Items	2,084,922	165,563	(1,919,360)	(1,159%)						2,084,922
		Total Internal Allocations					280		(280)			-280
-2,899,009	-25,877,754	Contribution	-1,500,000	-1,500,000	1	%	-29,927,208	-18,424,119	11,503,089	62%		28,427,207
57.2%		Staff costs as % of income	57.5%	59.9%			48.6%	53.1%				
1.9%		Contribution %	1.0%	1.0%			19.9%	13.2%				

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	CONFIDENTIAL
Paper title:	LSBU Recruitment & Retention Update
Board/Committee(s)	Finance, Planning and Resources Committee
Date of original meeting(s):	30 June 2020
Authors:	Mehmet Tarhan – Planning and Insight Manager Karen McLernon - Head of Performance Analysis Jamie Jones - Director of Student Services
Sponsor:	Nicole Louis – Chief Customer Officer
Purpose:	To note
Recommendation:	The committee is requested to note the recruitment and retention update.

Executive Summary

Recruitment
The University has achieved 49% of its overall recruitment target of 7,820 FAs for S1, with 3,820 generated across all provision so far. This is a marginal change of 0.6% year-on-year but there are broader movements within individual areas. Undergraduate performance in particular is strong overall, with FAs up 8.2% versus last year (+210 FAs). Overseas acceptances are down 55% overall (with 165 fewer Unconditional-FAs in UG, and 170 fewer in PG), and this is where we are seeing the main impact of Covid-19. On current trajectory, forecasts indicate that the University will achieve a range of 3,260 to 3,430 Pre-Clearing FAs across Home/EU UGFT courses. For Clearing we are expecting to fill a gap of 1,500 – 1,570 FAs in the worst-case scenario and 1,340 – 1,400 FAs in the best-scenario.

Retention
Data on withdrawals and interruptions since March is significantly impacted by Covid-19 and is therefore not directly comparable to last year's position. The low withdrawal numbers seen across March to May reflect a pause on LSBU initiated withdrawals during the pandemic. The small numbers of interruptions in those months are student initiated, with the exception of 72 Nursing Apprentices who were interrupted to support the NHS frontline. Therefore, only the School of Health and Social Care reports an increased proportion of interrupted students compared to last year; all other schools currently report lower proportional withdrawals and interruptions. Lost income due to withdrawals and interruptions stands at £4.2m or 3.7% of total income, a 1 percentage point improvement on last year's 4.7%. The full year forecast for lost income remains at £4.96m.

Student Service

Across the 3 reporting areas (Student Life, Wellbeing and Student Administration / Extenuating Circumstances) we see a sharp rise in the number of interactions with students during the early period of the Covid-19 (pandemic). This can be attributed to students reaching out to us for support with Hardship Funding, their Mental Health and concerns around their assessment marks (hence the increase in Extenuating Circumstances claims). This spike continued into April and May for those students wanting to access our Retention/Hardship Fund and those submitting Extenuating Circumstances requests.

Lambeth College

While there is normally a decline in application rates during school holidays, the ongoing closure of schools due to social distancing measures has had a more pronounced effect on applications. Total applications from 16-18 year olds are now approximately five percentage points lower than at the same point in 2019/20. If the trend continues, the College expects a decline of approximately 25 fewer funded students compared to the previous year, with 435 funded 16-18 year-olds from external application sources versus 460 in September 2019/20.

In terms of existing student progression, internal boards are now underway, and initial data indicates progression rates are likely to be in line with previous academic years. However, the pool of potential students who are eligible for progression is smaller for 2020/21 so final numbers converted to funding are expected to decline from 460 in 2019/20 to 420 in 2020/21.

Recommendation

The committee is requested to note the recruitment and retention update.

The university has achieved 49% of its recruitment target so far, with 3,820 FAs generated across all provision against a target of 7,820 FAs. Overall recruitment is flat with a marginal change of 0.6% year-on-year (+20 FAs), but broader movements occur in individual areas.

Overall UGFT FAs are up 8.2% versus last year (+210 FAs). Schools driving this performance are HSC, APS and ENG – other Schools are down -5 to -80 FAs [Appendix A]. We do expect FA growth in most Schools by the start of Clearing, as we have increased total offers from 12,300 last year to 15,000 this year. Trends indicate the cycle is operating normally (albeit on a delayed timeline after changes to UCAS deadlines). As such, the university has received replies for 75% of its offers to date – far below last year (95%). We expect 2,500 replies in the coming two weeks; nearly half are 18-year-olds: our most populous but poorest converting group of offer-holders [Appendix B].

Overall overseas acceptances are down -55% year-on-year (-165 in UG, -170 in PG). Fewer overseas students have submitted deposits versus last year. The uncertainty around the detail of S1 teaching has had implications on visa issuance, delaying overseas conversion. Moreover, overseas visa centres have only recently started reopening, while many others remain closed. Fewer students will commit to studying international degrees if UKVI do not relax regulations to allow universities to sponsor visas for online study only. In response to this, we have reduced the income expectation from overseas students, and are monitoring recruitment closely against these revised projections. We will shortly launch a survey to overseas offer-holders to determine their intentions starting in September. It will give us insight into how many offer-holders intend to continue (both online and on campus), withdraw, or defer their place. This will enable more robust planning in respect to overseas income.

The University has sent a communication to all applicants (and students) informing them that S1 teaching will follow a blended learning approach. Applicants will receive further communications regarding teaching when details are finalised. Internally, admissions officers have not yet seen a rise in the number of formal deferral requests. UCAS data reaffirms this nationally, revealing that 31,400 students have deferred sector-wide (versus 30,700 last year). Retaining our FAs throughout summer will be important. We are focussing on how to leverage and communicate our student experience plans to applicants to ensure they remain engaged, and considering the potential use of Unibuddy to introduce and connect students with their academics tutors and peers.

The OfS have informed us of our enrolment cap for 20/21 entry. It stands at exactly 4,148 UGFT Home/EU enrolments inclusive of both S1 and S2. The outcome is positive: the university can enrol up to its original target agreed in April (4,070), and beyond by an additional 2% (or 78 students) – if there is opportunity to.

In response to separate guidance issued by the OfS on unconditional offer making on predicted grades, LSBU has suspended this practice for the remainder of this cycle. The OfS have advised that unconditional offers on creative arts courses with auditions or interviews can continue – so this suspension does not affect ACI. The university processed the vast majority of its UO-Scheme offers prior to the moratorium in March; therefore, the ongoing impact of this suspension is minimal in regards to our September recruitment outcome.

(Table 1 – Home/EU/OS recruitment performance versus target and year-on-year; RADAR 07 June 2020)

RADAR - 07 Jun	Progress to Target and Year on Year Comparisons					
Course Type S1 20/21	Year to date Firm Accepts	Target Firm Accepts	Progress to Target	Last Year to Date Firm Accepts	% +/- Change	+/- Change
UGFT	2,738	4,825	56.7%	2,530	▲ 8.2%	208
UGPT	118	501	23.6%	106	▲ 11.3%	12
Apprenticeships	94	692	13.6%	88	▲ 6.8%	6
PGFT	752	1,314	57.2%	871	▼ −13.7%	−119
PGPT	112	456	24.6%	152	▼ −26.3%	−40
Study Abroad	8	33	24.2%	54	▼ −85.2%	−46
	3,822	7,821	48.9%	3,801	0.6%	21
Home	3,030	6,560	46.2%	2,862	▲ 5.9%	168
EU	521	399	130.5%	332	▲ 56.9%	189
OS	271	861	31.5%	607	▼ -55.4%	-336

NB: EU at 130% progress to target is misleading. Fee Status is based on nationality at application stage, which is unreliable. At enrolment each year, large numbers of EU students are reclassified as Home, as a comprehensive residency check is conducted then to find out their correct Fee Status.

RECRUITMENT FORECASTS AND CLEARING OUTLOOK (HOME/EU S1 20/21 – ONLY UGFT COURSES)
Earlier forecasts indicated a total outturn of 3,100 to 3,300 Main Cycle FAs. On current trajectory, this now stands at 3,260 on the lower end up to 3,430 in the higher end. The university achieved 3,000 Main Cycle FAs last year, so 3,260 FAs would represent 8.6% growth. The model takes into account year-to-date conversion trends across different offer-holder demographics [Appendix B], with different weightings applied to project FA outturn up to mid-July. Additionally, with application inflows into the university tracking very closely against last year on a week-to-week basis, including since the Covid-19 crisis, the planning assumption is that we will to receive our annual 'Pre-Clearing spike' of applications at the end of June [Appendix C].

In the worst-case scenario (C), we will enter Clearing with a gap to fill of 1,500 to 1,570 FAs. The range is to account for loss at Confirmation. If the university can retain more students, the Clearing goal will be on the lower end; conversely, if more students are lost then the goal will be higher (Table 2 below). Confirmation last year saw 715 students exit via various routes [Appendix D], but 300 students entered through the UCAS Insurance Choice mechanism, offsetting the net loss to -415 FAs. The university can further offset this by reducing its Clearing tariff to capture students that would otherwise be rejected, but as our tariff is already very accessible, reducing it further would not generate significant upside. It could nonetheless help retain a smaller number of existing FAs.

Regardless of our entry scenario, the majority of Clearing recruitment must be in non-Health subjects. Appendix E shows each School's current position versus recruitment target, with a recap of Clearing 2019. Last year the university achieved 1,450 FAs through Clearing but this number includes circa 200 GSM FAs.

(Fig 1 and Table 2 – Home/EU UGFT year-on-year cumulative FAs and Clearing forecasts)

Timeline	Forecasts	A	B	C
Main Cycle	**Home/EU UGFT Recruitment Target**	**4415**		
	Current FA Position - *Early June*	2675	2675	2675
	Projected FA Position - *Mid June Deadline*	3340	3225	3185
	Projected FA Position - *Pre Clearing*	3430	3325	3260
	Projected FA versus Target (%)	**77.7%**	**75.3%**	**73.8%**
Confirm-ation	**Confirmation Loss**	**Estimated -353 to -477**		
	Confirmation same as last year	-415		
	Confirmation loss higher ▲ (+15%)	-477		
	Confirmation loss lower ▼ (-15%)	-353		
Clearing	**Clearing Gap to Fill (FAs)**	1338 to 1400	1443 to 1505	1508 to 1570

NB: This is based on achieving 4,415 FAs, which will achieve our Enrolment Target of circa 4k students on a 90% conversion. The university has historically operated on this 10% attrition rate. With the move to digital enrolment, conversion could change. Stronger conversion between FA and enrolment will require fewer than 4,415 FAs.

1. Executive Summary

- Data on withdrawals and interruptions since March is significantly impacted by Covid-19 and is therefore not directly comparable to last year's trajectory. The low withdrawal numbers seen across March to May reflect a pause on LSBU initiated withdrawals during the pandemic. The small numbers of interruptions in those months are student initiated, with the exception of 72 Nursing Apprentices who were interrupted to support the NHS frontline. Therefore, only the School of Health and Social Care reports an increased proportion of interrupted students compared to last year; all other schools currently report lower proportional withdrawals and interruptions.
- The final withdrawal rates for the academic year depend on the outcomes of the July exam boards and September re-sit boards.
- Lost income due to withdrawals and interruptions stands at £4.2m or 3.7% of total income, a 1 percentage point improvement on last year's 4.7%. The full year forecast for lost income remains at £4.96m.

Figure 1: YTD Withdrawals and Interruptions

	May 2020 YTD		May 2019 YTD	
	Student headcount	%	Student headcount	%
Withdrawals	482	3.1%	587	3.9%
Interruptions	621	4.0%	625	4.2%
Total	**1103**	**7.1%**	**1212**	**8.1%**

A similar level of withdrawals as seen in 2018/19 (3.9%) would equate to 131 more students withdrawing than have been reported to date in 2019/20.

2. Withdrawals

Figure 2: YTD Withdrawals (%)

	Aug YTD	Sept YTD	Oct YTD	Nov YTD	Dec YTD	Jan YTD	Feb YTD	Mar YTD	Apr YTD	May YTD	June YTD	July YTD
2018/19	0.3%	0.3%	0.9%	1.7%	2.3%	2.5%	2.8%	3.2%	3.7%	3.9%	4.0%	3.9%
2019/20	0.3%	0.4%	1.1%	1.9%	2.3%	2.4%	2.8%	3.0%	3.1%	3.1%		
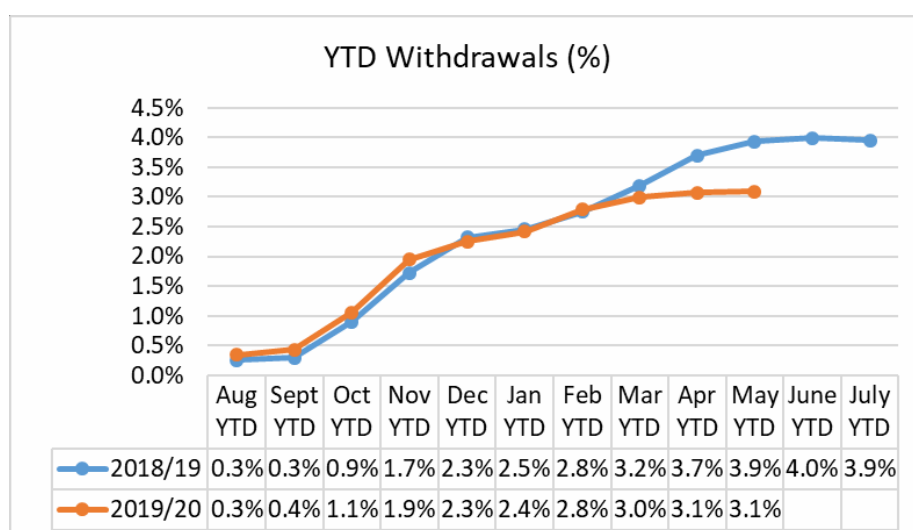
Withdrawal rates have remained flat since March for the Covid-19 related reasons described above.

In the month of May, the number of students that withdrew is much lower at 4 compared to last year's 41 students. All schools have a lower than proportion of students that withdrew and all schools except Business have lower numbers of students that withdrew compared to last year.

The proportion of year 1 part-time First Degree students that withdrew in the year to date is higher than year 1 full-time First Degree students (7.4% compared to 5.4%). The proportion of year 1 full-time First Degree students that withdrew is lower than last year's 7.0%.

Figure 3: April YTD withdrawal reasons

April YTD Withdrawal reasons (%)
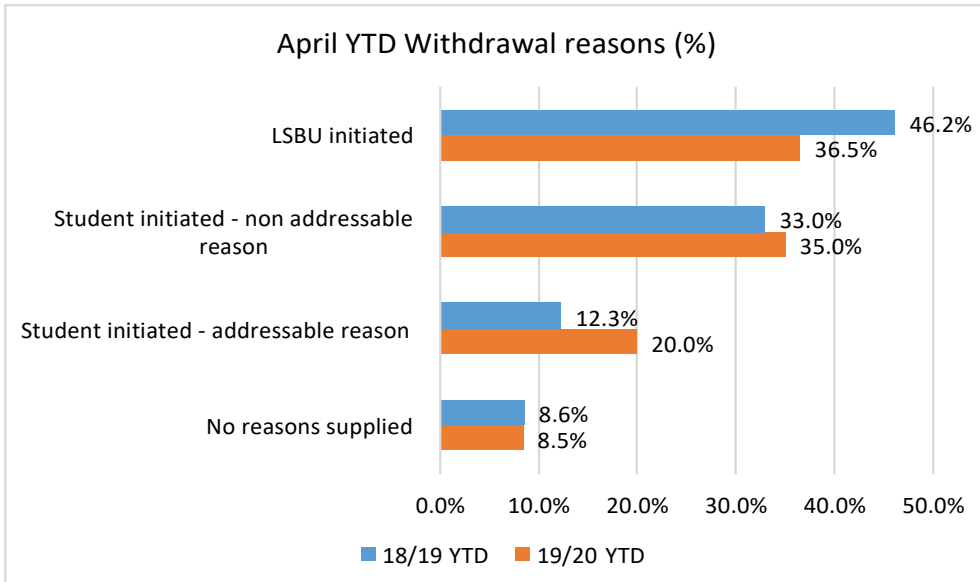
We have not received withdrawal reason data for May. Given the low number of withdrawals this month, the YTD reasons as of April remain directionally accurate.

LSBU initiated withdrawals have reduced as a proportion of withdrawal reasons as they have been paused during the pandemic. The relative increase in the proportion of student initiated withdrawals needs to be viewed in this context, although LSBU has seen an increase in students transferring to other institutions to 35 compared to 15 last year.

3. Interruptions

Figure 4: YTD Interruptions (%)

YTD Interruptions (%)

	Aug YTD	Sept YTD	Oct YTD	Nov YTD	Dec YTD	Jan YTD	Feb YTD	Mar YTD	Apr YTD	May YTD	June YTD	July YTD
2018/19	0.5%	1.4%	2.0%	2.5%	2.8%	3.0%	3.3%	3.5%	3.9%	4.2%	4.3%	4.4%
2019/20	0.7%	1.4%	1.8%	2.3%	2.6%	2.8%	3.0%	3.3%	3.9%	4.0%		
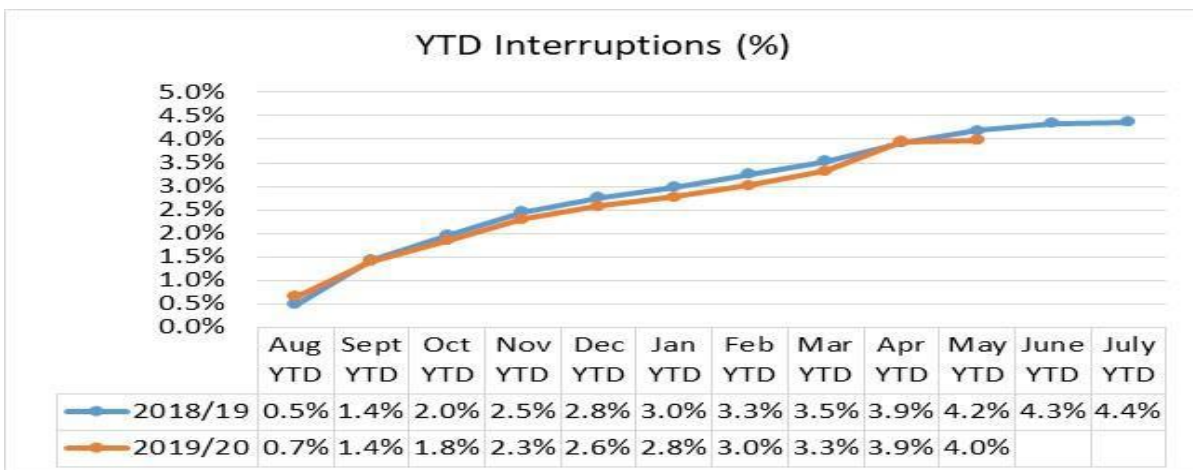
In the month of May, the number of interruptions is much lower at 8 compared to last year's 47 students.

The spike in interruptions in the month of April resulted from a significant number of HSC Apprentices interrupting their studies to support the NHS frontline during the peak of the pandemic.

The proportion of PG students that interrupt remains higher than the proportion of UG students (5.2% compared to 3.6% for the year to date).

For further detail on the number and proportion of withdrawals and interruptions by School, please see the charts in appendix A and B.

For additional information on withdrawals and interruptions by school and course, please refer to the Withdrawals and Interruptions dashboard in MIKE[1]. Please note the data in MIKE is updated on a daily basis, showing the latest information from the student record system.

Please note there have been changes to the number of withdrawals and interruptions in prior months compared to the previous report due to backdated data processing by Registry.

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[1]

https://anaximander.lsbu.ac.uk/ibmcognos/bi/?perspective=dashboard&pathRef=.public_folders%2FMIO2%2FInstitutional%2FWithdrawals+and+Interruptions+dashboard&action=view&mode=dashboard

Overview

Across the 3 reporting areas (Student Life, Wellbeing and Student Administration – Extenuating Circumstances) we see a sharp rise in the number of interactions with students during the early period of the Covid-19 (pandemic). This can be attributed to students reaching out to us for support with Hardship Funding, their Mental Health and concerns around their assessment marks (hence the increase in Extenuating Circumstances claims). This spike continued into April and May for those students wanting to access our Retention/Hardship Fund and those submitting Extenuating Circumstances requests.

<u>Student Life</u>

Students concerns over the Covid-19 pandemic caused a spike in enquiries during April (highlighted in green). This includes a number of students advising us that they were self-isolating or had contracted the virus and needed our advice and guidance. We saw a decline during the period, categories that relate directly to our Student Life Helpdesk interactions (e.g. those categorised as "Student Life".

The graph below shows a steep rise, year on year, in e-mails received by the Student Life team during the Covid-19 period (March-May). We had encouraged students to use this as the main method of communication so this rise was anticipated, and staff time allocated to deal with the expansion, keeping to our interim SLA of responding within 24 hours to all e-mails received.
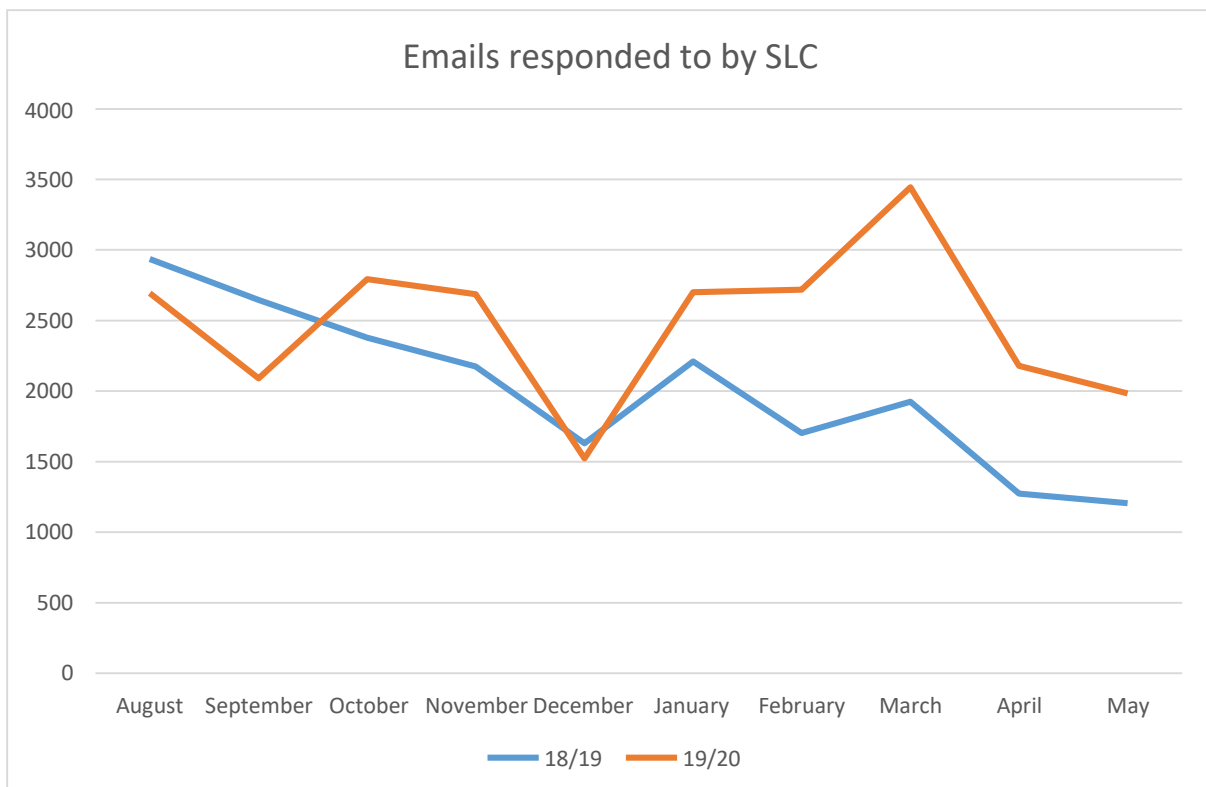
Student Retention/Hardship Fund Spending Report

The table below shows a monthly breakdown of spend for the Student Retention Fund for the 19/20 academic year compared to the 18/19 academic year. The period in which we changed the assessment process of the fund to deal with Crisis Cases due to the Coronavirus Pandemic has been highlighted in green (commenced 23rd March 2020). At this point, the fund switched to being primarily focussed on hardship. During the pandemic we have quickly and effectively dealt with student requests for additional hardship funding, with over 700 students accessing the fund with an average award of £310. We have also provided funding for circa 65 laptops, the finances for which are contained within the figures below.

LBU Group Executive approved the additional funding required to urgently expand our Retention/Hardship Fund, to provide this level of support to students.

Month	19/20	18/19
August	£3,394	£1,781
September	£2,514	£1,966
October	£9,245	£8,478
November	£11,247	£11,093
December	£9,248	£8,607
January	£16,726	£4,253
February	£3,716	£7,444
March	£32,469	£11,029
April	£75,000	£11,460
May	£61,750	£3,868
	£225,309	£69,978

The line graph below charts the year on year spend for the fund, and clearly indicates the spike during the pandemic period. It also shows the slight dip in May, which can be attributed to students receiving their Student Finance England funding at the end of April. We are now planning the level of Retention Funding needed for 2020/21.

Student Retention Fund Monthly Spend
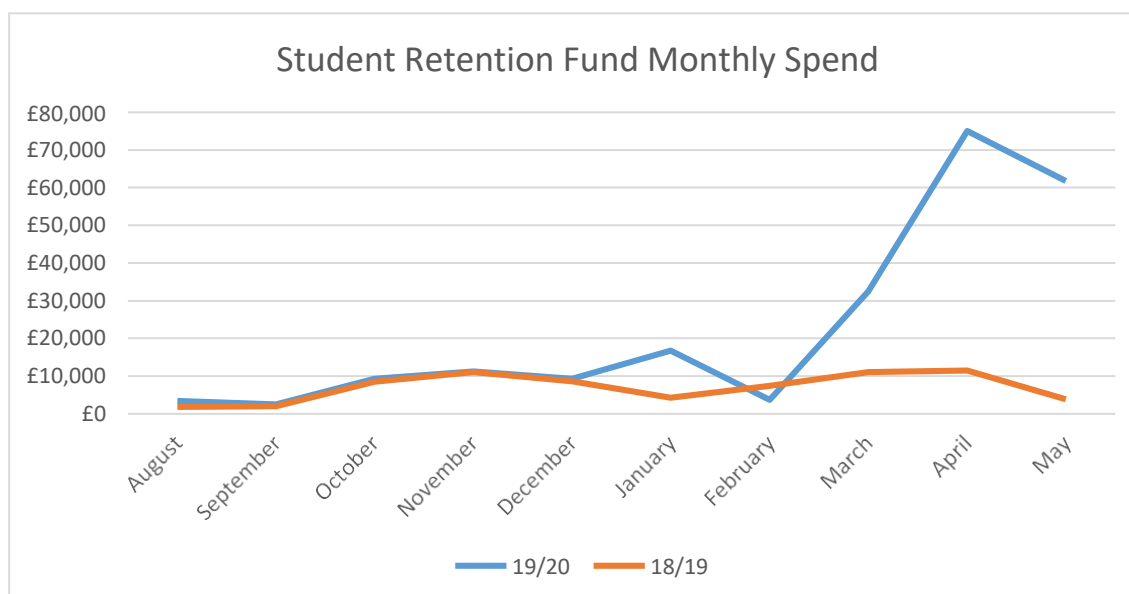
The pie charts below show the 19/20 monthly spend as % of total spend against that from 18/19. You can see that the period from March onwards accounts for three quarters of spend for 19/20 but only one third of that in 18/19. Again, this can be attributed to the needs of our students for financial assistance during the pandemic.


19/20 Monthly Spend

■ August ■ September ■ October ■ November ■ December ■ January ■ February ■ March ■ April ■ May

18/19 Monthly Spend

■ August ■ September ■ October ■ November ■ December ■ January ■ February ■ March ■ April ■ May

Page 29
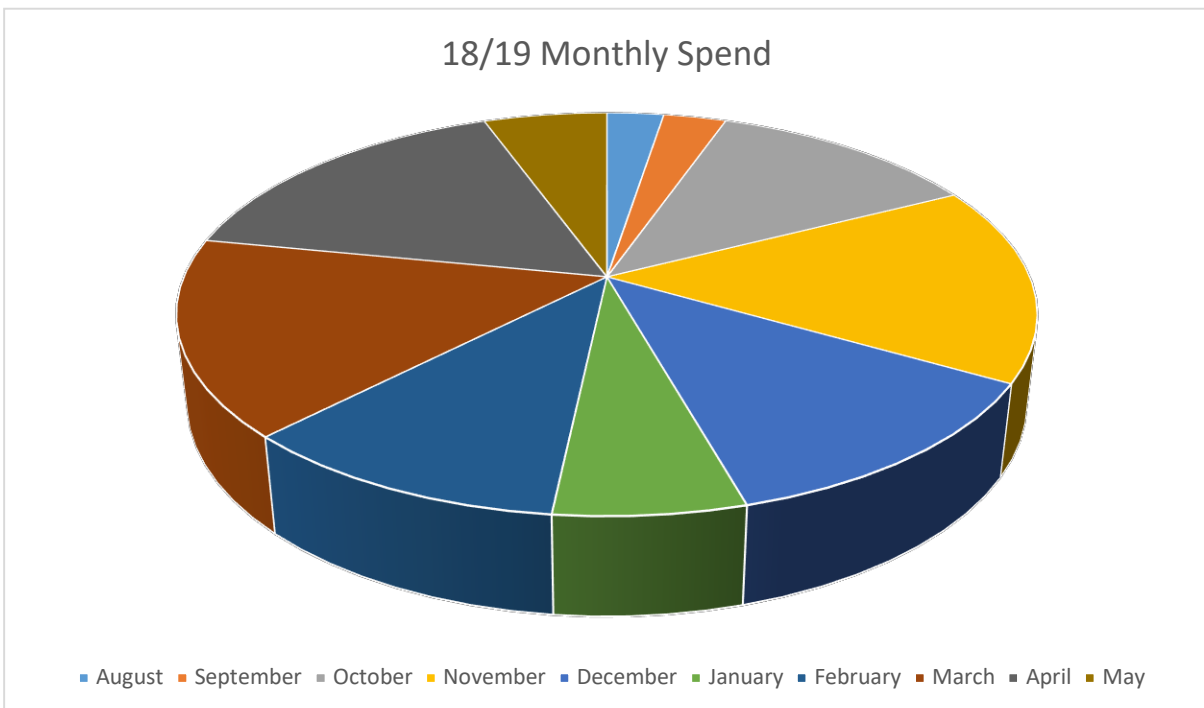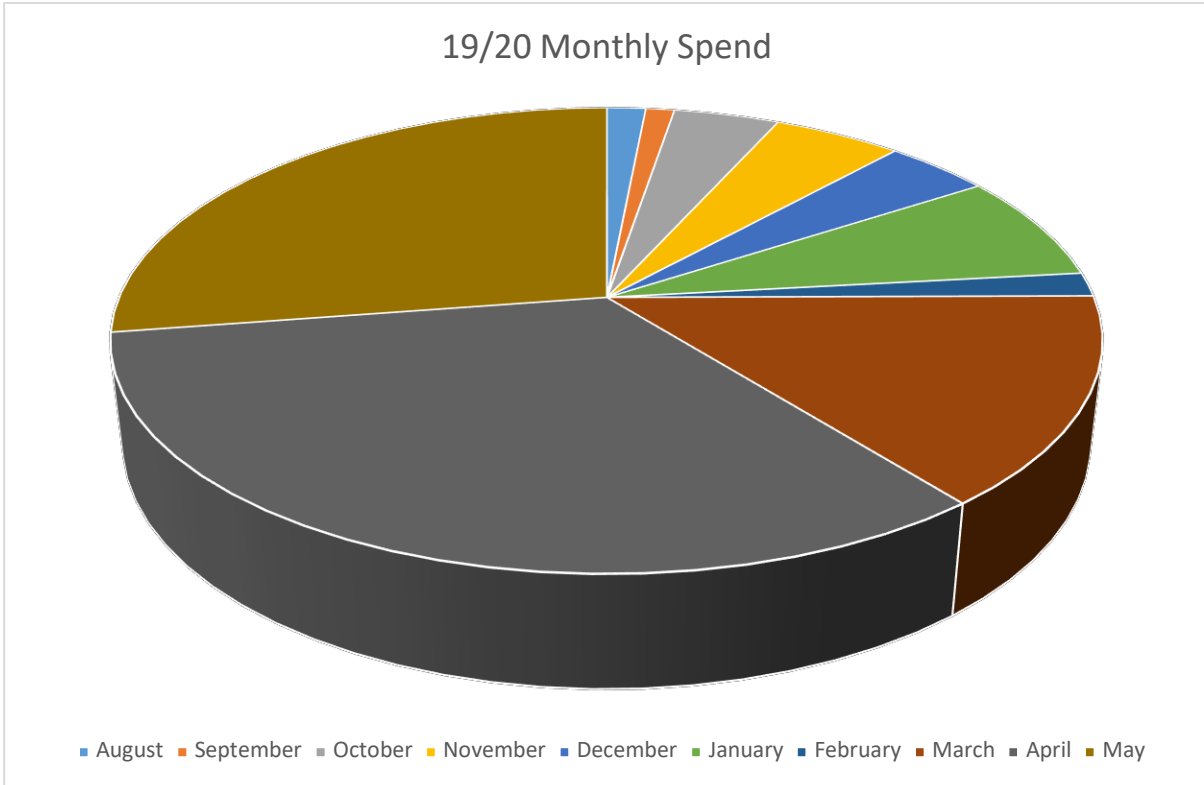
Student Wellbeing

Students declaring a disability to LSBU	01/08/2018 – 31/05/2019	01/08/2019 – 31/05/2020	% change
Total no of students	2429*	2495	3% increase

*indicative using midpoint between known data until 31/01/2019 and known data until 31/08/2019

The number of students at LSBU declaring a disability has remained stable, with a small overall increase this year. The Disability and Dyslexia Support team (DDS) have removed the requirement for students with a specific learning difficulty to have a face to face appointment with an adviser in order to access support (though students can have an appointment if they wish). Instead advisers coordinate support on the student's behalf, communicating by email and phone. This has streamlined the way in which that student group is supported and allowed advisers to use any time saved to increase the time spent working collaboratively with academics to develop inclusive teaching and learning practices.

Number of Mental Health and Wellbeing appointments offered			
	01/08/2018 – 31/05/2019	01/08/2019 – 31/05/2020	% change
August	100	78	22% decrease
September	108	118	9% increase
October	226	244	8% increase
November	240	246	3% increase
December	206	207	0
January	181	183	0
February	199	213	7% increase
March	198	261	32% increase
April	151	171	13% increase
May	170	159	6% decrease
Total to date	**1779**	**1880**	**6% increase**
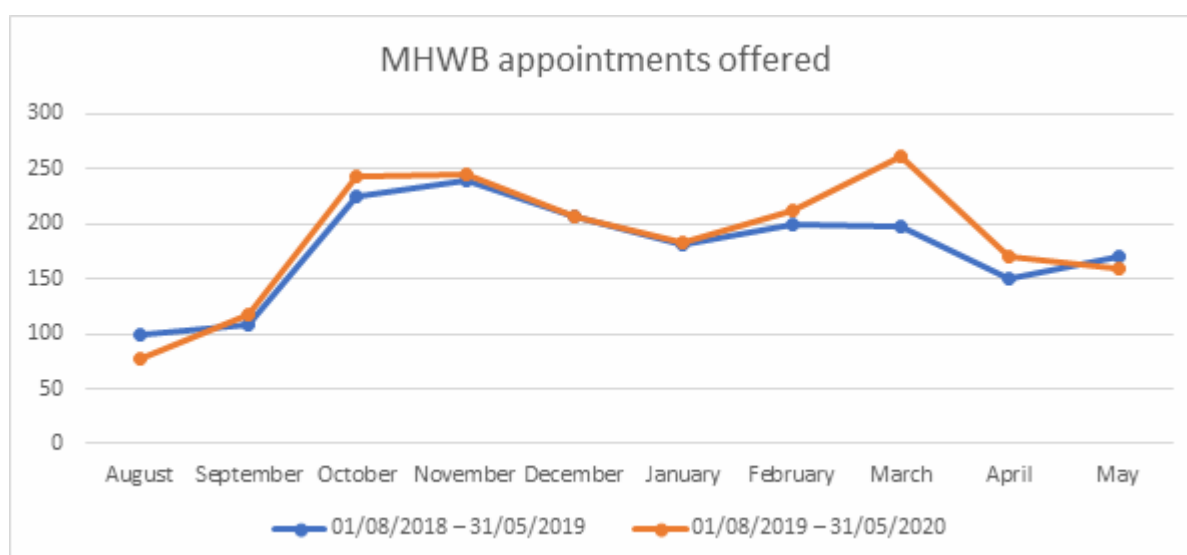
The demand for MHWB appointments has slightly increased overall, despite the adjustment to remote delivery since March 2020. Appointments have been delivered remotely with increased flexibility with availability at evenings and weekends. The figures suggest the additional posts identified through Align, and in post since January 2020, have allowed current demand levels to be

safely met, and set the service up well to deliver support flexibly to students across the 20/21 academic year.

The MHWB post has been vacant since June 2019, with the new manager joining the team this month.

Safety Concern Response

	01/08/2018 - 31/05/2019	01/08/2019 - 31/05/2020	% change
Total Cases	154	64	58% decrease

There are three main reasons for the reduction in cases seen by Safety Concern Response. Firstly is that sexual violence reports are now captured and managed separately. Secondly, the introduction of welfare staff in residential team (within estates) so incidents are being resolved within accommodation. The teams work closely together to ensure effective cross-university response to safety concerns. Thirdly the significantly reduced number of students in halls and absence of students on campus since March 2020. The Head of Wellbeing is leading an impact assessment and review of safety concern processes under remote learning conditions to ensure best practice for the coming academic year.

Student Administration - Extenuating Circumstances

Students can apply for "Extenuating Circumstances" if they feel that their ability to undertake an assessment has been significantly impacted by external factors. For the pandemic period, we have relaxed the need for students to provide evidence (medical or other) to support their Extenuating Circumstances claims. The significant rise in claims during this period is highlighted in green in the table below and is represented by the significant spike in the graph.

Month	18/19	19/20	Grand Total
Jan	863	825	1,688
Feb	340	215	555
Mar	356	1,266	1,622
Apr	547	2,703	3,250
May	1,067	3,156	4,223
Jun	448	-	448
Jul	220	-	220
Aug	259	1	260
Sep	188	10	198
Oct	155	63	218
Nov	294	246	540
Dec	294	327	621
Grand Total	**5,031**	**8,812**	**13,843**

End

APPENDICES

RECRUITMENT
Appendix A – Schools UGFT recruitment performance and Active Offers (Home/EU/OS)
These are all the Active Offers that have yet to reply to their offers. We are expecting 2.5k replies in the coming weeks, with the remaining 1.7k to reply in mid-July as they applied after 15 January.

RADAR - 07 Jun	Progress to Target and Year on Year Comparisons				Active Offer-Holders	
School S1 20/21	Year to date Firm Accepts	LYTD Firm Accepts	% +/- Change	+/- Change	Active Offers	LYTD
ACI	282	288	▼ −2.1%	-6	399	80
APS	290	269	▲ 7.8%	21	560	138
BEA	154	171	▼ -9.9%	−17	325	142
BUS	345	424	▼ −18.6%	-79	1,075	435
ENG	236	207	▲ 14.0%	29	692	182
HSC	1,079	784	▲ 37.6%	295	536	148
LSS	352	387	▼ -9.0%	-35	663	224
UGFT Home/EU/OS	**2,738**	**2,530**	▲ **8.2%**	**208**	**4,250**	**1,349**
Home	2,200	2,061	▲ 6.7%	139	2,490	502
EU	475	240	▲ 97.9%	235	868	240
OS	63	229	▼ -72.5%	−166	892	607

RECRUITMENT
Appendix B – Year to Date Conversion Rate by Offer-Holder group
These are the 2.5k Active Offers we expect a reply from this month, split by age and volume. Next to it are the replies we have received to date from them and the Firms generated, with the respective conversion rate. Scenario A in the Recruitment Forecasts assumes that the year-to-date conversion rate will continue as-is until the end of the cycle. In Scenarios B and C we down-weighted the conversion rates by differing amounts, with Scenario C taking the more pessimistic view.

Age Group	Remaining Active Offers (Earlies Only)	Year to Date Replies to Offers	Firms from Replies	Year to Date Conversion R (%)
18 or under	1197	5337	934	18.2%
19-20	715	2781	654	23.5%
21-24	277	921	298	32.4%
25 or more	354	1420	719	52.8%

RECRUITMENT
Appendix C – Application Inflows
On a week-to-week basis, applications have tracked very closely against last year (excluding the higher January peak – due to 18-year-old applicants).The planning assumption is that we will see our annual Pre Clearing spike at the end of June, which has been factored into the forecasts.

Weekly UGFT UCAS Application Inflow to LSBU 2019-2020
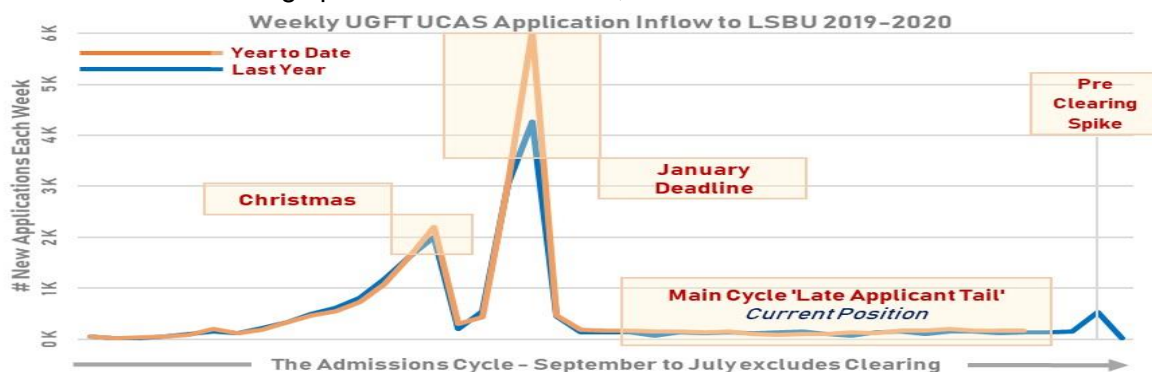
RECRUITMENT

Appendix D – Confirmation

The university loses students in the following ways during the Results Confirmation and Clearing period –

1. Confirmation Rejection (student did not meet our entry requirements) **(270 LY, mainly HSC)**
2. Confirmation Decliner (student decided to move to another university) **(250 LY, mainly non-HSC)**
3. Confirmation Deferral (student decided to defer their entry to the following intake) **(110 LY)**
4. Confirmation Withdrawal (student changed their mind about going to university completely) **(85 LY)**

The university can also gain students in the following ways –

1. UCAS Insurance Choice mechanism (LSBU becomes their Firm choice if they don't get into their original first choice) **(gained 300 LY)**

RECRUITMENT

Appendix E –Last Year's Clearing Performance and Current Outlook – Home/EU UGFT

Last year's Clearing performance below is inclusive of circa 200 FAs from GSM (but mainly in Business and Law/Social Science courses). Generally, most of the offers we make in Clearing convert into FAs – however the conversion between Applications to Offer is much weaker. This is not always due to tariff but other factors too (for instance, the applicant may submit an application but then fail to engage in the rest of the process).

Clearing 2019	Last Years Clearing Performance (inc GSM)			
School S119/20	Clearing Apps	Clearing Offers	Clearing FAs	App to FA (%)
ACI	195	86	76	39.0%
APS	427	208	187	43.8%
BEA	361	148	128	35.5%
BUS	1,058	489	424	40.1%
ENG	556	309	248	44.6%
HSC	633	81	80	12.6%
LSS	876	353	312	35.6%

The below shows each Schools current UGFT Home and EU position in respect to target, with the current gap in FAs shown in the last column. In most Schools excluding HSC, the Clearing requirement will be 25% to 40% of their target.

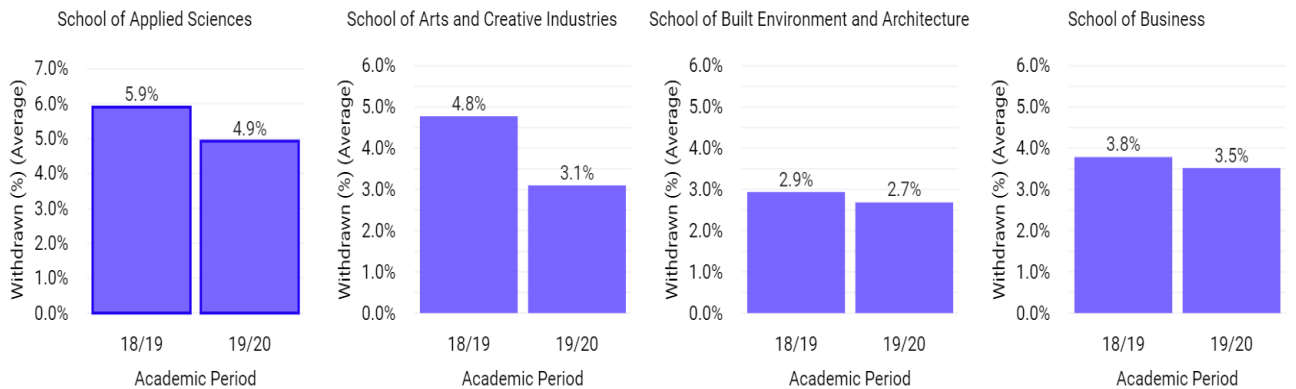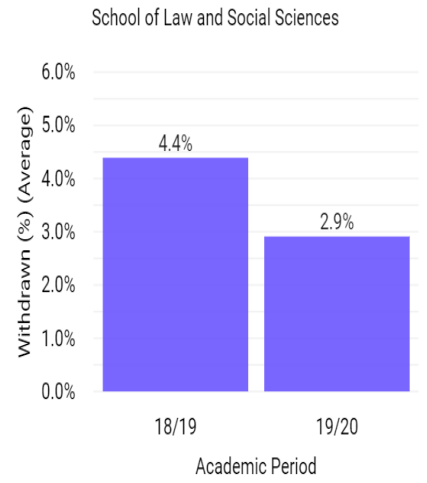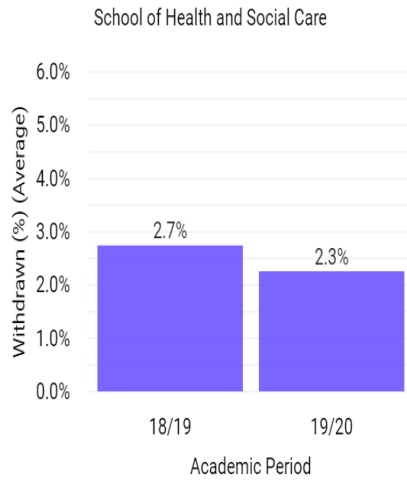| RADAR - 07 Jun	Current Performance vs Target UGFT and Required FAs			
School exc OS S1 20/21	Year to date H/EU FAs	Target H/EU FAs	Progress to Target	H/EU FAs Currently Required
ACI	281	470	59.8%	189
APS	287	512	56.1%	225
BEA	148	276	53.6%	128
BUS	324	724	44.8%	400
ENG	213	597	35.7%	384
HSC	1,078	1,201	89.7%	123
LSS	344	635	54.2%	291

WITHDRAWALS
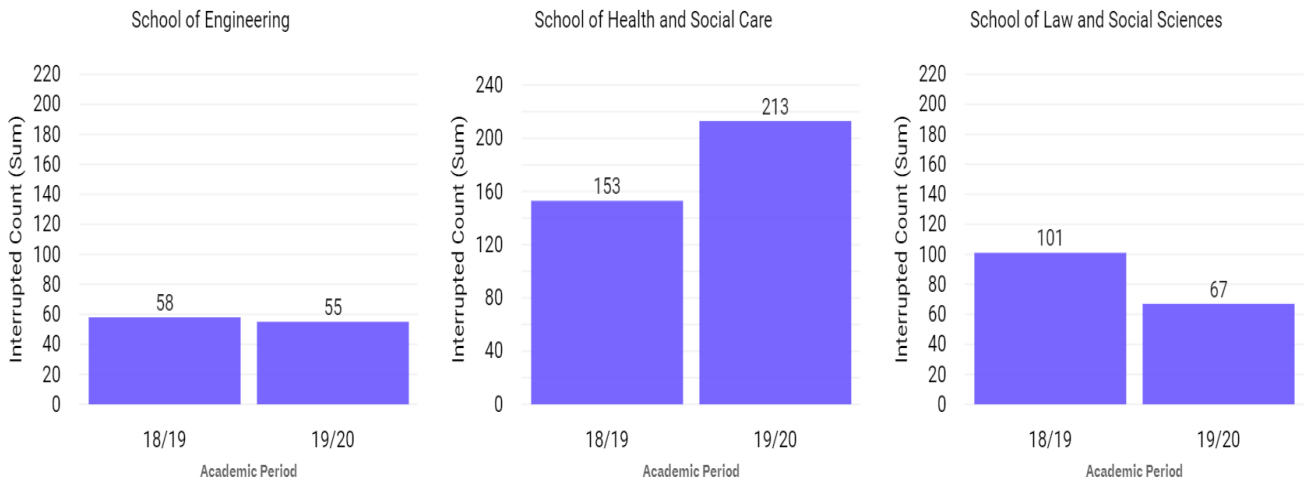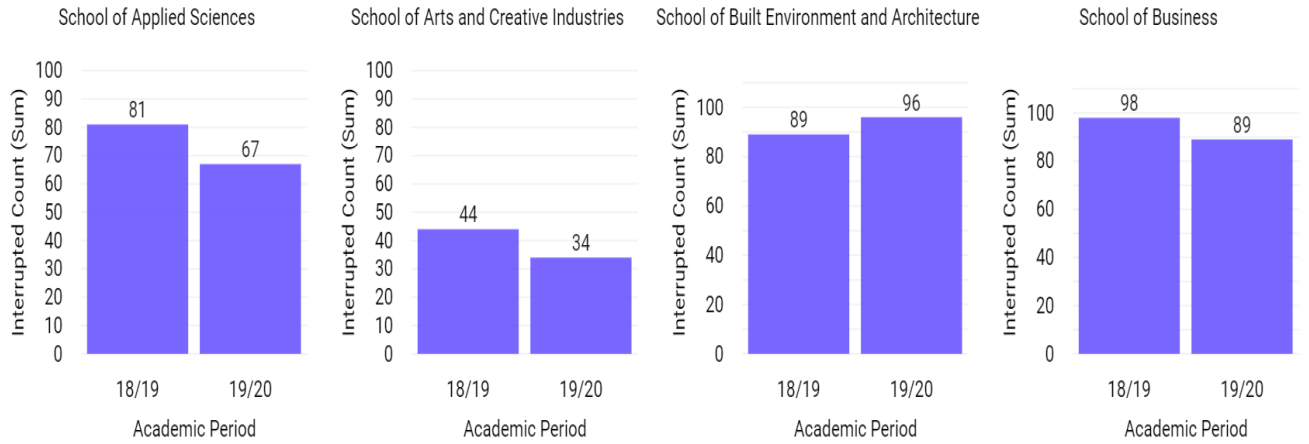
Appendix A: Withdrawals by schools

Withdrawals count

| School of Applied Sciences | School of Arts and Creative Industries | School of Built Environment and Architecture | School of Business |

| School of Engineering | School of Health and Social Care | School of Law and Social Sciences |

Withdrawals %

| School of Applied Sciences | School of Arts and Creative Industries | School of Built Environment and Architecture | School of Business |

School of Engineering

Withdrawn (%) (Average)

- 18/19: 6.0%
- 19/20: 3.6%

Academic Period

School of Health and Social Care

Withdrawn (%) (Average)

- 18/19: 2.7%
- 19/20: 2.3%

Academic Period

School of Law and Social Sciences

Withdrawn (%) (Average)

- 18/19: 4.4%
- 19/20: 2.9%

Academic Period

WITHDRAWALS

Appendix B: Interruptions by school

Interruption counts

School of Applied Sciences

Academic Period	Interrupted Count (Sum)
18/19	81
19/20	67

School of Arts and Creative Industries

Academic Period	Interrupted Count (Sum)
18/19	44
19/20	34

School of Built Environment and Architecture

Academic Period	Interrupted Count (Sum)
18/19	89
19/20	96

School of Business

Academic Period	Interrupted Count (Sum)
18/19	98
19/20	89

School of Engineering

Academic Period	Interrupted Count (Sum)
18/19	58
19/20	55

School of Health and Social Care

Academic Period	Interrupted Count (Sum)
18/19	153
19/20	213

School of Law and Social Sciences

Academic Period	Interrupted Count (Sum)
18/19	101
19/20	67

Interruption %

School of Applied Sciences

Academic Period	Interrupt (%) (Average)
18/19	7.0%
19/20	5.7%

School of Arts and Creative Industries

Academic Period	Interrupt (%) (Average)
18/19	3.4%
19/20	2.8%

School of Built Environment and Architecture

Academic Period	Interrupt (%) (Average)
18/19	3.2%
19/20	3.2%

School of Business

Academic Period	Interrupt (%) (Average)
18/19	4.0%
19/20	3.1%

Page 36

School of Engineering

Interrupt (%) (Average)

- 18/19: 3.8%
- 19/20: 3.4%

Academic Period

School of Health and Social Care

Interrupt (%) (Average)

- 18/19: 3.8%
- 19/20: 5.4%

Academic Period

School of Law and Social Sciences

Interrupt (%) (Average)

- 18/19: 5.5%
- 19/20: 3.4%

Academic Period

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	CONFIDENTIAL
Paper title:	Infrastructure strategic update
Board/Committee:	Finance, Planning and Resources Committee
Date of meeting:	30 June 2020
Author(s):	Carol Rose – Executive Director of Estates and Academic Environment (EAE) Alison Chojna – Acting Executive Director of Academic Related Resources
Sponsor(s):	Prof Paul Ivey, Deputy Vice-Chancellor & Chief Business Officer Nicole Louis, Chief Customer Officer
Purpose:	For Discussion
Recommendation:	That the committee note the progress made to date by both the ICT and EAE Departments on the delivery of the Physical and Digital Resources Sub-Strategy.

Executive Summary

This report outlines progress to date by the ICT and Estates and Academic Environment Departments on the delivery of the Physical and Digital Resources Sub-Strategy.

BACKGROUND

1.1 The Physical and Digital Resources Sub-Strategy is included in the Fit for the Future category in the LSBU 2015-2020 Corporate Strategy. The vision is :-

'To provide all students, staff and researchers in the LSBU Group with a flexible physical and digital environment allowing opportunities for personalisation that is mobile friendly, fit for the future and embraces innovation and sustainability

1.2 This report outlines progress to date by both the ICT and Estates and Academic Environment (EAE) Departments.

2.0 ICT

2.1.2 The 5-year IT Strategy outlines a roadmap to enable the corporate strategy by providing a truly agile environment, supporting digital learning and flexible working practices. The IT Strategy was developed pre-Covid 19 but like the Corporate Strategy, the principles and roadmap to transformation within have become more important, with the need to accelerate some areas to support new ways of learning, teaching and working.

2.1.3 A 5-yr IT capital investment forecast is under review and the phasing of investment has been adjusted to re-prioritise the introduction of technology to support remote working.

2.2 End-User Devices: Equipment and AV

2.2.1 The corporate strategy set out the vision 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". To enable this vision, staff and students need access to both the personal equipment and classroom technologies to support new ways of learning, teaching and working. The IT Strategy principles are:

- The Group will transition towards greater capability for "Bring Your Own Device" (BYOD) for students, reducing the number of fixed devices on-campus and allowing spaces to be used more flexibly.
- Applications will be available through an online software store, supporting the BYOD approach.
- Staff will transition from desktops/macs to laptops/macbooks where possible, to support agile working practices and digital pedagogic practice.
- AV will be transitioned away from a traditional "front-of-room" delivery where appropriate, with collaborative layouts, portable screens and the ability to connect devices, rather than fixed PC terminals.
- Single sign-on will be adopted across the Group.
- A rolling asset replacement policy will be introduced, ensuring that all equipment is replaced before reaching end-of-life. An "Evergreen" approach will be adopted, ensuring that costs are managed, either through leasing or purchasing. An initial catch-up will be necessary.
- Teaching spaces will be upgraded on a rolling process.

BACKGROUND

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- Teaching spaces will be upgraded on a rolling process.

- A central record of Group technical assets will be established.

Where are we now?

2.2.2 This is an area where plans need to be accelerated to support remote working and learning. Earlier plans were to transition staff over to laptops with a phased approach over a number of years. It has been identified that approximately half of LSBU staff do not have access to a portable LSBU device and are now relying on personal devices to work remotely. The level of investment needed to provide staff with the technology they require for remote working is now known and a working group has been formed to decide on areas of prioritisation when the funding envelope is agreed.

2.2.3 The costs of improving the AV estate have also been mapped to a 5-year forecast. Some installations are over 8 years old so the forecast catches-up two years in one until all spaces are back onto a 5-year replacement cycle.

2.3 IT Security, Compliance and Governance

2.3.1 The threat of cyber-attacks against the education sector is growing year on year as other sectors tighten their security postures, the education sector becomes a more attractive target. 173 different higher education providers engaged with Jisc's Computer Security Incident Response Team during 2018, with several high-profile attacks across Europe in 2019.

Since Covid19, attacks have significantly increased, particularly those that rely on human error, such as phishing attacked. The IT Strategy had set out some general principles to work towards:

- ARR will be the gatekeeper for all IT procurement, ensuring acquisitions have passed security checks before being introduced to the IT environment.
- Cyber Essentials accreditation will be achieved and maintained for the Group. The recommendations of the BS31111 standard will be followed.
- The network will be redesigned in 2020 in line with current, best-practice security approaches.
- All systems will be patched and up to date, in line with the patching policy.
- Regular vulnerability scans will be performed as part of a vulnerability management policy, alongside penetration testing.
- Staff and students will be trained in information security, to know how to look after their data, to spot fraudulent emails and how to report when things go wrong.
- Training in research data management will be available to all researchers.
- An incident response plan will be in place, with annual testing performed.
- Software licensing will be compliant, managed through a central licensing record.
- All projects will have a business owner and emanate from the corporate strategy.

Where are we now?

2.3.2 A cyber security audit has just been undertaken and several priority areas have been identified that require attention across the Group. These are not beyond the norm but will need to be addressed and factored into work plans.

2.3.3   Based on our current organisation structure, there is a gap in centrally coordinated information security governance, with responsibility for cyber security mostly residing within the IT department. Group integration gives us the opportunity to consider how going forward, we exercise IT security and governance as part of a wider compliance remit, and we will be developing a separate recommendation to take to the Group Executive.   Our current position is that LSBU has a dedicated cyber security resource, but the role does not currently cover the Group, and would not have capacity to do so.

2.3.4   British Standard BS 31111:2018 recommends that responsibility for cyber security, risk and resilience should be informed by, but not driven by IT. People and process are at least as important as technology when addressing cyber security risks. LSBU currently employs an IT Security Manager, reporting to the Executive Director of Academic Related Resources. Best practice is for the cyber security reporting line to sit outside of IT, to enable the role to bring appropriate challenge to technical decisions where necessary. SBC and SBA do not have a dedicated cyber security resource, and security is currently managed locally within their respective IT departments.

2.3.5   We will consider these points when making recommendations for the future oversight of IT security to the Group Executive.

2.4   Connectivity and networks

2.4.1   The underlying network infrastructure is the fundamental enabler of digital transformation. Networks of 5 years ago are not equipped to support today's user needs as we move towards always-on mobility, a proliferation of connected devices (due to the growth in the Internet of Things) and increased data analytics to inform decision making. These positive advancements bring with them an increased risk of cyber-attack (due to the greater network surface and points of attack). Therefore, cyber security is a major factor in network design.

2.4.2   The future Group network can provide more than just connectivity. There are opportunities for wayfinding functionality, smart-building and occupancy analytics, amongst other things. Our plans for network transformation include:

- A single network with standard access controls will be introduced, providing a common user experience across the LSBU Group.
- Supported by a strategic partner, the network will be redesigned to reflect the latest secure design principles.
- Network hardware will be replaced on a rolling basis, making sure the estate is "evergreen". This moves the Group away from a "big bang" approach where large capital investments are required every few years. Hardware replacement will be phased, ensuring equipment is always within warranting and is replaced to the latest specification.
- Wi-Fi capability will be increased, particularly in common areas, reducing the need for wired connections.
- 5G and Wi-Fi 6 will be adopted when it has reached the appropriate level of maturity, providing greater speeds and a significantly improved user experience.
- Wi-Fi will be expanded to support an increase in mobile devices and made easier to access for guests and visitors.

- Residents in student accommodation will have a "home away from home" experience, ensuring they can connect a range of devices and experience reasonable connection speeds.
- Every location will have its own internet connection.
- Group members will be migrated from existing domains to a single LSBU Group domain.

Where are we now?

2.4.3 The LSBU wired network reaches end of life in August 2020 and the SBC network is already obsolete. A financial forecast has been developed with indicative costs and market engagement has begun to get a true picture of the level of investment required to replace the network, beginning with the core network in 2020/21. This will be a rolling programme over several years.

2.5   Infrastructure

2.5.1. There are many benefits to cloud computing and the hybrid-cloud model being developed for the Group takes advantage of the benefits of public cloud, such as scalability, mobility, cost savings, flexibility and disaster recovery, whilst maintaining control of critical operations. Valuable data can still be secured centrally and locating critical services closer to users will minimise latency and optimise speeds.

- The LSBU Group will operate within a hybrid cloud model.
- The majority of services will operate in public cloud, beginning with a single cloud tenancy and maturing to a multi-cloud tenancy.
- The remaining on-premise services will be delivered through our hyper-converged solution.
- We will capitalise on the multi-site nature of the LSBU Group by building disaster recovery capabilities between locations.
- One infrastructure that will service the LSBU Group, reducing complexity and providing a consistent user experience.

Where are we now?

2.5.2 In Dec 2018, LSBU migrated away from the IBM private cloud onto a new, hyper-converged on-premise data centre. This was phase one of moving to public cloud. The SBC infrastructure is also currently on-premise and is now at end of life. The Group Microsoft Azure public cloud tenancy is currently being built, with the first services expected to migrate to public cloud in 2020. A Cloud Governance Board meets fortnightly to ensure that controls are in place to prevent spiralling costs.

2.5.3 As space becomes available in the LSBU data centre, the cluster will be divided, with half moving to SBC, to accommodate the remaining on-premise services. This will build resilience back into the on-premise solution.

3.0   Estates and Academic Environment

3.1   Southwark Campus Physical facilities

The Transformative Estates Development Plan 2017-2025 proposed an ambitious programme of capital development on campus to provide new buildings as well as the refurbishment of existing stock resulting in at least 80% of our buildings categorised as being in condition A or B.

3.1.1   The Plan also recommended the co-location of a number of core activities which has ultimately lead to the Zones : Transforming the Learning Environment Initiative currently being implemented. The creation of staff focussed, teaching, and learning/student zones will revolutionise how we teach, interact and work together as a community.   To date, K2 and Keyworth buildings have been re classified as Teaching Zones, Technopark as a Staff Zone, and London Road is being refurbished to create a Learning/Student zone. Additionally, the previous LRC Building has been refurbished and re-purposed to provide a dedicated 'home' for the School for Business.

3.1.2   Phase 1 of the redevelopment of the Southwark Campus is underway and although the proposed St. George's Quarter Development is currently on-hold, the London Road Building is undergoing a major refurbishment. On completion, the building will provide an open plan library and will offer a variety of learning spaces in which students can work in a flexible, modern, agile and appropriate environment. Additionally, the current Academy of Sport facilities are being upgraded to provide much improved accessibility and visibility. The building is on target for a June 2021 completion with a view to opening in September 2021 and will be available for use 24/7.

3.1.3.   Existing buildings where space is being used as a temporary replacement for lost space in London Road are being reviewed and at the end of the project, existing space will be re-purposed to provide a range of flexible, well appointed, digitally enabled formal/informal teaching and learning spaces to replace the existing 'traditional' teaching spaces.

3.1.4.   In 2018 a programme of upgrading the current lab facilities across campus began. To date, approximately __% of our labs and research facilities have been upgraded which not only enhances the student experience but provides more appropriately appointed space with which to attract successful researchers and grants to increase research and enterprise activity at LSBU.

3.2   Building acquisitions

3.2.1   Tabard Street - An unexpected opportunity to acquire a self contained building near London Bridge Station arose late last year and a 3.75 year lease was agreed expiry July 2023. The original intention for the building was as overspill teaching space due to a reduction in campus availability but it will now be used as dedicated space for income generating CPD and for a range of HSC and FE health related courses.

3.2.2   Electric House - lease negotiations are currently underway to rent a 1930's detached building In Croydon from which to deliver health care and business courses. The Government has committed to increasing the nursing workforce by an additional 50,000 nurses by the next general election. For London this will represent a targeted increase of between 20-30,000 additional nurses.   Current applications for nursing places continues to grow and the

Southwark Campus is nearing capacity. It is intended to use Croydon campus as an overflow for SE1 nursing students where some of their clinical skills will be developed. BA courses in Accounting and Finance and Business Management are also proposed with courses at Southwark being capped due to restrictions on space. Given the population in growth in Croydon, especially amongst young adults, it will be strategically important for LSBU to establish a strong base in South London securing the region ahead of any competition. The reach is significant from a Croydon base stretching down from the South Coast to the East of England. LSBU Croydon will seek to differentiate itself from the start with a unique pedagogy and courses developed in conjunction with employers.

3.2.3. Ongoing stakeholder input and fact-finding with colleagues in other universities continues to ensure that emerging needs are captured and that the estate is appropriate and flexible to respond to changing demand.

3.3 The Group

3.3.1 A programme of integrating services provided by EAE at LSBU is being rolled out across the Group. Staff from the LSBU Technical Services Team are providing help and support on day to day maintenance and compliance issues. The contract managers are assisting with catering, security and reception policies and procedures to ensure all services align with LSBU. The ultimate goal is for shared services across the Group which would ensure consistency and achieve greater value for money. As a first step, a joint catering procurement exercise was undertaken for Lambeth College and LSBU and the contract will be managed by the LSBU Contracts Manager although day to day management will be undertaken on site. A review of the catering arrangements at the Academies is being carried out with a view to extending the contract further. Joint contracts for maintenance disciplines are also being considered when contracts are due for renewal. The Head of Facilities at Lambeth College is being directly managed by the Group Deputy Director of Estates and the on-site Team included with the LSBU Team on appropriate issues.

3.3.2 The ethos of the provision of flexible, modern working environments is being promoted across the Group. The proposed Lambeth College capital development, the Nine Elms STEAM Centre, includes a range of flexible formal/informal teaching and learning spaces and future development on both the Nine Elms and Clapham sites will allow to opportunity for the creation of further modern working practices and flexible teaching and learning environment.

3.3.3. The delivery of the Nine Elms STEAM Centre continues with a procurement exercise for a contractor due to start shortly. It is expected that the project will be delivered late 2022.

3.4 Sustainability

3.4.1 Carbon Reduction - In line with current legislation, there is a requirement to achieve carbon neutral campuses by 2050. At LSBU a 35% reduction target was set for achievement by 2020 but as this target has already been reached a further 20% reduction in scope 1 and 2 emissions has been set. This has been achieved through a programme of upgrades of lighting, replacement plant, installation of waterless urinals etc etc. The Energy Manager has now

started work with Lambeth College to review their usage and to advise on areas where reduction initiatives can be implemented and sustainable practices can be adopted.

3.4.2   Re-cycling - The current level of re-cycling at the Southwark campus is an average of 42% per month. Working in conjunction with the contractor and through the inclusion of targets in the tender documents for the upcoming procurement exercise, a realistic revised target of 65%+ by 2025 is under consideration.   Accurate information is not currently available across the Group but as new contracts are procured monitoring procedures will be established.

3.4.3   Sustainable construction practices -   In order to achieve planning approval for proposed major capital projects a BREEAM minimum rating of 'Excellent' is required. To date, all capital projects undertaken by LSBU have achieved this rating as standard and the construction principles are also applied to minor capital projects on campus which do not require planning approval.   The London Road Project and the Nine Elms STEAM Centre schemes, have both been rated at 'Excellent'.   To ensure sustainable practice by external suppliers and constructors, at tender stage, they are required to provide their sustainable policies which are considered and scored as part of the contract award process.

3.5.1   Accessibility

3.5.1   We are currently working towards then provision of fully accessible campuses across the Group. Any adaptations and refurbishments include a requirement to make the facility fully accessible as standard.   The London Road building will have an increased number of lifts and floors will be level to ensure there is no step access. There are some areas on the Southwark Campus where this is not possible and in those cases the Timetabling Team book appropriate teaching spaces. Specialist provision is moved to ground floor locations wherever possible.

4.0   Summary

4.1   This report has outlined progress to date by the ICT and EAE Departments on the delivery of the Fit for the Future, Physical and Digital Resources Sub Strategy of the Corporate Plan. The current COVID -19 situation has, however, affected the delivery of both services. ICT has been required to respond to fully off site working and learning solutions which enabled continuation of the day to day business of the university. This has resulted in a need to re-prioritise and accelerate the delivery of some aspects contained in the 5 year IT strategy.

4.2   From an estate point of view, with the current way of learning, teaching and working likely to be adopted to differing degrees and developed further in the future, the way in which we currently use the estate and the space within buildings will change drastically. Once the situation is clearer across the Group, there will be an opportunity to undertake a full review of space and re-purpose and re-classify to improve utilisation levels and, in some cases, identify surplus space which can be used to develop specialist facilities to increase research for example. It may be possible to consolidate space to be let to provide an income generating opportunity.

4.3   Good progress has been made by the two Departments who work closely together with the aim of providing a flexible, fit for the future, physical and digital environment whether it be on or off the campuses.   The next stage will be to re-visit the respective 5 year plans and

Roadmaps and review and re-prioritise in the light of the affect the current situation has had on the future way of working, teaching and learning across the Group.

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	CONFIDENTIAL
Paper title:	Strategic People and Organisational Development Report
Board/Committee	Finance, Planning and Resources Committee
Date of meeting:	30 June 2020
Author:	Alex Bush, Interim Director of People
Sponsor:	Marcelle Moncrieffe-Johnson, Chief People Officer
Purpose:	For discussion
Recommendation:	The committee is asked to note the report, which summarises key developments across People and Organisational Development.

Executive summary

The strategic People and Organisational Development report includes updates on:

- Employee relations
- Organisational development
- Reward strategy and pensions
- Equality, diversity and inclusion
- Health and safety and employee wellbeing
- Coronavirus response

The report also includes detail on employee grievance and disciplinary cases, as requested previously by the committee.

A summary of actions resulting from the most recent staff pulse survey is attached as appendix A.

Recommendation

The committee is requested to note the report.

Key Developments across People and Organisational Development

1.0 People Culture & Inclusion Strategy

1.1 A draft People, Culture & Inclusion strategy has been developed and will be revised in line with corporate timelines.

2.0 Employee Relations

2.1 <u>2019/2020 Pay Negotiations</u>

There were two union disputes involving UCU and UCEA; one relating to the USS pension, and the other regarding the 2019/2020 pay round (which has already been implemented). On 10th March 2020, LSBU received notification for ballot that would be open from 17th March 2020 relating to the pay disputes only. Shortly after this announcement the government introduced the restrictions relating to COVID-19 and UCU advised that, given the circumstances, the ballot would be placed on hold.

2.2 <u>2020/2021 Pay Negotiations</u>

UCEA had advised that they were planning to proceed with the negotiation of the next pay round (2020/2021) which was due to commence from 31 March 2020. UCEA were still planning to proceed with this even though the previous pay round was still in dispute. UCEA has now issued a joint statement with the trade unions, stating that they have agreed to a temporary delay in the 2020/2021 pay round due to the COVID-19 situation. UCEA have stated that both parties understand that this is a unique situation which shall not set a precedent for future negotiating rounds. The decision on when to re-commence the negotiating round will be based on a recommendation from the UCEA membership group. UCEA will be distributing a new pay survey for 2020/21, given that the financial position of many HEIs will have shifted significantly since the January survey. UCEA will be factoring in the need on both sides to refresh the mandate for negotiations. One consideration will be for UCEA to put forward a pay freeze for 2020/21.

Following the JNCC meeting which took place on Wednesday 20th May, there was no mention from the Union of the dispute notification previously received from UCU, informing of their intention to ballot for strike action, relating to the 1% pay award.

2.3 <u>Casework</u>

As at May 2020, there are 37 live casework cases. The table below outlines the type of casework:

Type of Casework	Number of Cases
Disciplinary	11
Grievance	12
Sickness Management	7
Performance Improvement	5
Probation	2
	Total 37 Cases

The breakdown by School / PSG is as follows:

School / PSG	Number of Cases
Academic Related Resources	4
School of Applied Sciences	1
School of Built Environment & Architecture	13
School of Business	1
School of Engineering	2
Estates & Academic Environment	1
School of Health & Social Care	2
School of Law & Social Sciences	1
Marketing, Admissions, & Communications	6
Research, Enterprise & Innovation	1
School of Business	2
Student Services	3
	Total 37 Cases

The high number of cases in BEA relate to 5 disciplinary cases, which have resulted in a number of subsequent grievance processes. The HR Business Partner is proactively supporting and we are running the disciplinary and grievance processes in parallel. UCU union are actively involved. We are following ACAS guidelines for managing cases during the

3.0   Organisational Development

3.1   Progress has included:

- Increased engagement and participation in OD activities (up 20% after the lockdown).
- OD have adapted their offer by reviewing content of Leadership Academy programmes and switching to online delivery. Take up of courses has steadily increased over the last month.
- OD courses have been complemented by a virtual coaching offer and soon to launch mentoring programme open to all staff across the Group.

- Coaching offers have been adapted and offered to those who need support in the current environment.
- The first Managers induction was redesigned and delivered online to new managers in HSC, complemented by offering a bespoke leadership programme for the Group. This was designed in collaboration with HSC senior managers and Business Partner.
- Requests have come in from REI and BEA to deliver the manager's induction session to their new managers, followed by a roll out to all new managers to the organisations, and newly promoted managers.
- The first pulse survey was launched in April to gain a better understanding on how staff are adapting to the current situation. Feedback was generally positive with 546 staff responding. A second survey was launched in May. All local leaders, and their BPs, have been sent their area reports with an offer of OD support
- Work has started in partnership with our survey provider, People Insight, to deliver the main Group-wide survey in June.
- Work is under way to deliver this year's staff conference virtually w/c 15th June. Unlike previous years, the conference will run over a week with content aligned to the new corporate strategy.
- A comprehensive engagement plan offering staff a range of resources and support has been developed and is available via the intranet.
- OD worked with Principals in both Academies to deliver a career development workshop to all support staff.
- A project to integrate Lambeth College to My RoadMap (appraisal system) on track.
- A project to update our e-learning platform, Learning Station, progressed up until the point where the contractor's need to be on campus to complete it. Now paused.
- OD is supporting the Strategy team and Exec Office to design and execute new Group strategy launch and engagement plan.
- Leadership activities including 'New Normal' sessions for the Executive and virtual 'Open House with the VC' to support visible leadership in these challenging times are underway.

4.0 Reward Strategy / Pensions

4.1 Proposals for pay and benefit have been presented to the Executive. Next steps will be reviewed pending consultation on terms and conditions.

5.0 Learning & Development

5.1 Progress has included:

- All our pre-existing L&D Offer is now delivered online.
- We are delivering new development activities to respond to COVID-19 & WFH including:
  - remote and agile working
  - resilience
  - coaching skills in virtual environments

- dealing with change
- personal effectiveness
- emotional intelligence

- Developed and published intranet guidelines on how to make the most out of WFH, managing people remotely, and general support on how to manage your workload and development during the pandemic.
- Welcome to LSBU Induction sessions reviewed and delivered online.

- Academic Induction sessions reviewed and first time delivered by DESEs in January – 18 participants to date.
- Project to integrate Lambeth College to My RoadMap (appraisal system) has been initiated.
- Training Needs Analysis meeting with all Group areas are taking place. OD will summarise the needs which will be used to prioritise and schedule activity.

7.0   Equality, Diversity and Inclusion

7.1   LSBU was awarded an Athena Swan Bronze Award. Work has commenced on the supporting action plan which provides a robust framework for strengthening equality, diversity and inclusion across LSBU.

7.2   The EDI Annual Report has been drafted with input from the EDI steering group and others.

7.3   **Tactical work** includes:

- Support for staff networks and increase in engagement activities to support staff during lockdown.
- Parents and carers, a new network, has been particularly successful with a series of story time sessions and virtual coffee mornings.
- The Dignity at Work champion's network has been evolving with greater clarity on roles and responsibilities. The next phase is to support with training and supervision.

7.4   **Strategic work** includes:

- LSBU response and commitment to tackling issues in response to the George Floyd killing and Black Lives Matter movement including a statement from the Executive Team, commitment to racial awareness training and support for staff.
- Ethnicity baseline to understand progress since the REC submission and understand LSBU's race equality position.
- Diversity review of the Academic Promotions Board and bonus Moderations Panel.
- A new framework has been drafted for consideration for review by the EDI steering group in July.
- EDI Action Planning Group continues to ensure delivery of key priorities.

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8.0   Health & Safety / Employee Wellbeing

8.1   The Health, Safety and Resilience function has been leading contingency planning and recovery arrangements in relation to Covid 19. This has involved extensive work both in the lead up to the campus closure and subsequently.

8.2   The intensity of this extraordinary issue required regular working both within and outside of normal hours and continually responding to evolving government safety guidance and requirements. More recently, the focus is on ensuring appropriate processes are in place to deal with Covid 19 workplace risk assessment.

8.3   The Acting Director of Group Assurance has been supplying the Executive and Boards with regular updates, incident analysis across Group, and emerging lessons learned. He is also leading a structured project management approach to full recovery and reinstatement.

8.4   Display Screen Equipment guidance has been produced by the team and issued as staff moved to home working.

8.5   Wellbeing staff support has been provided by an increased focus on online support information and activities around supporting mental health initiatives, and effectively adapting to new ways of working.

9.0   Response to Coronavirus

The P&OD team have drafted detailed managers' guidance which is available on the coronavirus hub.

A paper was presented to Exec regarding the Coronavirus Job Retention Scheme, with consideration of furlough. The University Executive decided not to proceed with furlough at this time, but will review in June / July. The HR Business Partners and the L&D team are working together to undertake skills assessments for these 29 individuals to determine any alternative work that could be provided. We are also working closely with unions and meeting on a regular basis. The HRBP team are working with Deans and Directors to consider options for return to work and continuation of remote working in the medium term.

P&OD has played an active role in decision making and supporting via Gold Command and Recovery Committee ensuring our people are at the heart of our decisions.

10.0   Workforce Transformation

P&OD is leading the next phase of the target operating model design and implementation.

The new Director of Workforce Transformation joined LSBU in May to lead the work on workforce transformation and the Target Operating Model.

Work has been undertaken on clarifying Level 2 with the Exec, understand what is needed for implementation and to begin planning next steps.

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Pulse survey - actions

1   Introduction

1.1   Results from the first of a series of monthly pulse surveys were generally positive with a return rate of 23% and engagement score of 70% across the LSBU Group.

1.2   The survey data reinforced the thinking that many staff are having to adapt quickly to a new way of working whilst balancing home commitments.

1.3   The data also exposed the large variance in terms of access to appropriate space to work, access to the necessary equipment needed to be effective, and a significant difference in experience between staff that identify as having a disability or impairment compared with staff that don't.

1.4   This paper focuses on actions based on the survey results.

2   Communication

2.1   The role of communicating, updating and engaging with staff across the Group is of key importance during this period.

2.2   The plan for communicating survey results include:

- Regular mentions in the VC update and weekly Newsletter featuring high level results and update on actions. This will continue as we gather more data in future surveys as well as the main survey due to launch in June.

- Using the upcoming virtual staff conference to present and discuss survey results, and invite further suggestions from across the Group on how we can support each other during this period, as well as what more can realistically be done from the centre.

3   Supporting local leadership teams

3.3   Local leaders and their Business Partners have been sent survey results and comments specific to their areas of responsibility.

3.4   There is a significant variance in feedback ranging from 84% engagement score in some areas, to 54% engagement score. Confidence in local leadership responses range from 89% to 42%.

3.5   The OD team has identified 'hotspots' from the survey and is in the process of contacting all local leaders with the offer of support including:

- Presentation of local engagement results at cascades and town halls, and facilitating reflection, discussion and actions

- Collating areas of good practice to share and encourage peer learning

- Designing a good practice toolkit to send to all people managers to help them engage with and support their teams

- Engagement and inclusion are included in the criteria for commissioning a senior leadership programme which was paused due to the current situation, but will picked up again shortly.

4 Personal development support

4.1 New learning programmes have been launched to support virtual management and team leading.

4.2 Virtual coaching is available to all staff offering personalised support during this time. This has now been complemented by expanding a mentoring offer, and soon to launch buddying offer. We will increase the promotion of personalised support for staff.

5 Support for staff with disabilities or impairment

5.1 The OD and EDI teams are working with staff networks, specifically DNet to try and gain a better understanding of issues faced by this staff group, and how we can better support them.

5.2 We are also utilising our membership with the Business Disability Forum to gain advice and learn from best practice.

6 Wellbeing and resilience

6.1 There is already a comprehensive wellbeing offer that staff can access, with the Wellbeing adviser regularly updating what's available, utilising a range of communication channels.

6.2 There is a strong wellbeing and resilience strand in the upcoming virtual staff conference.

6.3 The OD team will incorporate staff wellbeing as part of the toolkit in development, and work with the Wellbeing Adviser on wellbeing tools for line managers.

Paper title:	Draft EDI Annual Report 2019/20
Board/Committee	Finance, Planning and Resources Committee
Date of meeting:	30 June 2020
Author:	Sarah Cowley, Interim Director, Organisation development; Sebastian Bromelow, OD/EDI Project Manager
Sponsor:	Marcelle Moncrieffe-Johnson, Chief People Officer
Purpose:	For approval
Recommendation:	The committee is requested to recommend approval of the report to the Board.

Executive Summary

Attached is the 2019 -20 EDI Annual Report. The opportunity has been taken to reposition how we report on this area and signal a step change for Equality, Diversity and Inclusion at LSBU. The content, tone and design of the Report reflect this renewed focus and the place of EDI within LSBU's DNA.

The Report has had input from the Chief People Officer, the Chief Customer Officer (Sponsor), the EDI Steering Group, Executive and other stakeholders.

Note: The Report has been developed retrospectively from available data. Once this Report is approved, we will work with the data team and other stakeholders to identify what data we need to collect for a truly robust Group EDI annual report which links to our new Group Strategy 2020-25.

Recommendation

The committee is requested to recommend the EDI Annual Report for approval by the Board on 16 July 2020 It will then be published externally via the LSBU website.

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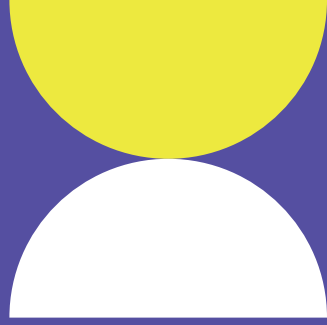
Equality, Diversity and Inclusion report 2019/2020

London
South Bank
University

EST 1892

Contents

Messages from the Executive

I became Vice Chancellor at London South Bank University (LBSU) because I believed the university could make a real difference to individuals and to society. Embedded in its history was a recognition of the importance of professional and technical education and an opportunity to become a beacon for high quality applied learning research and enterprise. In our mission it's recognised that education can be transformational and the university has always sought to support those that wish to learn and have the aptitude for study no matter what their background. And at the outset our founders spoke not only of learning but the need to ,promote health and well-being so highlighting the importance of holistic support if we are to help people succeed. Helping shape an institution with such a long history in the community and set it on course for the next 125 years is therefore an important challenge and a great responsibility. With increased competition in the sector, and now the global challenge that is Covid-19, it is vital that we build an LSBU Group that never loses sight of the its core mission of inclusive education, which fundamentally has not changed for over a century.

Diversity and inclusion are not just words we put on our walls or in our brochures, they're woven into the very fabric of LSBU. This does not mean that we do not have our challenges of course. We know that we've got a long way to go to eliminate the attainment gaps within our courses, and that we have an urgent need to ensure that diverse talent rises to the top of our staffing structures. These are challenges we acknowledge and do not shy away from. Whilst recognising there is always more to do, I am also proud of the successes we've seen in the reduction in our Gender Pay Gap and the award of Athena SWAN Bronze recently. The development of the LSBU Group is also a critical step in ensuring we have the capabilities to support our South London communities even further by seeking to join up educational silos so making it easier for individuals and business to access the high quality technical and professional learning that they need.

I'm proud to work at LSBU and wish to see us become sector-leading in diversity and inclusion for both staff and students during the next five years through our 2020-2025 Group Strategy. We have done a significant amount of work to begin collecting meaningful data that can help us better understand our success and the challenges ahead. This report is one of the next steps on our journey and demonstrates our desire for open, transparent reporting so we can work to address the barriers that exist together.

Nicole Louis – Chief Customer Officer
Becoming the Chair of the EDI Steering Group last year has given me an exciting opportunity to collaborate with colleagues to achieve real focus to our diversity and inclusion agenda and ambitions. As we move forward, we are evolving our approach to EDI leadership and governance and part of this, will be the establishment of a new EDI Framework. This framework will support our activity to be robust, focused and impact-led, and to ensure that we have smart goals with clear milestones and accountabilities. I very much believe that we each have a role to play in supporting our EDI agenda, which is equally important for our staff and our students. It's been rewarding to hear of the hard work from our staff, students and volunteers across the Group and who support our diversity and inclusion agenda with their passion and expertise. In my role I am able to truly see the challenges of our students, from open days through to graduations and beyond, and it's inspiring to see and hear the stories of how our students overcome the many barriers they often face to achieve their goals. It motivates me every day to know that we can really change the lives of our students and our staff through our ambitious EDI agenda.

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A long history of inclusion

LSBU has a long and proud history of providing inclusive education to South London and beyond for over 125 years. Diversity is part of our DNA and we are keen to ensure that that legacy continues and grows for another century or more.
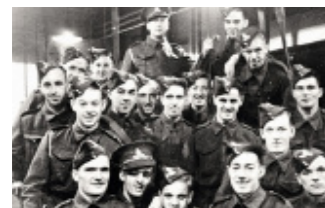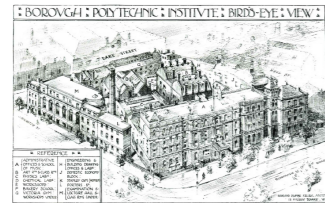
1892 — Borough Polytechnic Institute founded 'to promote the industrial skill, general knowledge, health and well-being of young men and women'

1917-1918 — Offered courses to retrain disabled veterans of WWI

1920's — First female engineering students enrolled

1927 — First international students arrived from India, the Netherlands and Ireland

1939-1945 — Served hot meals to locals made homeless by the Blitz

1939-1940 — Refugees came to study after fleeing Nazi occupied Czechoslovakia

1950 — 'Womens Department' was abolished

1967 — First female Head of Department within a STEM subject

1970's — First student-led groups appear such as the Afro-Asian, Arab Friends and Gay Soc.

1992 — London South Bank University

2008 — Our first staff networks were started

2014 — LSBU marches in London Pride, one of the first HEIs to do so

2015 — Our EPIIC Values were launched

2018 — LSBU Group was founded merging Lambeth College with LSBU

2020 — Athena SWAN Bronze Award

Our EPIIC Values

E

Excellence
At LSBU we are known for working to a high standard and providing a quality service to all.

P

Professionalism
AT LSBU everyone takes personal responsibility and accountability, leads by example and inspires others.

I

Integrity
At LSBU we communicate with transparency and respect, creating a working and learning environment based on trust.

I

Inclusivity
At LSBU we celebrate being a diverse and vibrant community, where there are no barriers to inclusion and where we view the differences between people as a source of strength.

C

Creativity
At LSBU we are innovative, generating ideas and opportunities that are useful in solving problems and enhancing the reputation of the university.

Equality, Diversity and Inclusion at LSBU

External research makes it clear that inclusion, as a core strategic priority and leveraging the value of diversity, is crucial in attracting and retaining talent, fostering innovation and building workplace and learning environments where everyone can thrive.

Diversity is about people. It's the rich tapestry that makes up our world, our societies and communities, our families, friends and social networks, our work and learning environments and the individuality of us all. From unique characteristics such as our fingerprints and our DNA, to that which we have in common with others. At LSBU we don't think about diversity in isolation. We consider all the elements that make up our population, be that background, education, nationality, generation, age, working patterns, religion or belief, sexual orientation, gender identity, ability, skills and any other characteristic (protected or otherwise).

Inclusion is about people. We think and act in a way that ensures everyone is considered when business decisions are made. Inclusivity is part of our growth mindset, and we build inclusion into all we do to ensure that our workplace and learning environments are places where everyone feels valued – where they are able to bring their different perspectives and be their whole selves.

Equality is about people. It's the end outcome that we're trying to achieve. Fair and equitable outcomes for our staff and our students. However, equality isn't about treating people in the same way. It's about understanding and responding to individual or group needs. We see diversity in its widest context and equality as a broad spectrum, and the principles we apply to treating people fairly extend beyond those with protected characteristics.
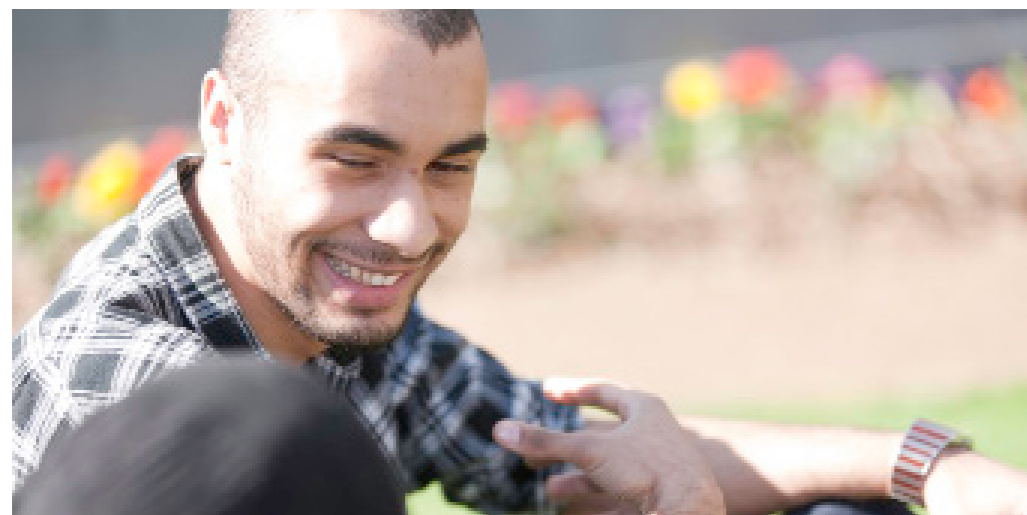
A year of progress

- Athena SWAN | Bronze Award 2020–2025 awarded
- Access & Participation Plan (APP) | Accepted by OfS
- Gender & Ethnicity Pay Gaps | Continued reduction
- What Works for LSBU | BAME Attainment Gap research project started
- New and Improved Staff Networks | 2 new staff networks started in 2019/20
- Revised Dignity at Work Framework
- Office of Students (OfS) consultation - sexual misconduct in HE | Institutional response given
- Equality and Human Rights Commission Report (EHRC) on Racial Bullying & Harassment in HE | Baseline conducted and recommendation uplifted into work packages
- LGBTQ+ awareness sessions | Delivered to c1000 participants within and outside LSBU
- Improved governance and accountability in staff networks
- User experience | New intranet, forms and communication for EDI communication with staff
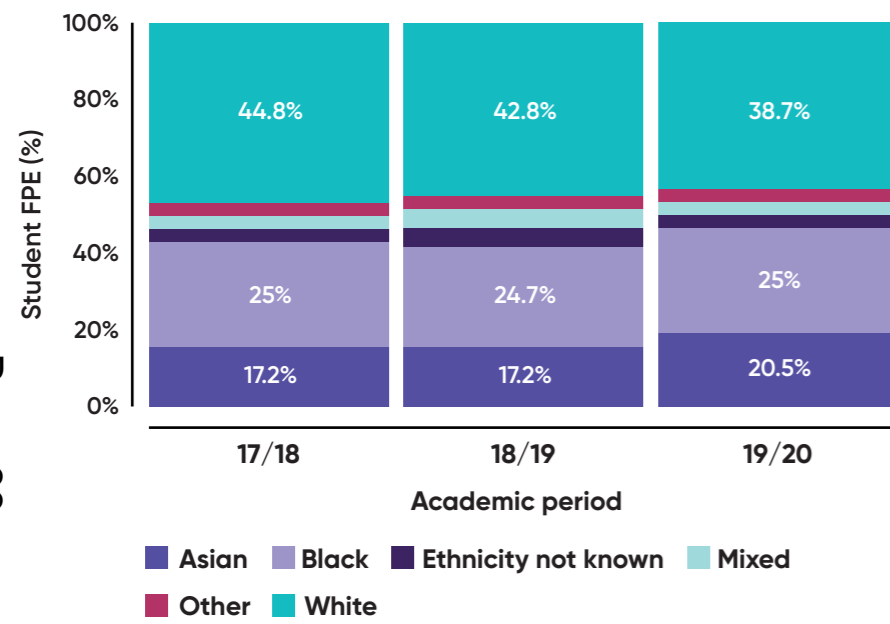- Foundations for Group | Exploring EDI across the Group and assessing successes and gaps
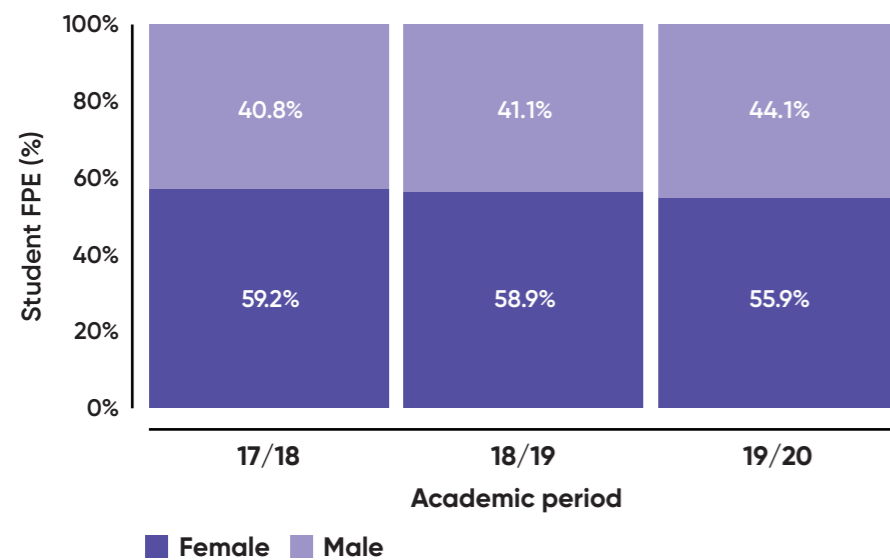
Our students

> "I want LSBU to be a place where our students see that achievement is possible from every background and ability. As an educational institution, it's vital that we can role model what success looks like in a modern, diverse city. If you can't see it, you can't be it!"
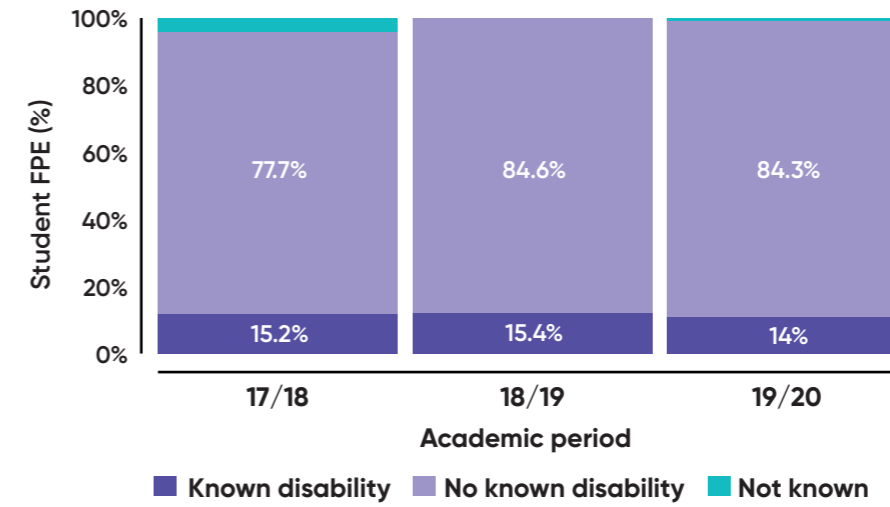>
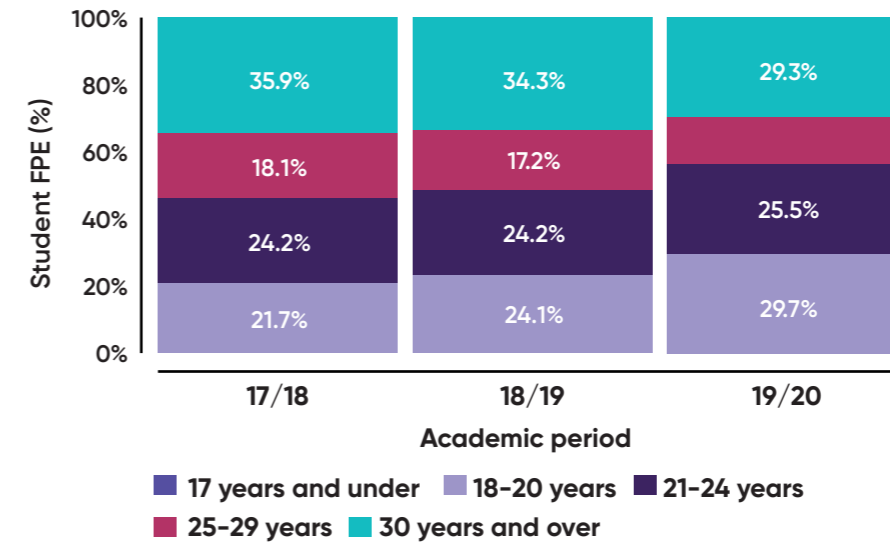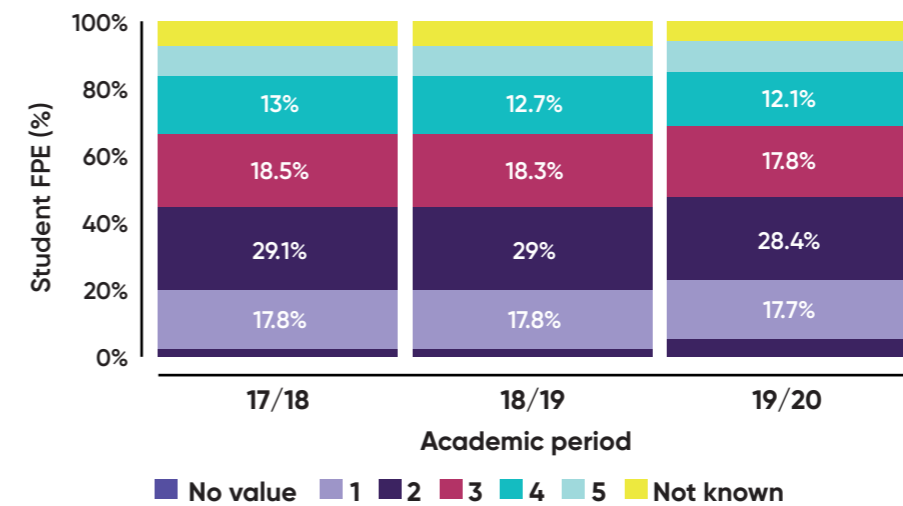> Deborah Johnston, Pro Vice Chancellor Education

Ethnicity (%)

Asian · Black · Ethnicity not known · Mixed · Other · White

Gender (%)

Female · Male

Disability (%)

Known disability · No known disability · Not known

Age (%)

17 years and under · 18-20 years · 21-24 years · 25-29 years · 30 years and over

IMD (Index of Multiple Deprivation) (%)

No value · 1 · 2 · 3 · 4 · 5 · Not known

Our staff

> "I am a passionate advocate of equality, diversity and inclusion and believe that we have a real opportunity to make a difference to the lived experience of all our colleagues and students. The 2020-25 People Culture and Inclusion strategy sets out how we will transform cultural and systemic practices that have a huge impact on key moments of the employee experience."
>
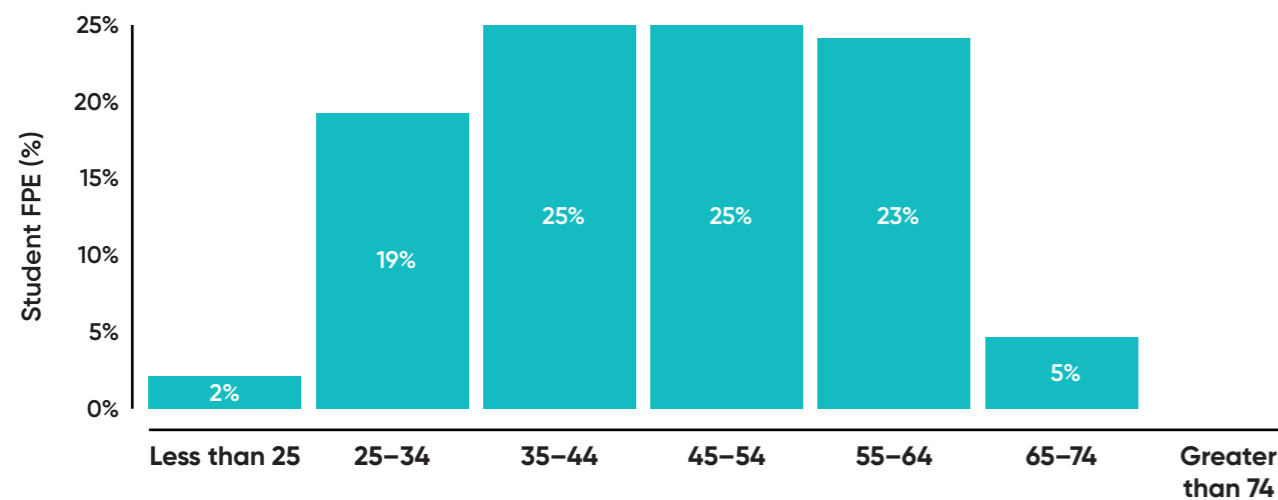> Marcelle Moncrieffe-Johnson, Chief People Officer

Sexuality

Heterosexual 69%
LGBT 6%
Not known 25%

Ethnicity

BAME 30%
Not known 8%
White 62%

Disability

No known disability 94%
Disabled 6%

Gender

Female 48%
Male 52%

Age

Age group	Student FPE (%)
Less than 25	2%
25–34	19%
35–44	25%
45–54	25%
55–64	23%
65–74	5%
Greater than 74	
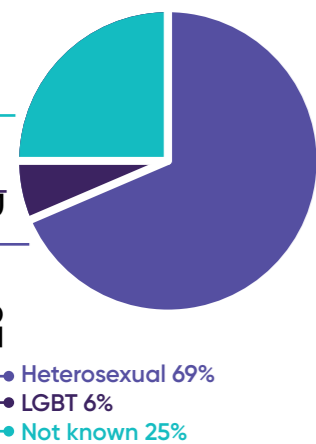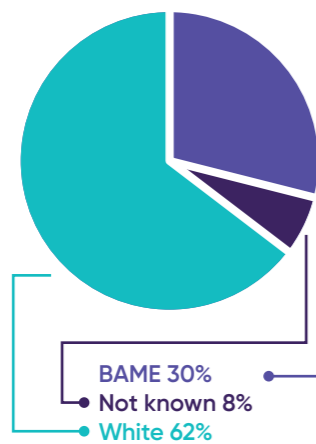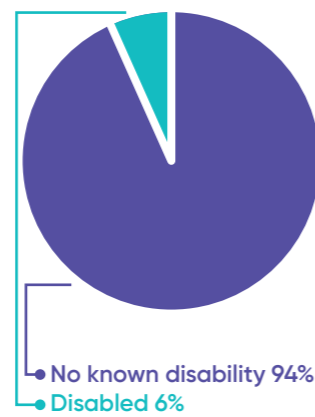
"EDI Everyday"– a journey begun

> "My approach is that, of course people are gay/black/female/live with mental health issues/religious/disabled...so lets get over it! It's time to not just be thankful for equality; but demand it."
>
> Prof. Patrick Callaghan, Dean of the School of Applied Sciences

Becoming a Centre of Excellence

The Equality, Diversity and Inclusion (EDI) Team has begun to move towards becoming a centre of excellence that will enable LSBU to become sector-leading by 2025. With a team that has been in flux for a number of years, this year has seen a focussing on building strong foundations, with sustainability and longevity as its cornerstones. A key principle of our approach is to adopt a growth mindset and to continually review and evolve the what and how we do EDI at LSBU.

For many years. Diversity and inclusion has been seen as a function. But EDI is not a product, team or policy, it's a mindset and everyone plays a role in building a more inclusive LSBU. Within the EDI Framework is a three year roadmap which will move EDI from a team, to an ethos. Within this, the team is building its strengths as subject matter experts who collaborate across the university to co-deliver projects and/or provide insight into best practice within and outside the sector.

The EDI Team is beginning to see a shift of ownership of the agenda back to local teams, whilst keeping the big picture in frame. Clear examples of this agency approach can be seen in the many projects and areas within this report.

	May 2020	June 2020	July 2020	Aug 2020	Sept 2020	Oct 2020
1. Targets (Gender / Ethnicity)	Targets agreed.					Progress to EDI 5G.
2. Ethnicity	EHRC recommendations.	Baseline assessment.	State of play report to EDI 5G.		Publish EPG.	
3. Gender	AS action plan to EDI 5G.			AS Implementation Programme.		
4. Inclusion		Inclusive recruitment.			Inclusive comms guide.	Inclusive events guide.
5. Dignity at Work	Design of escalation process. Update intranet.	Marketing assets ready. Soft launch of new approach.			Launch of new framework.	

Dignity at Work Framework

Current numbers: 32 Mental Health Champions (LSBU) 12 MHCs (Group), 7 Dignity at Work Champions. 40+ trained in Mental Health Awareness

"At LSBU we need to build on good intentions and materialise them into a tangible culture that recognises all strands of diversity and demonstrates concrete actions around wellbeing and inclusion, not just in pockets of the university, but as a collective society within the organisation."
Annie Yau, Staff Wellbeing

Since Summer 2019 our approach to Dignity at Work has been led as a joint project between the EDI Team, Staff Wellbeing and other stakeholders including staff and students. There was a recognition that the current programme required updating to meet the needs of the current and future LSBU Group. A changing internal and external landscape accelerated the need for review, including:

• Staff engagement survey results around wellbeing and bullying/harassment
• The Office for Students' consultation on harassment and sexual misconduct in higher education and the Equality and Human Rights Commission Report- tackling racial discrimination in HE
• The actions in LSBU's Athena SWAN submission
• A potential risk in current practice and a requirement to provide a consistent development and skills package for staff volunteers.

The Dignity at Work Framework brings together five support services available to staff: Dignity at Work Champions, Mental Health Champions, Staff networks, Employee Assistance Programme (EAP) and Occupational Health. It also sits alongside the Bullying and Harassment Working Group which is exploring and implementing policy and actions to tackle bullying and harassment, with a particular focus on the experience of BAME staff. Aligning these two groups has enabled an integrated response.

Creating the Dignity at Work Framework required an escalation framework, amended role descriptions, new reporting and contact forms to streamline accessing support, online recording systems for our informal processes to mitigate risk and allow data to be gathered and analysed. To compliment these changes to governance and process, a Dignity at Work intranet hub has been created which placed the user experience as its heart. We want staff to be both aware of, and can easily access, the range of formal and informal routes available.

Over the coming months and years, the framework will continue to develop through ongoing training and recognition for volunteers and greater synergy between the evolving staff systems and the established student systems. Group-wide delivery has been built into the new framework governance and the development of project plans begun across the Group.

Staff networks

LSBU benefits from well-established staff networks. Staff networks are vital to a robust, dynamic and inclusive workplace, with every member having their own reasons for joining a network, from advocacy to socialising. Networks provide the essential function of amplifying staff voice and ensuring a safe space for staff to connect, learn and discuss.

This year staff networks has evolved, with the creation of a wrap around framework and increased support from the EDI Team in areas such as finance, logistics, development and governance. Each network has identified its strategic aims which are clearly visible and regularly reported at the monthly EDI/staff network meeting and EDI steering groups. Work will continue to strengthen and clarify the governance and support of the networks by including a universal terms of reference, elections and membership engagement strategies.

We are pleased to now have two new networks created by staff volunteers this academic year, DNet (Disability and Accessibility) and the Parents and Carers Network. These new networks seek to meet the needs of staff within these areas and have become particularly important during the Covid 19 crisis.

The five LSBU staff networks are:

DNet – Disability and Accessibility Network

Strategic aims:
1. Implement fundamental changes at directorate through to operational level to embed accessibility
2. Create parity between disability provisions for staff and students
3. Improve the awareness of disability and access issues within the workplace, for all employees

Highlights:
• Collaborated with Estates to have "Not all Disabilities are Visible" stickers on every accessible toilet across LSBU
• Hosted "Daily British Sign Language" lessons throughout April

EquiNet – BAME staff and Allies Network

Strategic aims:
1. Raise awareness of, and promote, racial equality, cultural diversity and inclusion
2. Represent the views of BAME staff and provide a collective voice to achieve positive change
3. Provide social and professional networking to increase wellbeing and community

Highlights:
• Continues to deliver a robust and engaging series of events and learning opportunities such as the Black History Month celebration day, and guest speakers including June Sarpong and Nels Abbey
• Supporting the What Works for LSBU attainment research project

GenderNet – Gender Equality Network

Strategic aims:
1. Foster a positive culture around women in the workplace
2. Create a Trans-inclusive environment for staff and students
3. Ensure that intersectional gender equality is embedded and embraced

Highlights:
• Began the Role Model Conversations lunch time series where staff can learn from an internal role model
• Successful Trans*forming LSBU event on Trans+ in higher education
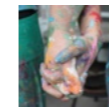
Parents and Carers Network

Strategic aims:
1. Create a supportive and active group of parents and carers
2. Ensure LSBU's policies empower and enable all staff and students who are parents and carers
3. Foster an environment that embraces and embeds the intersectional and multi-gendered nature of parents and carers

Highlights
• Have demonstrably shaped the university's Covid-19 response for parents and carers
• Membership has rapidly grown since it started in December

**SONET – LGBT+ and Allies Network**

Strategic aims:
1. Develop a supportive and supported community for LGBT+ staff (and students)
2. Ensure current and future policies are LGBT+ inclusive and embedded across the university
3. Continue raising awareness and knowledge of LGBT+ people and their intersectionalities

Highlights:
• Supported the delivery of the LGBTQ+ Awareness training to 100s of colleagues
• Have created a stable committee to support delivery

A more accessible EDI

A necessary step to making EDI more embedded into the university culture has been to ensure that its presence on the intranet is accurate, clear and accessible. The core of this has been the creation of the EDI Hub, designed to meet the short and long term needs of staff, with user experience at its core.
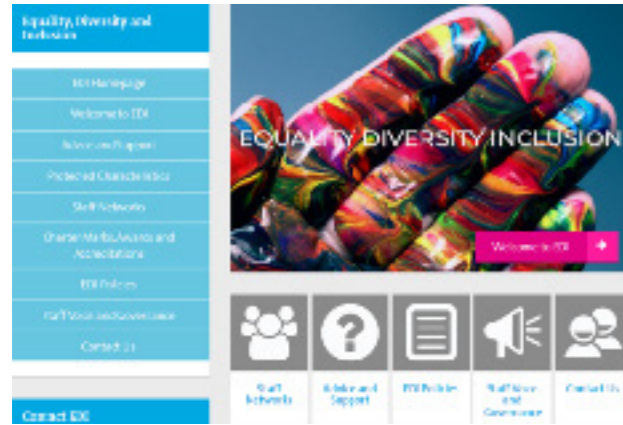
An example of putting the user experience first was the creation of Protected Characteristics pages that allow a person to see a range of resources linked to a specific characteristic as defined in the Equality Act 2010.
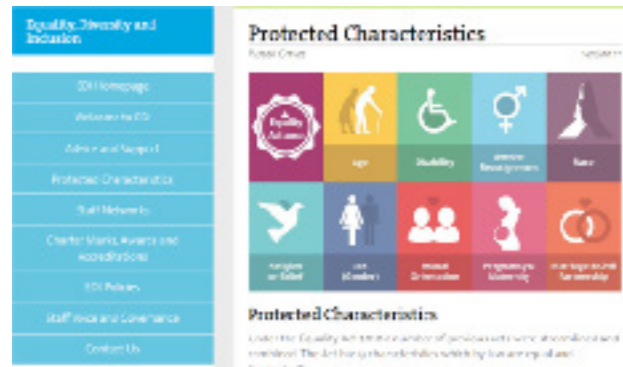
An embedded Contact Us form enables the EDI Team to more easily gather data around its interactions but also streamline the experience for staff to ensure they are able to be assisted as quickly as possible.
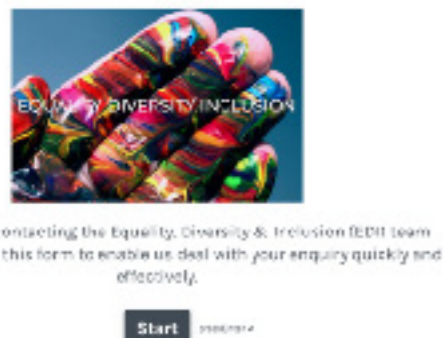
Inclusive Recruitment

In a further example of collaborative working, the EDI Team and Recruitment Team have come together to look at how we embed inclusion into the recruitment journey. The project's scope ranges from employer branding, through to interview, on-boarding and exit. Inclusive recruitment will bring together a range of internal KPIs including our Athena SWAN action plan, external good practice and future ambitions. The project aims to complete its key deliverables by Autumn 2020. This will provide a robust foundation of updated training, systems and communication alongside new guidance and policy to facilitate a true cultural and behavioural shift across LSBU as regards inclusive recruitment practices, talent acquisition, progression and retention.

Below is an example of what the project is aiming to address by providing clearer guidance, training, support and oversight in the areas of interview panel composition and monitoring. In A you can see larger "drop off" from application to interview for BAME staff, but appointment rates are then the same for BAME and White candidates. While in B you can see significantly lower "drop off" for White staff at both interview and appointment stages, despite 50% fewer White candidates applying.

A	Applications	Interviewed	Recruited
BME	87	13	3
Prefer not to say	3	1	
White	66	14	3

B	Applications	Interviewed	Recruited
BME	55	31	3
Prefer not to say	7	3	
White	24	14	3

Athena Swan

We were delighted that LSBU was awarded an Athena SWAN Bronze Award (2020-2025) recognising our dedication to the advancement of gender equality: representation, progression and success for all.

Our Bronze Award is the first AdvanceHE Charter Mark that LSBU has achieved and recognises a significant contribution by colleagues from across the university over a number of years and submissions. We are extremely proud and grateful to all who have worked so hard on this for the university as a whole.

The Athena SWAN Bronze Award acknowledges the university's commitment to gender equality and marks the start of an exciting journey ahead. The submission solidifies an ambitious, detailed and robust roadmap for us to become fit for the future and will have a positive real world impact for all LSBU's staff, students and research.

The action plan tracker will be monitored via an Implementation Group, where the owners of the various streams within the Athena SWAN can track progress and reach out for support if needs be.

Sample action points:
- All committees will be gender balanced (40-60% gender ratios) by end of 2021
- Inclusive recruitment project to be completed by September 2020
- 26% female composition of technicians staff within 2021
- New Trans* Staff and Student Policy by end of 2020

Ethnicity baselining

There has been an effort to re-energise our work tackling race and ethnicity issues at LSBU, the need for which has need has been greatly highlighted by the #BlackLivesMatter movement and subsequent necessary discussions. The University is already in the process of reassessing its baselines on ethnicity to show areas of current growth and challenge which are wholly accurate and up-to-date. Doing so will enable LSBU to better identify and address key pinch points across the staff and student journey, as well as areas to celebrate and share good practice.

The Baseline will feed into the regular and ongoing work by the EDI Team to monitor data in areas such as recruitment, promotion, exit, attainment, retention and other key areas outlined in the Race Equality Charter (REC). The data gathered and analysed as part of the Baseline will enable the University to better measure the impact of the live and future intervention and activity in the areas of race/ethnicity at LSBU The Baseline will also be a robust foundation for a future Race Equality Charter (REC) submission by the University in the academic year 2021/22.

Training and development

Throughout this year there have been discussions as to what Diversity & Inclusion training will look like at LSBU over the coming years. One of the ways EDI can become a Centre for Excellence is in the direct and supported delivery of training that shapes our work cultures and actions. Current training is being reviewed including: Induction, Recruitment and Selection Training, Unconscious Bias Training and the Grievance and Disciplinary Training. There remains a large minority of staff who do not complete the compulsory EDI Training: this is highlighted in the EDI Framework as an area of future focus. The Team will partner closely with the Organisational Development Team to co-create a training programme that meets the needs of the organisation that is future-looking and embraces a blended learning approach.

We will also explore routes to address the falling completion rates for the EDI Compulsory Training of staff. One route is in a review of the communications to new staff, another is more rolling communications to current staff on the need to complete training within the agreed timeframes and why it is important for the University.

EDI Compulsory Training Rates:
17/18 = 72%
19/20 = 58%

Looking forward, the EDI team hopes to a programme which delivers on areas of strategic importance for the University to facilitate the cultural shifts expected during the lifetime of the 2020-2025 People Strategy. In light of the #BlackLivesMatter movement, the urgency for more visible and robust training on anti-racism, bias and challenging conversations. We are committed to developing a wide-ranging and impactful training programme that is transformative for LSBU Group.

One example of our future way of working can be seen in the LGBTQ+ Awareness workshop which has been delivered to c.1000 staff and students within LSBU and Lambeth College. It has also been delivered externally to the University of Northampton and Brunel University. The approach saw a collaboration with staff and students to deliver impactful sessions on the LGBTQ+ experience, the impact of the yearlong delivery to date can be seen below:

Confidence levels are based on the % of people who responded as 'confident (4)' or 'very confident (5)'	Confidence Pre-Training	Confidence Post-Training	Impact
Understanding LGB people and their experience	86%	96%	+10%
Understanding Trans+ people and their experience	64%	94%	+30%
Offering support to LGB people	73%	95%	+22%
Offering support to Trans+ people	58%	90%	+32%
Dealing with homophobia/ biphobia/transphobia in your work/teaching environment	78%	96%	+17%
Creating an inclusive environment	89%	100%	+11%

Our Partners

To ensure that we continue to learn from good practice, we partner with a number of external organisations. These membership or partner relationships enable our staff to access the latest information on inclusive practice. Our paid memberships are constantly under review to ensure they meet the current and future needs of the organisation and we are engaged in multiple other groups of best practise which challenge and equip us to best serve our diverse staff and students ranging from mental health charities, to recruitment partners specialising in diverse candidates and beyond.

Our membership to BDF continued and deepened this year. Staff from across LSBU, particularly with the support of our disability and accessibility staff network (DNet), attended events, took part in webinars and have disseminated and read research that enable us to implement fresh thinking and new perspectives. This has been particularly useful in understanding approaches to including disabled staff during Covid-19.

LSBU continues to be a Diversity Champion with Stonewall, the UK's leading campaigning and support charity for sexual orientation and gender identity. Membership grants us access their latest research and recommendations on building an inclusive LGBTQ+ friendly workplace and learning environments. The strengthening of our relationship with the organisation and what it can offer will enable us to achieve our strategic aims, particularly around Trans+ inclusion.

A key strategic partner for LSBU as an institution, AdvanceHE also enables the advancement of equality within the sector through its Charter Marks, programmes - particularly for BAME and female leadership pipelines and development, events and research. We utilise our relationship with Advance HE to enhance our approach to transformative leadership and management, inclusive teaching and learning, effective governance, Charter Marks such as the Athena SWAN, and the Race Equality Charter (REC) and communities of best practice within the sector.
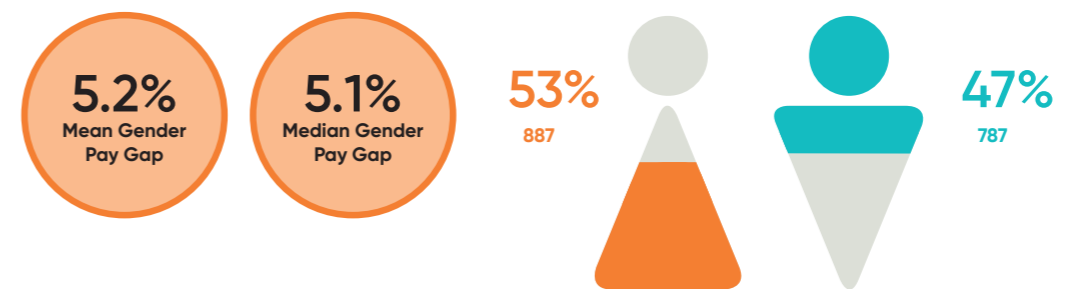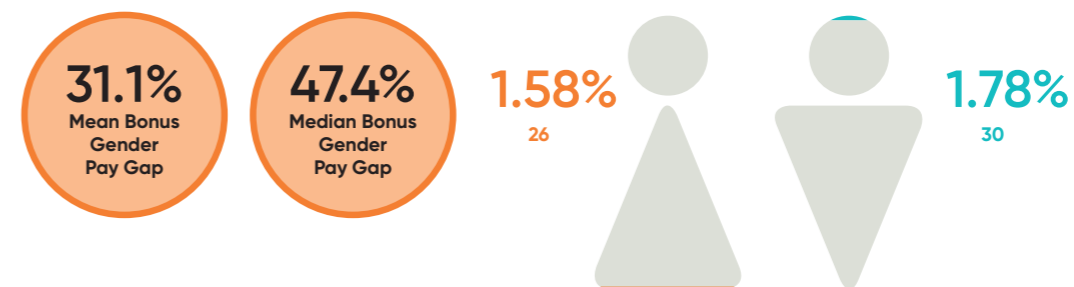
Closing the Gap

Gender Pay Gap

Since 2009 we have undertaken regular pay audits. The (mean) gender pay gap has reduced from 13.25% to 5.2% over those 11 years. The results have shown both an improving situation and one that compares favourably against the higher education sector and UK as a whole.

Gender Pay Gap

5.2% Mean Gender Pay Gap

5.1% Median Gender Pay Gap

53% 887

47% 787

Bonus Pay Gap

31.1% Mean Bonus Gender Pay Gap

47.4% Median Bonus Gender Pay Gap
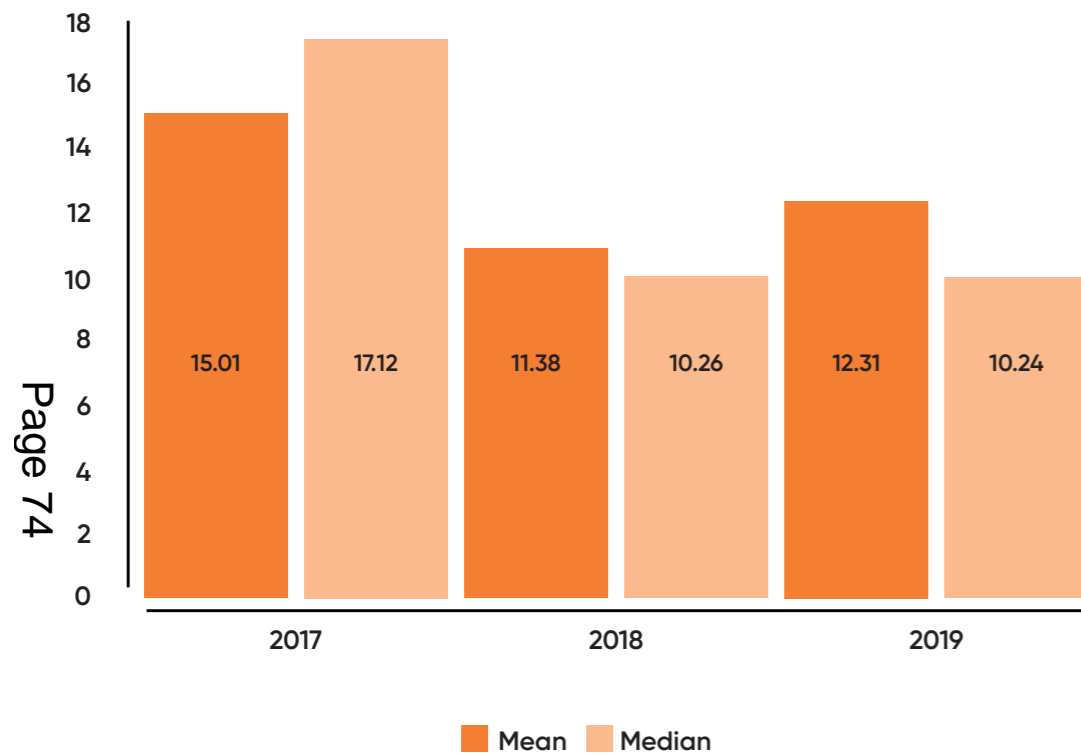
1.58% 26

1.78% 30

Whilst we're pleased with the trajectory of our gender pay gap, we know we can strengthen our approach, embedding our interventions in our strategic priorities and are sustainable. Importantly, we're ensuring that our staff are key stakeholders in their design and implementation of interventions, as well as beneficiaries.

We now know that two main issues affect our overall gender pay gap: a) females being disproportionately represented in the lowest pay quartile and b) females are significantly less likely to apply for roles as a Technician and a Researcher, areas directly addressed in our Athena SWAN Action Plan and other work streams.

The full Gender Pay Gap Report is available on the website.

Ethnicity Pay Gap

As part of our move to increased transparency and accountability around diversity and inclusion, we've undertaken analysis of our Ethnicity Pay Gap, ahead of any regulatory requirements. Our Ethnicity Pay Gap's overall trajectory is promising, although sector benchmarking is difficult as so few institutions have taken this step. Our intention is to publish separate Ethnicity Pay Gap data on our external website in the summer of 2020, alongside the embedding of our EDI Framework and strategies to advance race equality, with future reports published jointly with our Gender Pay Gap Report. Our plans around the inclusive recruitment, retention and progression of staff will be invaluable to the reduction of our Ethnicity Pay Gap. Two new corporate KPIs, the Gender Pay Gap and Ethnicity Pay Gap, will sit within our 2020-25 Strategy.

Bar chart showing Mean and Median values for 2017, 2018, 2019:
- 2017: Mean 15.01, Median 17.12
- 2018: Mean 11.38, Median 10.26
- 2019: Mean 12.31, Median 10.24

Legend: ■ Mean ■ Median

No Barriers to Brilliance

"Removing inequalities takes time and commitment for the processes and culture to become embedded. Success is when we don't even have to ask these questions anymore as there is a deep sense of fairness and diversity at every level."
Pat Bailey, Provost

Access and Participation Plan

With the creation of the OfS, new guidelines were brought in for five year Access and Participation Plans (APPs) with a focus on the areas of Access, Continuation/Progression/Retention and Attainment. Our ambitious Action and Participation Plan plan for 2020-2025 was accepted by the OfS with targets focussing on areas of ethnicity, disability and socio-economic background. There is a newly formed Delivery Group which monitors and tracks our progress and will underpin much of our work in this space over the coming years.
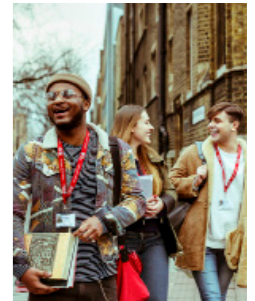
We are keen to see these targets as minimum targets and aim to exceed them to ensure the very best outcomes for our students. Data-enforced and student-informed interventions for target groups, courses and larger holistic approaches will be used to empower our students to achieve and the University will continue to address the systems and processes that are creating our awarding gaps.

| Area	Target Group	Description	Baseline	2025 Target
Access	Ethnicity	Percentage difference in offer-to application rates between White and Black applicants through UCAS for subjects other than subjects allied to medicine (all UG, FT)	12%	6%
Non-continuation	Socio-economic	Percentage difference in non-continuation rates between IMD quintile 5 and quintile 1 students (all UG, FT)	3.3%	1.5%
	Ethnicity	Percentage difference in non-continuation rates between White and Black students (all UG, FT)	5.4%	2.5%
	Disability	Percentage difference in non-continuation rates between Non- Disabled and Disability type Mental Health students (all UG, FT)	15%	8%
Attainment	Socio-economic	Percentage difference in attainment rates between IMD quintile 5 and quintile 1 students (all UG, FT)	15.7%	10%
	Ethnicity	Percentage difference in attainment rates between White and Black students (all UG, FT)	16%	14%
	Ethnicity	Percentage difference in attainment rates between White and Asian students (all UG, FT)	16%	8%
	Disability	Percentage difference in attainment rates between Non- Disabled and Disabled students (all UG, FT)	7.1%	1%
Progression	Socio-economic	Percentage difference in progression rates between IMD quintile 5 and quintile 1 students (all UG, FT)	3.1%	1%
	Ethnicity	Percentage difference in progression rates between White and Asian students (all UG, FT)	10%	4%

Attainment

The Office for Students (OfS) have identified attainment gaps, in particular the BAME Attainment Gap, as amongst its priorities for the Higher Education sector. Attainment gaps measures the % of students who receive a good honours (2:1 or above) when graduating versus those that do not achieve good honours.

LSBU is proud to be the most diverse University in the country and because of this, tackling the BAME awarding gap is a top priority. Unlike some institutions where the "gap" impacts only a few students, at LSBU the attainment gap is impacting thousands of our students, which is why our Access and Participation Plan has such ambitious targets over the next 5 years. While the BAME awarding gap for the University as a whole is between 14% - 19%, this differs greatly between Schools and individual degree pathways, with some having almost no "gap" and others where it is significantly higher.

At LSBU we are consciously moving away from the term "attainment gap" to that of "awarding gap" this small but significant change ensures that the institution is taking ownership of the problem and it not using a student deficit model, it is the intuition that has to change, not our students.

Good Honours by Ethnicity
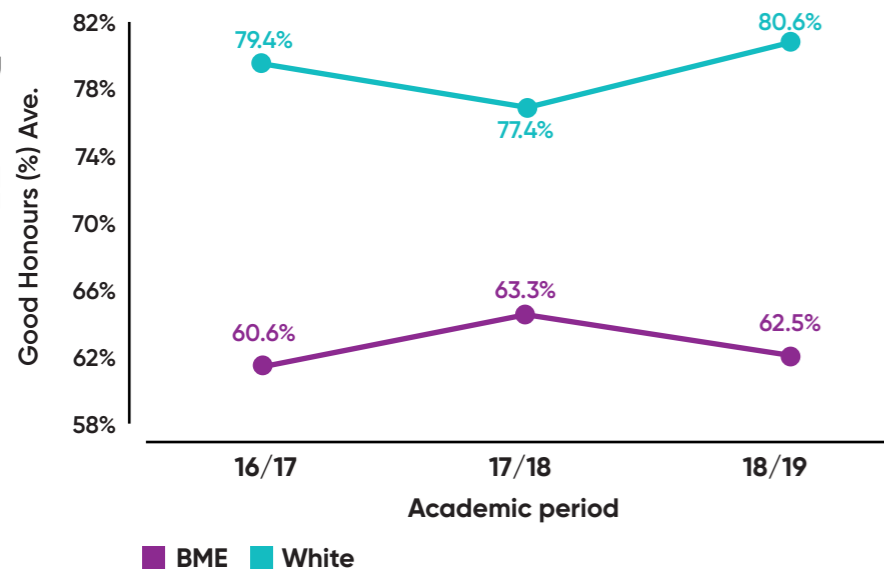
While often ethnic minorities are pulled together as BAME, new data which breaks this down into the 6 ethnicity groups (plus White) in the MIKE system helps an exploration and understanding of the data. This has enabled more nuanced conversations to take place about targeted interventions for specific groups, which sit alongside more generalist approaches inside School Roadmaps on the Attainment Gap and are seen within the APP.

Good Honours by Ethnicity
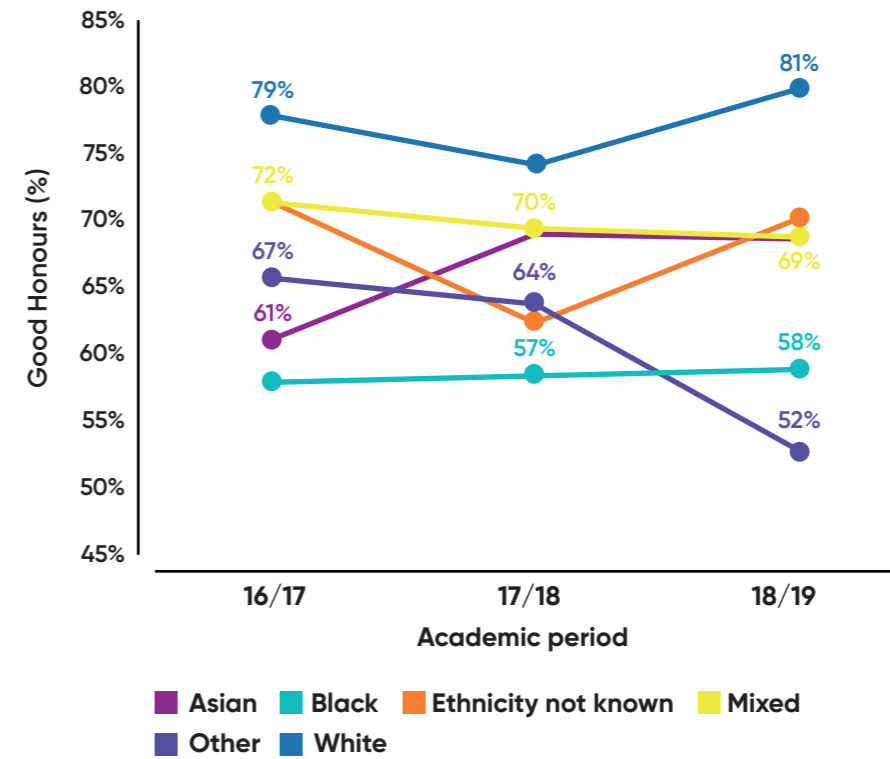
What Works for LSBU is the university's BAME Attainment Gap research project sponsored by Provost Professor Pat Bailey this academic year. Funded to £150,000 from a mixture of APP project funds and central budgets. It takes a research-lead approach to unpicking the gap at LSBU underpinned by the principle that the university needs to change, not its students. Rather than a single team trying to solve attainment, the project has awarded £54,000 of funding to 10 out of 17 university-wide staff-led research applications. These projects seek to: deepen understanding of the real experiences of our BAME students, monitor the impact of targeted interventions and allow LSBU to really engage in the sector's response to the challenge of eliminating the BAME Attainment Gap.

A second call for projects will be happening in 2020/21, with discussions continuing around the level of funding available for the next academic year for new projects, with ongoing projects' funding already agreed.

Student Services

> "Thank you. I honestly cannot thank you enough. You won't know how much this will help me and my family but I can only tell you that I am eternally grateful and appreciate your support at this time. This is going to help me so much and gives me a huge sense of relief that I will get my work done one way or another, I can breathe."
> Student

Student Services and Employability is one of the Universities largest student-facing teams and works with students from their application to LSBU to years after their graduation. The teams within Student Services are at the frontline of student inclusion and diversity, responsible for a wide-range of services from grant allocations to extenuating circumstances, disability and wellbeing support to employment advice.

- **Support Funds**
  Funding is available to student throughout their time at LSBU with funding allocations fully utilised each academic year.
  – Retention Fund: For 17/18: awards made 228, totalling £66,000. For 18/19: awards made 272, totalling £74,000. For 19/20 students, budget £144,000 (£75,000 budgeted, additional £69,000 for Covid support 400/700 students awarded
  – Care Leavers: 17/18: 54 students supported, totalling £52,000. For 18/19: 63 students supported, totalling £62,000. For 19/20: Est. 60-70 students at £75,000

- **Gender Identity**
  In order to support our significant number of Trans* and non-binary students, a new service of specially trained advisors has been created to support these students.
  – Funding granted to enable the training and support of 30 staff through sector-leading Trans* charity Gendered Intelligence with future training planned
  – Provide support and guidance to staff and students on Trans+ issues and areas such as pronouns, transition, name changes, gender identity, internal and external processes
  – New materials made and promoted to highlight the service, seeking to partner with the Communications Team for wider dissemination

- **DDS – Disability and Dyslexia Service**

LSBU has a dedicated support service for LSBU students who have a disability (including mental health difficulties, medical conditions, or a specific learning difficulty including dyslexia). This service works closely with academic colleagues in schools and with the wider university community to continue to develop inclusive learning that seeks to identify and remove barriers to learning for all students. All students receive information about disability services throughout the year and the service has a clear presence on our campuses and on our student and staff intranets.

- For the academic year 18/19 over 2,000 students registered with DDS, 80% of all known disabled students
- 17% of students at LSBU have a disability
- "Specific learning difficulty i.e. dyslexia" is the most common

- **Mental Health and Wellbeing**

The university has a dedicated service for students who are experiencing mental or emotional health difficulties, or who are feeling stressed or distressed regardless of the cause. The service is available to all students, irrespective of whether or not they have a formal mental health diagnosis. The team offer a range of interventions for students including face to face advice, phone appointments, online support and fully funded counselling. The team continue to see a year on year increase in demand for the service.

- For the academic year 18/19 over 800 students accessed the service at least once
- 225 students were referred to external support
- Over 600 are registered with our online support platforms and partners

Booked mental health and wellbeing appointments 2015/16–2018/19

2015/16	2016/17	2017/18	2018/19
1061	1211	1744	1964
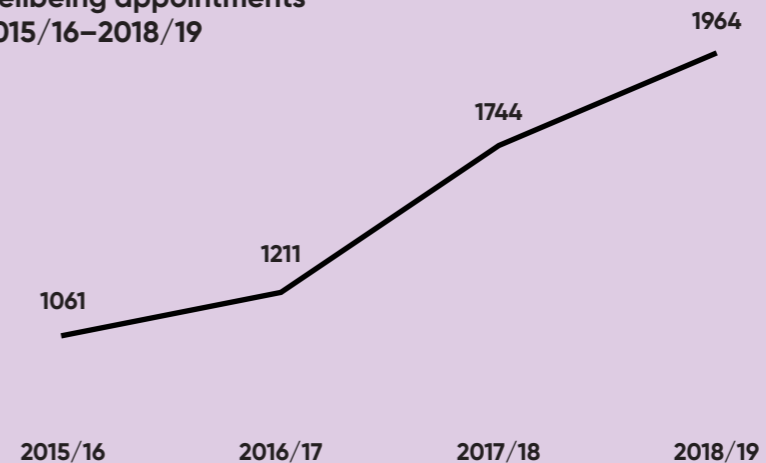
Access and Independence

In the academic year 2019/20, Student Services set up a steering group and a working group to deliver on a package of Charter Marks dubbed Access and Independence. The project grouped: the Stand Alone Pledge (Estranged Students), University of Sanctuary (Refugees and Asylum Seekers) and the Care Leavers Covenant. While these three Charters tackle different groups, it was agreed that we need to review the support offered to students holistically rather than on each individual area.

The project brings together a wide-range of teams from Alumni and Accommodation, to Bursaries and Strategy. The group has made important decisions on a micro level as to what can be done to best help these students and many others in the process. The university is hoping to gain all three charter marks in the next academic year (2020/21) and the project has seen some great quick wins and longer-term goals such as more accommodation options, new bursaries and exploring ways of gathering data.

No Barriers to Brilliance

no barriers to brilliance

While we'd all like to believe there are no social classes in the UK anymore, the reality is different. Where you're from, what you own, how you look and how you talk still has a profound influence on your chances in life. LSBU sees this every day in the London communities we serve, but our students, whatever their background, are determined, tenacious and capable of greatness. Many of our students come from low-income neighbourhoods, juggling parenthood, part-time work, disabilities and caring commitments alongside their studies. Nearly every student will face money worries, invisible obstacles and limiting beliefs of some kind and so we're embarking on LSBU's most ambitious fundraising programme in a generation as we seek to ensure there are no barriers that hold back brilliance.

Fundraising aims:
- £15million raised by 2025
- £0.5million new student prizes
- £1m new bursaries
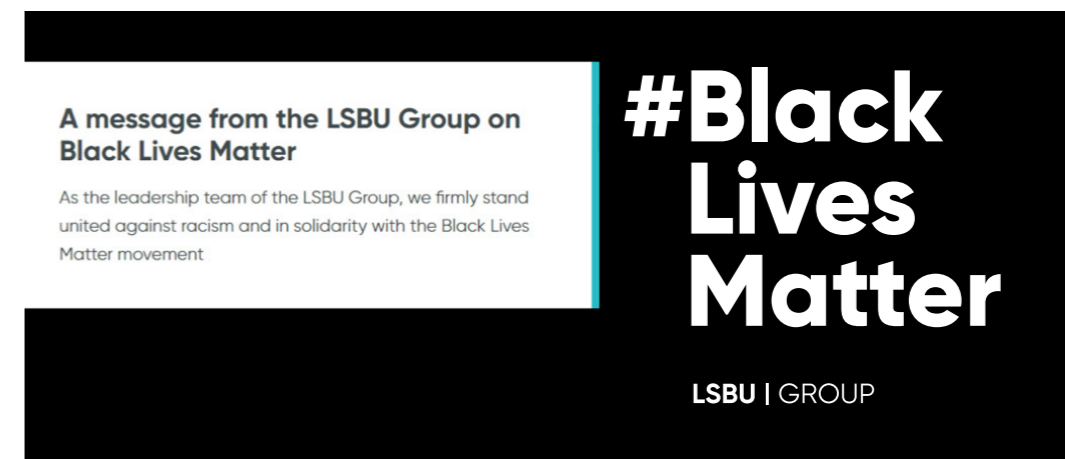- £2.5m Group-wide diversity

#BlackLivesMatter

A legacy to grow...

The murder of George Floyd, an unarmed African-American man at the hands of police, sparked anger across not just the United States of America, but the whole world. His death, alongside those of countless others in the US, UK and too many other countries has forced the world to wake up... it has forced us to take a fresh look at who we are and what we do. London South Bank University Group has a long proud history of being of its local communities. Over 125 years later we still live by those founding values of, education for all those who want it, and fighting for equality and social justice. The thousands of Londoners and people from all over the word who have walked, and continue to walk, through our doors as learners and educators are woven into the very DNA of LSBU Group. We're here not only to keep this rich inclusive legacy alive, but to challenge ourselves to be bolder, braver, and stand for more than just quality learning, but to do the right thing.

Executive Response

As Executives of one of the most diverse educational group in the country, the Executive sought to join a minority of Universities in the UK to issue a strong statement of solidarity for the #BlackLivesMatter movement. The statement was communicated to all staff and student as well as being accessible on the public-facing website.

A message from the LSBU Group on Black Lives Matter

As the leadership team of the LSBU Group, we firmly stand united against racism and in solidarity with the Black Lives Matter movement

#Black Lives Matter

LSBU | GROUP

A Resource for all

A new resource page was built to help signpost staff to intenal and external support, anti-racist charities and groups they could donate to – and other ways to support for those of limited means, book/artciles to learn from and an FAQ. This resource page will continue to be reviewed on a regular basis to continue to be a hub for anti-racist materials for our staff to learn from and share.
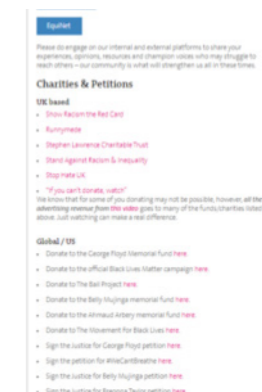
"Let's Talk"

The Equality, Diversity & Inclusion Team, in collaboration with EquiNet – the BAME Staff network - launched "Lets Talk…" a staff forum to safely and openly speak, be heard and share thoughts on #BlackLivesMatter and the BAME experience more generally at LSBU. The sessions to date have seen strong attendance and engagement from staff who have been brave and honest about their experiences at LSBU and beyond. After each session a summary report is sent to Executives and Senior Leaders which is helping to shape our conversations and future work in this space. The Executive have not only been reading the reports but some have attended the sessions to hear staff directly and authentically. In July, there will be a "Let's Talk… with the Executive" which will allow staff and the Executive a space to discuss the sessions so far and future actions.

The EDI Team will seek to continue the "Let's Talk…" format as a basis for longer-term forums and engagement for staff to discuss, not only race/ethnicity, but the full experience of staff.

Staff responses from 'Let's talk…'

Open forums of a similar style have also been occurring across the Group with the Academies running forums for not only staff but also students and parents with clear synergy in narrative emerging from our communities.

A Group response

Across the Group forums of a similar style to "Let's Talk…" have occurred. The Academies in particular have conducted multiple forums for not only staff but also parents and students. A Group-wide working group has been formed to align the actions and responses of the Group as a whole to ensure an embedded and strategic approach is taken.

More than just a

#BlackLivesMatter has reinforced to us that much of the work outlined in this report is more vital than ever…A larger and more embedded EDI training programme not just for leaders but for all staff, widespread systemic changes such as the Inclusive Recruitment project, alongside the continued improvement and review of our formal and informal support structures to better address racism and all other forms of discrimination in the workplace. The University is also exploring innovative and sector-first ways to use its platforms to amplify those of its communities through ideas such as the Social Media Takeover and other engagement projects. The University, and the Group as a whole, are committed to ensuring that we foster long-term sustained change to create an environment where all our staff and students can thrive regardless of the colour of their skin or any other characteristic.

Responding to Covid-19

Covid-19 has changed the working and personal lives of people around the world, with certain groups disproportionately impacted. As thousands of staff and students have had to adapt to a 'new normal' of digitally-based engagement for work and study, we've ensured that people have remained at the heart of our response to this unprecedented crisis. Enshrining inclusivity into the university's response has ensured that staff and students are supported for the duration of the Covid-19 lockdown and beyond.

Carers' Leave

The university stepped out ahead of government to offer additional support to its staff who have caring responsibilities to reflect the change to working from home delivery. The Carers' Leave, introduced in April, allowed all those with caring responsibilities (parents and carers) to an additional 10 days of leave which could be taken as half or full days for the duration of the Covid-19 crisis. The scheme has proved a vital lifeline for many staff who were faced with juggling children, partners who were key workers and those who live in multi-generational families.

With input from the Parents and Carers Network, advice and guidance for staff and managers about the Carers' Leave has continued to evolve and the scheme reviewed to ensure it is meeting the needs of staff.

Care Leave to date (w/c 18th May)	No. of employees	No. of days
April	79	153
May	66	54
June	12	4

Hardship Fund Expansion

Our students were always going to be particularly challenged during by the fallout of Covid-19. Student Services proactively sought to double the Retention Fund to £144,000 and to streamline the application process to ensure that students could access the support they needed as quickly as possible. To date (May) over 700 students have applied to the scheme seeking financial support with 400 successful applications.

No Detriment Policy

Alongside many higher education institutions, LSBU has sought to ensure that its students are not negatively impacted by their rapidly changed living and learning environments, by introducing a No Detriment Policy. Such a policy has proved particularly complex at LSBU due to the high number of professionally accredited courses. Additional supporting documents and guidance has been produced to help students and staff through the intricacies of their degree classifications and how the policy applies.

Student Accommodation Policy

Inline with many other universities across the country, students were successful in shifting the university's policy on its accommodation payments as many students were no longer in their accommodation due to lockdown restrictions. As such, the university waived the final accommodation fee instalment for all students who had returned their keys by 26th April. Such a policy move greatly improved the financial situation for hundreds of our students.

Digital Engagement

With our staff now working remotely it has been important that they were supported during the transitional stages of the pandemic and also for the longer term. The EDI Team coordinated a robust rolling programme of activity with other teams such as Organisational Development, Wellbeing and the staff networks to enable and empower staff every single day through lockdown. A sample programme can be seen below which shows a mix or development workshops, social activities and wellbeing sessions:

Activity		When
Wellbeing: Mindfulness	Free daily guided sessions, Monday–Friday delivered by beinginside.com	11 May 8.00–9.00 17.00–18.00
OD: MSExcel 1 – Essentials	A beginners guide to learning Excel. Learn how to: • Navigate around Excel • Enter and format data • Use basic formulae	11 May 11.00–12.30
Parents and carers e-coffee and chat	Bring your cuppa for an e-coffee and chat with fellow parents and carers from across the LSBU Group	11 May 10.00–11.00
Wellbeing: Mindfulness	Free daily guided sessions, Monday–Friday delivered by beinginside.com	12 May 8.00–9.00 17.00–18.00
OD: Managing people virtually	To increase your knowledge, personal skills, effectiveness and confidence in managing dispersed staff across teams in LSBU	12 May 13.00–16.30
OD: Emotional intelligence	This sessions is perfect for anyone who wants to learn more about what emotional intelligence is and how to start developing their own skills, particularly in challenging times	12 May 11.00–12.30

There has also been a myriad of activity by individuals, Schools and local teams in order to meet the social and business needs of the university including webinars, peer-to-peer leaning and even a Facebook group.

Pulse Survey

A monthly Pulse Survey was launched in April in order to capture the experiences of staff throughout this crisis and to allow the university to respond swiftly to the particular needs of its staff. The first survey responses were extremely positive and in particular highlighted that the 'people-first' approach to policy and action was working. However, concerning data emerged around the experience of Disabled, White Other and Asian staff, as well as the suitable working environments of carers. Further exploration and action plans are in hand to address this and will be monitored. A mirror Pulse Survey for students has also been launched. Both surveys capture demographic data so that the institution can better understand how certain groups are coping and how best to support them.

Carers

- 70% "I feel well informed about what support is available to me" ✔
- 58% "I have a suitable working environment" ▬

Disability

- 20%-30% lower scores than non-disabled staff ▬

Ethnicity

- 86% Black British Africans feel "The Group is demonstrating that it cares about people" ✔
- 33% White non-British feel "I have confidence in how the university has responded" ▬

Comments

"My two kids are at home with me currently, they are both pre-schoolers and it is sometimes difficult for them to understand that I have to work"

"I think you are doing everything you can. Thank you"

Domestic Violence Group

Unfortunately, it is often the most vulnerable who are the worst hit in times of crisis. Domestic violence reporting has seen a 25% surge in the UK, with Refuge seeing a 700% spike in year-on-year calls as people face months of lockdown with abusive partners or family. As the Government has stepped up funding and guidance in this area, the university too has chosen to respond. A task force has been created, with representatives from across students and staff teams, to ensure that communication, support and guidance is clear to staff and to reiterate that the university is still there for them.

Looking forward

Phase 1 – Fixing our Foundations | 2020
A key focus will be developing our capability, in particular for our leaders with a supporting development programme and piloting initiatives such as reverse mentoring. This starts with training for the Board at the end of this academic year. We are reviewing our HR processes to ensure that diversity and inclusion is embedded. We will also be strengthening the routes for individuals to raise issues including the work with our Dignity at Work advisors. Embedding diversity in our panels, both for recruitment and promotions eg Academic Promotions board, and ensuring supporting processes encourage a diversity of candidates. These support our aim that the diversity of our staff at all levels better reflects the profile of our staff and students.

We will continue to actively support and enable our networks and strengthen engagement with a wider audience. We will build on 'Let's Talk', continuing our conversations about race. We will also seek to leverage this to include conversations on other areas which impact both staff and students such as gender and disability.

EDI Framework
Our new EDI Framework sets out our vision for the future. Moving away from siloed working to an integrated model that builds on a partnership approach across our academic and professional service functions. At the time of writing this Report, the Framework is in its final stages of development but will be launched by August 2020.

The Framework will:
- outline future governance structures for the EDI function, both within the University and Group-wide
- put Group-function at its heart
- create new "Pillars" to be used to better align all future work and enable more strategic thinking in the diversity and inclusion space
- outline the 3 priority areas as identified by data and insight of: Accessibility, Race/Ethnicity and Gender
- better align staff and student activity

Setting our KPIs
Setting out short, medium and long-term KPIs that reflect the breadth, depth and ambition of not only the EDI Team but the wider diversity and inclusion agenda for the Group's staff and students will be a vital step this year to provide clarity for the coming months and years.

Resourcing our Team
To enable a sustained commitment to diversity, stabilising and growing the resources committed to the team and wider agenda is vital stage for the upcoming financial year. Team structures and budgets are currently in the final stages of discussion at the time of writing

Getting our data and governance right
Reviewing and strengthening our data gathering and dissemination is crucial and there have been great steps in "cleaning" our data of both staff and students in recent year. This year there have been further coordination between our data teams and the EDI Team to ensure our data capture in future-proof.

Our Governance structures at a local levels has begun but there will be a need to review the current formal structures for EDI with the University and across the Group and how best we can better align the staff and student structures to create a cohesive narrative.

Phase 2 – EDI Everyday | 2021
EDI Everyday seeks to create a learning and working reality across the LSBU Group where diversity and inclusion moves from being a function, to becoming an ethos, a "golden thread" through all our work.

Policies that are fit for the future
Our policies are on a continuous cycle of review, but within 2021 there is a concerted aim that policies and procedures across the board will be reviewed to ensure diversity and inclusion is embedded and fit for the future. This work will involve large parts of the People & Organisational Development Team in consultation with Unions, staff and students.

Embed, embed, embed
This phase will be vital to ensure our foundations are truly embedded, particularly our training for leaders and all staff, our inclusive recruitment guidance for internal and external panels and our governance and stakeholder engagement. A lot of this will not mean doing lots of new things from Phase 1 to Phase 2, but ensuring we are working hard to monitor the effectiveness of Phase 1, amend where appropriate and ensure an EDI function and culture that does not rely on individuals for its success.

2020 – 2025 Strategy

Our 2020-2025 Strategy will be the first Group strategy and is a vision for new ways of learning that will transform the learning opportunities across our South London communities and beyond through applied education and insight. The 2025 goals impact and shape the diversity and inclusion vision, from increasing social mobility and social capital in our students, to closing the gender and ethnicity pay gaps for our staff through the People, Culture and Inclusion sub-strategy.

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 Core 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** • Progress Against Core UN SDGs • Positively Impact 1 Million Lives
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** • £5bn of Economic Impact • Impactful and High Quality Research
Fit for the Future Technology and Estates. To create and flexible physical and digital environment, allowing opportunities for personalisation, that is mobile friendly, fit for the future, and embraces innovation and sustainability.	**2025 goals** • Use of technology and industry-standard facilities embedded in teaching • Environmental sustainability
People, Culture and Inclusion. Create and transformational and inclusive culture that is people centric, values led and ambitious; enabling LSBU Group to empower staff and to attract and retain a diverse range of skilled individuals.	**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 societies current and future requirements in terms of skills, knowledge and innovation and insight.	**2025 goals** • Delivering financial sustainability • Highly effective internal services

LSBU | Group

Mission

1. Social mobility. Known for delivering outstanding outcomes for all students.

2. Student experience. An experience designed around students.

3. A professional and technical workplace focused on education across all levels of study.

4. Impact through Insight. Research and enterprise activity has a meaningful impact globally and locally.

5. Engagement with place. Our work is embedded in the local community, delivering impact for our local and global partners.

In the very mission and ethos of the Group there is equality, diversity and inclusion woven through it. Our work from this academic year onwards is, and will continue, embracing Group and will explore areas of synergy and divergence to embed a truly Group-wide EDI function.

London
South Bank
University

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	CONFIDENTIAL
Paper title:	Treasury Management Report
Board/Committee:	Finance, Planning and Resources Committee
Date of meeting:	30 June 2020
Author(s):	Rebecca Warren, Head of Financial Accounting
Sponsor(s):	Richard Flatman, Group Chief Financial Officer
Purpose:	For noting
Recommendation:	The committee is requested to note this treasury management report.

1. Executive Summary

On 31 May 2020 the University and connected companies held total bank balances in current accounts and deposit accounts of £76.6 million and loans outstanding of £34.4 million.

2. Cash Balances and term deposits

2.1 Details of all the University's bank and deposit balances at the end of May are shown below. These are the balances as per the bank statements. The reason for the large increase in the Barclays current account is because the Student Loans Company receipt was received in May as expected.

Recommendation

The committee is requested to note the most recent treasury management report.

Bank / Title	Type of Account	Previous Month Balance	31 May 2020	
			Balance Currency	Balance Sterling
		£	€	£
NatWest	Corporate Cash Manager Plus	5,233,319		5,337,195
	Euro Currency Account	2,149,383	*2,331,385*	2,149,383
	Business current account	113,965		113,965
NatWest [Charitable Funds]	Corporate Cash Manager Plus	1,853,973		1,862,422
Lloyds TSB	Corporate Special Account	2,109		2,113
	95-day notice	**10,936,400**		**10,936,800**
Bank of Scotland	*Corporate Deposit Account*	*5,970,300*		*5,970,300*
	Corporate Instant Access	198,538		198,538
Federated Investors LLP UK	Sterling Liquidity Fund 3	1,882		1,882
	Sterling Cash Plus GBP	5,403,581		5,403,581
Barclays	Business Account	0		0
[LSBU's Main trading account]	FiBCA	11,317,338		38,003,044
Scottish Widows Bank Plc	Deposit Account	612		612
		502		502
Barclays	Charity	385		385
Nationwide	95 Day Deposit Account	3,024,501		3,024,501

Total LSBU Funds at Bank		**46,206,788**	**73,005,223**

Bank / Title	Type of Account	Previous Month Balance	Balance Sterling
NatWest [SBU Enterprises Ltd]	Business Current Account	0	0
	CCMP	15,003	22,289
Barclays	SBUEL Main current account	162,914	131,446

Total Access & Enterprises Funds		**177,917**	**153,735**
Total SBC funds at bank	Barclays	**240,173**	**1,452,459**
Total SBA Funds at bank	Lloyds TSB	**2,009,410**	**1,977,337**

Total of all Funds at Bank		**48,634,288**	**76,588,754**

2.2   The table below shows the interest rates we currently receive for our accounts and fixed term deposits.

Bank	Account	Funds held at 31/05/20 £'000	Maturity date	Interest rate %
Natwest	CCMP	5,337	No notice	
Natwest	Euro current account	2,149	No notice	
Natwest	Charitable funds	1,862	No notice	
Lloyds TSB	Fixed Term Deposit	10,939	95 days	0.45
Bank of Scotland	Corporate Deposit account	6,169	No notice	0.60
Federated Investors	Liquidity fund	5,405	No notice	variable*
Barclays	FIBCA	38,003	No notice	
Nationwide	Fixed Term Deposit	3,025	95 days	0.40

* Variable rate of return (has been between 0.57% - 0.91%; likely to be lower at present)

2.3   The actual interest income for the 2018/19 year was £267,000.

2017/18 Actual £'000	2018/19 actual £'000	2019/20 Budget £'000
£149,000	£267,000	£220,000

2.4   A detailed list showing how much the University family holds at each bank and assessment of counterparty limits is shown below. In line with our Treasury Management Policy: the University is permitted to place deposits with banks and building societies operating in the UK which are authorised and regulated by the Financial Conduct Authority and Prudential Regulatory Authority in accordance with the following credit rating criteria. The minimum rating criteria must be met by at least 2 of the main three credit rating agencies.

Credit Rating agency	S&P	Moody's	Fitch	Bank Limit (£ Millions)
Band 1 (Minimum Ratings)	A	A2	A	£10.0
Band 2 (Minimum Ratings)	BBB+	Baa1	BBB+	£5.0

To maintain sufficient balances in our main current account with Barclays, the policy allows up to £25m to be held with this institution with deposits or term accounts being for no longer than 1 month. As of 31st May, £38m was held in the Barclays account, as a result of student loan receipts. By the 22nd June, when payments for payroll and to HMRC clear, this will reduce to £30m and are forecast to fall further to around £20m by the end of June after supplier payment runs, as illustrated by the graph below. We will put £5m on short term deposit with another bank to reduce the risk of breaching our TMP in the next few weeks.

The amount held with Lloyds TSB is at group level and includes rolled over interest and balances held by South Bank Academies and is not a breach of the University Treasury Management Policy.

Bank	S&P	Moody's	Fitch	Band	Maximum deposit in line with TMP £'000	Funds held at 31/5/20 £'000
Natwest	A	A1	A+	1	£10,000	£9,348
HSBC	A+	Aa3	AA-	1	£10,000	-
Lloyds TSB	A+	Aa3	A+	1	£10,000	£12,916
Bank of Scotland	A+	Aa3	A+	1	£10,000	£6,169
Federated Investors	AAAm	N/A	AAA	1	£10,000	£5,405
Barclays	A	A1	A+	1	£25,000	£38,003
Nationwide	A	A1	A	1	£10.000	£3,025

2.5   Deposits maturing

Banks	Deposit (£M)	Rate (%)	Term (Days)	Maturity Date
Lloyds	10.9	0.45	95	95 day notice
Nationwide	3.0	0.40	95	95 day notice

3.   Loans

3.1   Loan balances outstanding are £34.4m, including the loans novated from Lambeth College. As follows:

Lender	31/7/19 £'000	31/05/20 £'000	Term	Interest rate	Security
Allied Irish Bank (GB)	3,113	2,830	26.5 years to 2027	6.67% Fixed	Dante Road halls of residence
Barclays Bank 2	3,886	3,653	25 years to 2032	5.67% fixed	McLaren House
Barclays Bank 3	5,000	5,000	To April 2029	5.25 % fixed	
Barclays Bank 4	6,909	6,612	23.25 years to 2032	5.54% fixed	
Barclays Bank 5	3,786	3,563	23 years to 2032	0.225% over Libor	
Barclays Loan Lambeth	13,467	12,501	To 30th Aug 2035	5.2% fixed + margin 1.65%	
Salix	200	200			None
Total Group loans	**36,361**	**34,359**			

As reported to Finance Planning and Resources Committee in April, cashflow in relation to the Group's capital plans and the LEAP project which will result in a forecast maximum cash deficit of £14m in the year ending 31st July 2022. This is lower than previously forecast primarily as a result of downgrading the reconstruction of the chapel as a priority and the delay to the construction of the South Bank Colleges Nine Elms Skills Centre in Vauxhall.

We have now received 3 offers for a revolving credit facility to fund this work and the process of selection and approval and modelling of banking covenants is underway.

Recommendations

The committee is requested to note this Treasury Management Report.

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	CONFIDENTIAL
Paper title:	REI Update
Board/Committee:	Finance, Planning and Resources Committee
Date of meeting:	30 June 2020
Author(s):	Linsey Cole, Acting Director, Research, Enterprise and Innovation
Sponsor(s):	Paul Ivey, Managing Director SBUEL and Chief Business Officer and Deputy Vice Chancellor Innovation
Purpose:	For Information
Recommendation:	To note the update on research and enterprise activities.

Executive Summary

This paper provides an update on research and enterprise activities since the start of the 19/20 academic year as at end May 2020 (end of period 10). A pipeline of research and enterprise activity and income YTD for the same period is included with the report.

The committee is requested to note the contents.

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Executive Summary

This paper provides an update on research and enterprise activity to FPR. The paper comments on research and enterprise performance to date (income to the end of period 10) and continued action to mitigate risks to project delivery and future income associated with the Covid-19 pandemic.

From this report, £3.2million of research income has been secured to the end of period 10, with a further £1.5million contracted. At this stage, there is a projected negative variance to budget of £739k for this financial year. The main negative variance to budget continues to sit with The Welding Institute (TWI): research income from TWI has not been in line with our expectations. We have issued notice to TWI that we wish to close our three joint Innovation Centres and negotiations around this are underway. Enterprise income continues to be a challenge with almost £3million income still needing to be secured: in the current challenging climate, we do not anticipate that this will be achieved. As per the April report to FPR, in light of the Covid-19 closures, the forecast income for rentals for April to July (£400k) and the forecast summer schools residences lettings (£500k) have been removed, as they look unlikely to be secured due to Covid-19 closures. The Executive have not agreed to waive the rentals, so at this stage they are still being invoiced.

The Research, Enterprise and Innovation team (REI) is continuing to work closely with academic and PSG colleagues to adapt our projects and plans in light of Covid19. We have been liaising with researchers, Estates and Technical Support Services to identify where projects or clients may need access to specialist facilities so that these needs can be considered as part of the plans for reopening the campus. We have continued to bring colleagues from across LSBU together to share challenges and ideas, to ensure that we can be responsive to funding opportunities. There will be a negative impact on both research and enterprise income for the remainder of 19/20 and 20/21 due to changes in both funding priorities and client's willingness to invest at this challenging time. We are continuing to prepare for the submission of the Research Excellence Framework (REF) and Knowledge Exchange Framework (KEF) and this is progressing well through using virtual collaboration tools.

Engagement with Schools

Activity continues to support interdisciplinary collaboration across LSBU's Schools linked to Covid19. An online workshop was held with representation from across Schools and Research Centres to consider the LSBU approach to bidding for Covid-19 related funding calls. MS Teams continues to support the identification and submission of Covid-19 proposals from across the University.

In response to the Covid19 pandemic, there have been a number of new funding calls released to support research and innovation activities linked to the UK's response. The Research Awards and Business Development teams have supported with activities including:

- Supporting proposal submissions from HSC, BEA, ENG and LSS to the value of £2.1m, including nine to InnovateUK.
- Submission of research proposals to a range of funders including the British Academy, Royal Academy of Engineering, EPSRC, MRC and UKRI. These included four proposals to the British Academy Special Research Grants Covid19 call and a further application to the UKRI Covid-19 open call.

Other activities with Schools include:

- Continued development work on three KTPs, which will be submitted in August.
- Signing NDAs with both Vodafone and Verizon to support future collaboration with the Schools of ACI and ENG. We have identified both specific opportunities to bid for funding and wider opportunities for collaboration.
- The development of four new CPD courses related to digital disruption from the Business School for online delivery.

Engagement with Students

Since April 2020, delivery of all student-facing enterprise events and activities has moved online. Events, curriculum sessions, cohort based start-up programmes and pitching events have all been held virtually. Based on the REI team's experience to date and the positive feedback received from students and colleagues participating in online sessions, we have developed guides to support the continued delivery of engaging online sessions.

A group of student Enterprise Ambassadors were invited to participate in a series of focus groups to share reflections and ideas. The insights and outcomes place the student voice at the core of planning and delivery of a new online offer for 20/21.

Students will continue to have the opportunity to complete Research Internships this summer. Students will work alongside academics on projects with commercial potential remotely: 37 applications from students for internships were received. Students will interviewed for the opportunities via MS Teams and will complete their internships from June onwards.

The second Idea Hub programme, which supports students and recent alumni to validate an idea for a new business, finished in early June. All sessions were delivered online. The programme culminated with the new entrepreneurs presenting their progress in an Instagram Live event that had viewers from across the world.

Engagement with Tenants

All three buildings have remained closed throughout May, with access only given to tenants on ad-hoc basis to collect equipment or supplies.

Rental invoices are continuing to be raised during this period of closure. A decision will be made on whether these should be waived or not once the buildings reopen. Notice has been received from two tenants. We are redeveloping our Business Lounge offer to reflect potential future operations post Covid19. This will include a more flexible offer for those who wish to access space occasionally.

Tenant engagement has paused at this time, as tenants have been focused on revenue generation and survival during a difficult trading period. One tenant, Captain Cyan is assisting LSBU with their Covid Safe signage across the campus.

Engagement with Community

LSBU has been supporting local businesses impacted by the closure of the Elephant and Castle shopping centre. Through the Business Solutions Centre, Business School students and academics have been collaborating with social enterprise Tree Shepherd to deliver two online workshops to businesses preparing for relocation. Individual follow-up sessions with the traders gave students practical consulting experience with support from academic colleagues.

Other community-facing activity includes:

- The development of a Covid19 Toolkit for SMEs
- Securing contract extensions for the European Regional Development Fund (ERDF) projects SimDh and A2i to September 2023 with combined additional ERDF funding of £1.2m. The outcome of an application for an additional £500k of funding for the ERDF project London Agri Food Innovation Clinic (LAFIC) which would extend the project to September 2023 is pending.
- The continued delivery of ERDF business and innovation support activity virtually. For example, online workshops and one-to-one support sessions have been delivered to SMEs across all seven ERDF programmes.
- Supporting the LSBU Sustainability and Climate event by involving SMEs from the low carbon ERDF projects to showcase the impact of LSBU's support on their business performance.
- Supporting almost 100 SMEs from across London through the Digital Grid project to increase their understanding of the value of digital skills.
- Continuing to establish the CEDaCI project as a leading network in Europe for the circular economy. The network now includes 70 companies and organisations from across Europe and has been cited as an example of good practice on the European Circular Economy Stakeholder Platform.

Operations and systems

REI's transition to remote working has been relatively straightforward. We now have only limited requirements for additional hardware to increase the efficiency of remote working, as we recognise this will continue to be required for an extended period for all REI staff.

Update on development projects:

- We continue to invest in the development of Haplo the university's core system for managing research and enterprise proposals, projects and research students. We have completed the update of standard in Haplo reports and are now working on changes that will improve the quality of both user data entry and management of legal queries.

- Academic testing continues with the Haplo Bio/Profile module, which puts academics in charge of their own external profile management. Marketing have now developed the initial design concepts for the LSBU website where PeopleFinder will be replaced with the direct output from Haplo.

- We are progressing use of MS PowerBI as the analytic /visioning tool to transform R&E reporting. We are focusing initially on four discrete areas for reporting trials with our priority the reporting on research and enterprise activity for Schools and Research Centres (RCs). We showed the PowerBI concept to RC Heads at their last meeting and have now sent a draft specification for the online dashboard/reports for RCs to obtain comments from stakeholders. This dashboard/report set goes into development shortly and we plan to share the initial visualisation with RCs to ensure the final presentation format is accessible to everyone. REI is at the forefront of LSBU Group developments in MS PowerBI and we have been supporting discussions on future use with ICT and other PSGs.

- REI HR project development is ongoing with the current focus on developing banks of standard REI recruitment questions and testing.

- We are about to go live with HubSpot, a CRM, to support both Strategic Projects management of the primarily micro businesses on our ERDF business and innovation support programmes and the client-facing business development team. Phase 2 to follow will be the integration with Haplo Research Manager module which currently has a very basic organisational front end.

- PowerHouse Hub is the system that will deliver the public face and administration for CPD. We have completed the initial marketing review and are now finalising the content and development roadmap completion required to achieve the target of an early September launch.

- Work on the Differentiated Services project which will change our approach to proposal and project management to deliver greater value continues. In parallel, we are developing the processes through which Schools can work with REI to triage and route proposals approved for development to the optimum REI resource.

Financial Planning & Resources Committee

Research, Enterprise & Innovation

This report contains budget and forecast information as at close of May 2020 for the 2019/2020 academic year and bid performance and activity for the same period.

Research Income Analysis 2019/2020

Research income analysis for 2019/2020	Research Grants & Scholarships	% of budget	Variance to Full year Budget (agresso)	Variance to Full year Forecast (agresso)	Research Income Analysis for 2018/2019
Full year Budget (agresso)	£5,316,725				£4,376,592
Full year Forecast (agresso)	£4,577,831	86%	(£738,893)		£4,093,303
Year to date Actuals	£3,201,804	60%			£3,283,052
Contracted	£1,498,328	28%			£883,238
Total Actuals + Contracted	£4,700,132	88%	(£616,593)	£122,301	£4,166,290

The below table shows the QR Grants for the total Research Income.

Research income analysis for 2019/20	Research Grants & Scholarships	QR Grants	Total Research Income
Full year Budget (agresso)	£5,316,725	£2,175,849	**£7,492,574**
Full year Forecast (agresso)	£4,577,831	£2,265,703	**£6,843,534**
Year to date Actuals	£3,201,804	£1,924,967	**£5,126,771**
Contracted	£1,498,328	£340,736	**£1,839,064**
Total Actuals + Contracted	£4,700,132	£2,265,703	**£6,965,835**

The current forecast per the management accounts is a negative Research income variance to budget of (£739k)

The year to date income plus forecast contracted income suggests that there will be a negative Research income variance to budget of (£617k)
Therefore there is potential further upside to the management accounts of £122k

In totality, the Schools have increased their research forecast vs budget by £80k.
Unfortunately TWI has not been a success and they are forecasting a negative variance to budget of (£788k).

	agresso	agresso		agresso		
	Full Year Budget	Full Year Forecast		Year to Date Actuals	Contracted	Total Actuals + Contracted
Total Schools	£3,294,325	£3,373,678		£2,346,211	£1,065,298	£3,411,508
School of Arts & Creative Industries	£38,608	£52,608		£38,156	£28,408	£66,564
School of Applied Sciences	£250,514	£274,507		£145,047	£154,624	£299,671
School of Business	£10,000	£10,000				
School of the Built Environment & Architecture	£120,814	£54,540		£42,775	£9,419	£52,193
School of Engineering	£2,489,739	£2,579,723		£1,822,538	£793,959	£2,616,497
School of Health & Social Care	£307,820	£302,119		£263,859	£28,138	£291,997
School of Law & Social Sciences	£76,831	£100,181		£33,836	£50,750	£84,586
Total REI	£2,022,399	£1,204,153		£872,868	£415,756	£1,288,623
Research Enterprise & Innovation						
The Welding Institute	£1,986,599	£1,198,353		£867,068	£415,756	£1,282,823
Collaborative Institutes	£35,800	£5,800		£5,800		£5,800
Total Other areas				(£17,274)	£17,274	
Total Research 2019/2020	£5,316,725	£4,577,831		£3,201,804	£1,498,328	£4,700,132
Total Research 2018/2019	£4,376,592	£4,093,303		£3,283,052	£883,238	£4,166,290

Research Performance

Analysis of awards by school

School	YTD 2019-2020					
	Closed won		Closed lost		Conversion %	
	Volume	Value £	Volume	Value £	Volume	Value
Arts & Creative Industries	1	£3,200	4	£645,306	20%	0%
Applied Sciences	4	£164,574	19	£3,362,441	17%	5%
Built Environment & Architecture	1	£17,500	18	£2,638,401	5%	1%
Business	2	£110,221	2	£12,693	50%	90%
Engineering	22	£1,688,352	27	£6,932,298	45%	20%
Health & Social Care	6	£201,685	10	£428,184	38%	32%
Law & Social Sciences	2	£42,306	14	£449,681	13%	9%
The Welding Institute, Innovation Centre	3	£854,489	6	£2,672,653	33%	24%
Research, Enterprise and Innovation	0	£ -	1	£208,403	0%	0%
Total	41	£3,082,327	101	£17,350,060	29%	15%

As at End May 2020

For more details information about won projects see:

Research Activity

Pipeline of projects in development by school

School	Number	Value		Likely value achieved	
				End May 2019/20	
		£	Share %	£	Share %
Arts & Creative Industries	2	£197,360	1%	£500	0%
Applied Sciences	7	£297,263	2%	£29,226	2%
Built Environment & Architecture	14	£2,058,410	13%	£127,464	9%
Business	4	£93,899	1%	£3,130	0%
Engineering	51	£7,770,266	51%	£958,264	62%
Health & Social Care	9	£2,857,905	19%	£118,512	8%
Law & Social Sciences	4	£66,882	0%	£12,724	1%
The Welding Institute	10	£2,004,735	13%	£262,233	18%
Research, Enterprise & Innovation	0	£ -	0%	£ -	0%
Total	**101**	**£15,346,720**	**100%**	**£1,512,053**	**100%**

**This table includes only Open submitted bids (not potential or in preparation).

Enterprise Income Analysis 2019/2020

The income reports should be read in conjunction with the appendix – Research and Enterprise Income Summary. The figures below are taken from those reports and include comparison to the previous year.

Enterprise income analysis for 2019/2020	Enterprise	% of budget	Variance to Full year Budget (agresso)	Variance to Full year Forecast (agresso)	Enterprise Income Analysis for 2018/19
Full year Budget (agresso)	£10,683,053				£11,428,369
Full year Forecast (agresso)	£7,553,859	71%	(3,129,194)		£10,211,647
Year to date Actuals	£6,462,445	60%			£7,341,349
Contracted	£1,313,469	12%			£3,173,442
Total Actuals + Contracted	£7,775,914	73%	(2,907,139)	222,055	£10,514,791

The current forecast per the management accounts is a negative Enterprise income variance to budget of (£3,129k)

The year to date income plus forecast contracted income suggests that there will be a negative Enterprise income variance to budget of (£2,907k)
Therefore there is potential further upside to the management accounts of £222k
However, the rentals are still being invoiced (see comment below), so the actuals are effectively overstated by £200k.

In March, to be prudent, the forecast income for rentals for April to July (£400k) and the forecast summer schools residences lettings (£500k) have been removed as they look unlikely to be earned due to Covid-19 closures.
The Board have not agreed to waive the rentals though, so at this stage they are still being invoiced.

	agresso	agresso		agresso		
	Full Year Budget	Full Year Forecast		Year to Date Actuals	Contracted	Total Actuals + Contracted
Total Schools	**£4,965,254**	**£3,869,062**		**£3,518,964**	**£523,627**	**£4,042,590**
School of Arts & Creative Industries	£335,157	£235,638		£135,068	£84,404	£219,473
School of Applied Sciences	£370,175	£258,050		£202,437	£62,458	£264,895
School of Business	£212,185	£95,369		£53,369	£12,000	£65,369
School of the Built Environment & Architecture	£528,826	£339,841		£353,060	£26,879	£379,939
School of Engineering	£679,042	£532,409		£412,568	£133,184	£545,752
School of Health & Social Care	£2,699,647	£2,253,300		£2,248,283	£123,745	£2,372,027
School of Law & Social Sciences	£140,222	£154,456		£114,178	£80,956	£195,134
Total REI	**3,606,018**	**£2,820,282**		**£2,204,003**	**£626,920**	**£2,830,923**
Research Enterprise & Innovation	£3,332,518	£2,579,282		£2,054,003	£535,920	£2,589,923
The Welding Institute Collaborative Institutes	£273,500	£241,000		£150,000	£91,000	£241,000
Total Other areas	**£2,111,780**	**£864,515**		**£739,478**	**£162,923**	**£902,400**
Total Enterprise 2019/2020	**£10,683,053**	**£7,553,859**		**£6,462,445**	**£1,313,469**	**£7,775,914**
Total Enterprise 2018/2019	**£11,428,369**	**£10,211,647**		**£7,341,349**	**£3,173,442**	**£10,514,791**

Enterprise Income by Type

Company	Income type	Full Year Budget	Full Year Forecast	Full Year Variance to Budget	Year to Date Actuals	Remaining Year To recognise
	Total Enterprise Income	**(10,683,053)**	**(7,553,859)**	**(3,129,194)**	**(6,462,445)**	**(1,091,414)**
	Total LSBU	**(6,993,752)**	**(3,525,073)**	**(3,468,678)**	**(3,837,186)**	**312,112**
LSBU	Consultancy					
LSBU	Contract Research SU		(33,032)	33,032	(35,874)	2,842
LSBU	Events and Conferences		(297)	297	(3,236)	2,939
LSBU	Intellectual Property					
LSBU	Knowledge Exchange	(360,871)	(337,975)	(22,897)	(279,186)	(58,789)
LSBU	Letting Of Facilities	(1,102,648)	(25,695)	(1,076,953)	(25,695)	(0)
LSBU	Other Income Generating Activities	(4,274,202)	(1,113,668)	(3,160,534)	(1,011,326)	(102,342)
LSBU	Overseas Partnerships					
LSBU	Property Rental					
LSBU	Regeneration Programmes	(956)	(74,691)	73,735	(23,604)	(51,087)
LSBU	Short Courses	(278,800)	(131,094)	(147,706)	(109,258)	(21,836)
LSBU	University Accredited Courses	(976,274)	(1,810,622)	834,348	(1,830,340)	19,718
LSBU	Support for Income Generation		2,000	(2,000)	(517,780)	519,780
LSBU	Student Enterprise				(888)	888
	Total SBUEL	**(3,689,301)**	**(4,028,786)**	**339,485**	**(2,625,259)**	**(1,403,526)**
SBUEL	Consultancy	(39,842)	(290,889)	251,047	(264,129)	(26,760)
SBUEL	Contract Research	(244,251)	(299,719)	55,468	(199,397)	(100,322)
SBUEL	Support for Income Generation	(623,736)	(623,736)			(623,736)
SBUEL	Events and Conferences					
SBUEL	Intellectual Property					
SBUEL	Knowledge Exchange					
SBUEL	Letting Of Facilities		(80,000)	80,000	(88,384)	8,384
SBUEL	Other Income Generating Activities	(473,833)	(471,854)	(1,979)	(365,932)	(105,922)
SBUEL	Overseas Partnerships					
SBUEL	Property Rental	(1,174,652)	(854,496)	(320,156)	(1,081,064)	226,569
SBUEL	Regeneration Programmes	(1,132,988)	(1,362,892)	229,904	(621,646)	(741,246)
SBUEL	Short Courses SL		(42,184)	42,184	(46,833)	4,649
SBUEL	University Accredited Courses					
SBUEL	Support for Income Generation		(3,015)	3,015	42,127	(45,142)
SBUEL	Student Enterprise					

Enterprise Performance
Analysis of awards by school

School	2019/20 YTD					
	Closed won		Closed Lost		Conversion %	
	Volume	Value £	Volume	Value £	Volume	Value
Arts & Creative Industries	0	£ -	1	£40,000	0%	0%
Applied Sciences	1	£3,600	2	£56,000	33%	6%
Built Environment & Architecture	8	£106,230	2	£2,400	80%	98%
Business	4	£151,580	2	£68,930	67%	69%
Engineering	1	£25,000	1	£1,500,000	50%	2%
Health & Social Care	21	£1,395,083	16	£2,240,189	57%	38%
Law & Social Sciences	2	£101,200	1	£8,472	67%	92%
Research, Enterprise & Innovation	3	£141,967	1	£125,000	75%	53%
Academic Related Resources	0	£ -	0	£ -	0%	0%
Student Services and Employment	0	£ -	0	£ -	0%	0%
The Welding Institute, Innovation Centre	0	£ -	1	£140,000	0%	0%
Academy of Sport	1	£35,000	0	£ -	100%	100%
Total	**41**	**£1,959,660**	**27**	**£4,180,991**	**60%**	**32%**

As at End May 2020

For more details information about won projects see:

Enterprise Activity

Pipeline of projects in development by school

School	Number	Value		Likely value achieved	
				End May 2019/20	
		£	Share %	£	Share %
Arts & Creative Industries	0	£ -	0%	£ -	0%
Applied Sciences	0	£ -	0%	£ -	0%
Built Environment & Architecture	1	£92,000	18%	£4,600	2%
Business	2	£173,453	34%	£112,347	49%
Engineering	0	£ -	0%	£ -	0%
Health & Social Care	3	£185,500	37%	£97,750	42%
Law & Social Sciences	1	£2,225	0%	£2,225	1%
Research, Enterprise & Innovation	2	£56,612	11%	£14,556	6%
The Welding Institute	0	£ -	0%	£ -	0%
Other	0	£ -	0%	£ -	0%
Total	**8**	**£508,178**	**100%**	**£230,672**	**100%**

**This table includes only Open submitted bids (not potential or in preparation)

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	CONFIDENTIAL
Paper title:	2020/21 Recurrent Grant update
Board/Committee:	Finance, Planning and Resources committee
Date of meeting:	30 June 2020
Author(s):	Ralph Sanders Director of Financial Planning, Reporting & Registry
Sponsor(s):	Richard Flatman, Chief Financial Officer
Purpose:	To update the Finance, Planning and Resources committee on the recurrent grants from the OFS for 2020/21
Recommendation:	The committee is asked to note the attached.
Executive summary:	The University has received confirmation from the OfS as to the level of Teaching Grant in 2020/21. The Teaching grant of £11.6m is a reduction of £0.5m as compared to 2019/20. This reduction in income was communicated to the sector in March 2020. Although the teaching grant has been reduced, the capital grants are significantly ahead of 2019/20 and represent another £1.9m of funding. This gives a total teaching grant of £13.5m, which is £0.3m higher than the recent Scenario 2b budget, presented to FPR in April and subsequently approved by Board. The Total Grant funding including QR and HEIF totals £16.3m, which compares to £16.6m as received in 2019/20. The teaching grant assumes that we will recruit and retain 11,000 funded students in 2020/21. Our scenario 2b budget is based on 11,350 students and so there may be some upside in the following year 2021/22 in terms of Student Opportunity premiums if we recruit to target. If we do not recruit to the 11,000 target the OFS may clawback funds and will reduce the premiums to support successful outcomes in the following year's grant.

INTRODUCTION

LSBU Grant Funding 2020/21

On 6 May, the University received an update from the OFS communicating changes in funding for 2020/21 and a relaxation of the regulatory environment for HE institutions.

The OFS had already communicated to the University on 25 March that recurrent grant funding in England for HE would be reduced by £48M across the sector and this was reflected in the budget options recently presented to the Finance, Planning & Resources Committee. The OFS have confirmed in this latest update that there will be no reduction in the disabled students premium and that they will protect in cash terms the rates of grant for pre-Registration courses in nursing, midwifery, and allied Health Subjects that do not attract price group A funding. The latter is positive news for LSBU and in particular the School of Health & Social Care.

The OFS had also already announced that there would be a review following on from the Augar Review of funding for the HE sector. The update confirms that any proposed changes to funding would be introduced in the Academic Year 2022/23 but does suggest that there is a significant chance of a delay to the implementation date.

Teaching Grants

The University received its recurrent teaching grant allocation on May 12 and the Board of Governors received a verbal update the same day.

The grant allocation for recurrent teaching has been confirmed at £11.6m, which represents a reduction of £0.5m as compared to the £12.1m that was received in 2019/20. The key reductions in terms of income were in the support for High Cost subject funding and London premiums that were reduced by 8% (£0.4m) and 6% (£0.2m) respectively. The disabled students premium, premiums to support successful outcomes and the Nursing and Allied Health supplements were broadly flat as compared to this year.

The teaching grant assumes that we will recruit a total of 11,000 funded students in 20/21. Our scenario 2b budget is based on 11,350 students and so there may be some upside in the following year 2021/22 in terms of Student Opportunity premiums if we recruit to target.

Capital grants

The University had already received confirmation from the OFS as to the level of Capital Grant for Teaching & Learning for 2020/21. The grant of £1.1m is an increase of 50% from the 2019/20 position. The University will also receive Deferred Capital Grants of £0.9m.

Total Position

The total OFS Teaching funding grant of £13.5M compares positively to the £13.2m that we had built into the 2020/21 Scenario 2b budget and is a slight reduction as compared to the £13.7m of teaching grant that we received in 2019/20.

A detailed reconciliation to 19/20 is presented below and includes indicative amounts for Research based QR and Enterprise HEIF funding. These are still to be confirmed by Research England.

Reconciliation with 19/20	Total 19-20 Per March 20 letter	Total 20-21 Per May 20 letter	Variance
Subject-based allocation	4,204,439	3,823,564	
Supplement for postgraduate taught	98,164	123,843	
High-cost subject funding	**4,302,603**	**3,947,407**	**(355,000)**
Students attending courses in London	**3,127,440**	**2,931,638**	**(196,000)**
Disabled students' premium	380,326	362,681	
Premium to support successful student outcomes: **FT**	1,695,268	1,542,243	
Premium to support successful student outcomes: **PT**	1,326,969	1,479,511	
	3,402,563	**3,384,435**	**(18,000)**
Part-time undergraduates	0		
Intensive postgraduate provision	243,648	248,420	
Erasmus+ and overseas study programmes	0		
Very high-cost STEM subjects	112,001	106,491	
	355,649	**354,911**	**(1,000)**
Nursing and allied health supplement	**891,925**	**937,536**	**46,000**
TOTAL Teaching Funding	**12,080,180**	**11,555,927**	**(524,000)**
Deferred Capital Grant	887,999	872,652	
Formula based teaching capital	699,748	1,083,938	
Additional funding Mar 20	20,022		
TOTAL Teaching Capital Funding	**1,607,769**	**1,956,590**	**364,000**
Mainstream QR	1,193,809	1,193,809	
London weighting on mainstream QR	143,256	143,256	
QR charity support fund	54,131	54,131	
QR business research element	56,054	56,054	
QR RDP supervision fund	514,814	514,814	
Additonal funding Jan 20	43,327		
Global Challenge Research Fund	83,436	83,436	
Strategic Priorities Fund	50,000		
TOTAL QR Funding	**2,138,827**	**2,045,500**	**(93,000)**
Formula based research capital	130,349	130,349	
Additional funding			
TOTAL Research Capital Funding	**130,349**	**130,349**	**0**
TOTAL Knowledge Exchange	**623,736**	**623,736**	**0**
TOTAL Recurrent grants	**16,580,861**	**16,312,102**	**(253,000)**

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	CONFIDENTIAL
Paper title:	2019/20 Strategic Enabler KPI update and 2025 KPI framework design
Board/Committee:	Finance, Planning and Resources
Date of meeting:	30 June 2020
Author(s):	Karen McLernon (Head of Performance Analysis) Richard Duke (Director of Strategy & Planning)
Sponsor(s):	Richard Flatman (CFO)
Purpose:	For information
Recommendation:	The committee is requested to note the KPI update and framework.

Executive Summary

The report provides an update on 2019/20 KPI performance for the university and introduces the new KPI framework that is being developed to measure performance against the 2025 Group strategic outcome targets.

The new KPI framework is holistically designed at Group level. Differences between the current and future KPIs are also covered in the report.

Until the sign off of the 2025 Strategy in July 2020 by the LSBU Board, the 2025 KPI suite is pending review.

1. Update on 2019/20 Strategic Enabler KPIs

The table in *Appendix 1* provides an update on 2019/20 KPI performance. The majority of indicators will only be available after the end of the academic year, however forecasts have been provided where available, such as for the financial indicators. The financial forecast factors in the expected adverse impacts on income from the pandemic.

An update will be provided to FPR following the release of the results of the first Graduate Outcomes Survey and the National Student Survey. These are due to be published by mid-July.

2. 2025 KPI Framework

a) <u>Framework design</u>

As part of the 2025 strategy development process, an integrated Performance Insight Framework is being developed. The objectives of this framework are to:
- Provide clarity relating to Group performance;
- Drive the desired outcomes and behaviours to achieve strategic objectives;
- Provide insight as early as possible, as to where issues might be arising, to allow for redress;
- Increase accountability;
- Engage staff with the strategic objectives of the Group;
- Evidence the strategic objectives and mission to external stakeholders;
- Provide a golden thread from individual performance through to overall Group performance.

The Performance Insight Framework consists of four levels. The KPI framework described in this report is the second level of the pyramid that sits below the 2025 Goals:
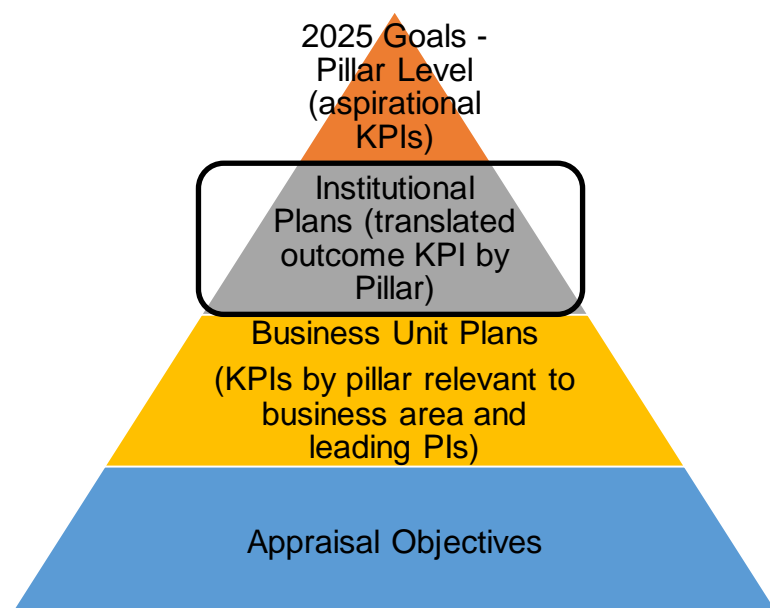
The Outcome KPI suite was designed as a holistic framework that aligns to the four strategic pillars (Fit for Future split into three sub-pillars) and that applies consistently across all entities of the Group. *Appendix 2* shows the proposed indicators by entity on one page per pillar. The indicators for the three supporting Fit for the Future pillars are consistent across entities. The KPIs for the other three pillars - Access to Opportunity, Student Success and Real World Impact – are sector specific to LSBU, Lambeth College and South Bank Academies.

The KPI suite includes a number of indicators that are already in use or clearly defined; other indicators will need to be developed. The colour coding in *Appendix 2* indicates the level of development of each proposed indicator. The KPIs for Student Success and the three Fit for the Future pillars are well defined and established. Access to Opportunity requires the most development work given the new education pathways initiative and the heightened focus on employer relationships in the 2025 strategy.

b) <u>Reporting approach</u>

Target development is work in progress:
- The 2025 end of strategy ambition needs to be defined where not already articulated (such as income ambition and international league table positions);
- Annual milestones towards the end of strategy ambition will be sequenced. This is envisaged to be completed by October / November, when the 2020/21 targets will be set during a detailed planning and budgeting exercise.
- RAG ranges will be defined for each entity's annual targets. The combination of entity RAG statuses will serve to determine the overall Group performance against each KPI:
  - Green: max. one entity amber, none red;
  - Amber: no entity red;
  - Red: any red.

c) <u>Comparison to 2019/20 Strategic Enabler KPIs</u>

Appendix 3 shows which of the current LSBU indicators from the suite of 2019/20 Strategic Enabler KPIs are included in the 2025 framework.

Two KPIs are now 2025 Goals: Staff engagement and EBITDA. A number of KPIs that are not part of the 2025 framework will continue to be monitored as PIs at Business Unit / departmental level.

d) <u>2025 Goals and PI Development</u>

The development of the twelve 2025 Goals are at a mature stage, and will be reporting to the 2025 KPI Working Group on 2nd July 2020. At this meeting trend data and definitions will be shared. The twelve 2025 Goals are:

Pillar	2025 Goals	Stage of Development
Access to Opportunity	Progress against UN SDGs	Measure defined, with trend data
	Positively impacting 1 million lives	Good interaction from Group, and close to a definition
Student Success	Increase Social Mobility	LSBU definition almost complete, work still required relating to other Group entities
	Increase in Students' Social Capital	An approach is agreed, but definitions and progress still to define
Real World Impact	£5Bn of economic impact	Defined across the Group, with trend data
	Impactful and high quality research	Approach defined, but will require KEF outcomes in Autumn.
Fit for the Future – Technology and Estates	Technology and high quality facilities embedded in teaching	Discussed across the Group, with a proposed definition.
	Environmental sustainability	An approach is outlined for LSBU.
Fit for the Future – People, Culture and Inclusion	A highly engaged workforce	2020 KPI, so trend data is already captured.
	Closing the gender and ethnicity pay gaps	Definition captured, but data at Group level still to capture. LSBU data available.
Fit for the Future – Resources, Market and Shape	Financial sustainability	2020 KPI, so trend data is already captured.
	Highly effective internal services	Defined and data captured for LSBU

A process of design in relation to the 2025 strategy deliverables will involve the development of PIs to underpin the KPIs. For example, student applications for income forecasts and awarding gaps in module marks in year, for narrowing awarding gaps.

3. Overall Approach

a) Timelines

This paper socialises the approach and some of the detail relating to 2025 KPIs and how it fits into the overall performance insight framework. Key milestones are:

- FPR - 22nd September 2020 – 2025 KPI update, expected to be near completion with trend data

- FPR - 3rd November 2020 – 2025, articulation of planning and budgeting process
- FPR - TBC February 2021 – 2025 targets agreed, including annual milestones

Appendices

- *Appendix 1*: 2019/20 Strategic Enabler KPIs
- *Appendix 2*: 2025 KPI framework – Outcomes, KPIs by Group entity, past performance data
- *Appendix 3*: Comparison of 2019/20 Strategic Enabler KPIs and 2025 KPI framework
- *Appendix 4*: 2025 Strategic Pillars and Goals

Appendix 1: 2019/20 Strategic Enabler KPIs

Corporate Strategy Goals	2020 Success Measures	#	Key Performance Indicators	End of Corporate Strategy Ambition	Past Performance					2019/20				
					14/15	15/16	16/17	17/18	18/19	Green	Amber	Red	Target	Actual / Forecast*
Teaching and Learning	Top 50% of universities for graduate employment / starting salaries.	1	Graduate level employment &/or Further study (EPI population)	80%	68.0%	76.0%	81.8%	87.7%	No data available in 2018/19				N/A First Graduate Outcomes data release Jun-20	to be published on 23 June
Student Experience	Top quartile of all universities in NSS	2	NSS scores – overall satisfaction (First Degree respondents)	89%	82%	82.0%	82.2%	78.8%	81.8%	84% +	81 - 83 %	< 81 %	84%	to be published on 15 July
		3	International Student barometer (% recommending LSBU)	81%		77%	77%	80%	78%	81% +	77 - 80%	< 77%	81%	
		4	PGT experience (% satisfaction)	82%	74%	74%	71%	71%	71%	76% +	72 - 75%	< 72%	76%	
		5	Student Staff Ratio	18:1	19.7:1	20.5:1	19.8:1	16:1	16.5:1	16 - 18:1	15.5 - 15.9 18.1 - 18.5	< 15.5 > 18.5	16 - 18:1	
Employability	95% students in employment / further study (EPI)	6	DLHE Positive Outcomes; employment or further study (EPI)	95%	90.2%	90.8%	94.6%	95.3%	No data available in 2018/19				N/A First Graduate Outcomes data release Jun-20	to be published on 23 June
	Top 10 UK universities for student start ups	7	Number of Student start ups (Active Firms in HE-BCI 4aiv)	150	30	50	45	48	24	65 +	50 - 64	< 50	65	
Research & Enterprise	Top 50% UK for Research & Enterprise Income	8	Research Income (non QR)	£6m	£2.0m	£1.9m	£2.8m	£3.5m	£4.1m	£5.3m +	£4.5 - 5.2m	< £4.5m	£5.3m	£4.6m*
		9	Enterprise Income	£19m	£8.1m	£7.8m	£9.2m	£10.9m	£10.5m	£10.7m +	£10 - 10.6m	< £10m	£10.7m	£7.6m*
Access	Top London Modern for LPN recruitment	10	% recruits from low participation neighbourhoods (Young FT FD)	9.0%	7.7%	8.4%	9.2%	8.9%	7.6%	8.0% +	7.7 - 7.9 %	< 7.7 %	8 - 10%	5.5%
		11	FTUG % (w/o HSC contract) recruited before Clearing	90%	75.0%	76.4%	77.2%	78.0%	75.3%	77% +	73 - 76%	< 73%	+77%	78.2%
	Exceed expectations on completion	12	First Degree Completion projection (at or above benchmark)	+3%	-7 %	-5.8%	-5.5%	-1.8%	-4.0%	> 0%	-3 to 0%	< -3%	0%	-3.0%
		13	Year 1 progression (can change due to Jan 2019 2nd Semester Enrolment)	85%	73.1%	77.3%	74.7%	72.4%	73.5%	80% +	75 - 79%	< 75%	80%	
		14	Good Honours	63 - 67%	61.2%	66.4%	69.1%	70.0%	70.7%	65 - 70%	71 - 72% 63 - 64%	> 72% < 63%	65 - 70%	
		15	PGT completion	85%	61.5%	58.7%	69%	61%	66.7%	72% +	68 - 71%	< 68%	72%	
International	4 QS Stars	16	QS Star Rating	4	3 stars	3 stars	4 stars	4 stars	4	4	3	2	4	4*
		17	Overseas student income (millions). Includes TNE	£20m	£11.2m	£9.8m	£11.2m	£10.8m	£12.1m	£13.6m +	£12.5 - £13.5m	< £12.5m	£13.6m	£16.2m*
People and Organisation	Rated as a good employer	18	Appraisal completion % (Amongst all eligible staff)	100%	90%	91%	95.6%	85.3%	84.0%	100%	95 - 99 %	< 95%	100%	
		19	Average Engagement Score as a %	75%		58%	62%	61%	66%	70% +	66 - 69%	< 66%	70%	
Resources & Infrastructure	Grow our income by 25% to £170m annually, deliver an operating surplus of 5% and an EBITDA margin of 15%	20	Surplus as % of income	5.0%	0.9%	2.4%	1.3%	1.1%	2%	1.0% +	0.7-0.9%	< 0.7%	1.0%	1.0.%*
		21	Income (£m)	£170m	£140.8m	£138.2	£144.5	£146.3	£149m	£152m +	£148 - 151 m	< £148m	£152m	£154.2m*
		22	EBITDA margin (EBITDA expressed as % of income)	15.0%	9.2%	11.8%	12.0%	10.7%	11.2%	10.2% +	9.5 - 10.1%	< 9.5%	10.2%	10.1%*
	Student satisfaction with facilities & environment in top UK quartile	23	Student satisfaction ratings with facilities & environment (FD)	90%	87.7%	90.0%	87.2%	83.9%	84.9%	90% +	84 - 89%	< 84%	90%	to be published on 15 July
		24	ICS Service Index %	80%	68%	76%	66%		No data available in 2018/19				80%	
Overall	Top London Modern university (excl UAL)	25	Times - League table ranking	85	120 / 127	120 / 128	106 / 128	107/132	86/131	90 or higher	91 - 95	96 or lower	90	to be published in September
		26	Guardian – League table ranking	70	111 / 119	107 / 119	92 / 121	78 / 121	68/121	65 or higher	66 - 75	76 or lower	65	to be published in September
		27	Complete University Guide – League table ranking	87	119 / 126	115 / 127	108 / 129	93 / 131	87/131	85 or higher	86 - 95	96 or lower	85	89 / 130

Appendix 2: 2025 KPI Framework

Access to Opportunity

🔵 Existing metric or defined KPI

🟡 KPI development in progress

🔴 KPI to be developed

⬜ no past performance data available

KPI #	Outcome	LSBU		SBC		SBA	
		LSBU measure	Past Performance	SBC measure	Past Performance	SBA measure	Past Performance
1	Embed employer relationships in the Group, supporting 10,000 apprentices and enabling all students to have exposure to work based experience	Multi-touch relationships with employers 🔴		Integration of employer partners in curriculum design and implementation 🔴		Integration of employer partners in curriculum design and implementation 🔴	
2	Provide targeted support for the recruitment and retention of hard to reach groups including care leavers, military families and students from lower socio-demographic groups	TBC		TBC		TBC	
3	Embrace internationalisation across the Group	Student and Staff Global Education Profiler (GEP) scores 🟡	First survey in Autumn 2020	Embracing Global Citizenship ESL 🟡		Ongoing international networks and collaborations 🟡	
4	Achieve a 100 fold increase in learners showing intra-group progression pathways	Progression to LSBU through progression pathways (including International) 🔴		Gateway Centre and growth in participation 🔴		Relationships developed with feeder schools, and students progressing to academies 🔴	

Student Success

- 🔵 Existing metric or defined KPI
- 🟡 KPI development in progress
- 🔴 KPI to be developed
- ⬜ no past performance data available

KPI #	Outcome	LSBU measure	Past Performance	SBC measure	Past Performance	SBA measure	Past Performance
		LSBU		**SBC**		**SBA**	
5	Be in the top quartile for students progressing to employment or further study at all levels of education	GO Graduate level employment or PG study (EPI cohort) 🔵	TBC - first set of GO results to be released on 23 June	% Positive destinations 🔵	2016/17: 63% 2017/18: 81% 2018/19: 63% (16-18yo)	% Positive destinations 🔵	2018/19: 100% UTC and UAE (based on internal data)
6	Provide an excellent learning experience, with top quartile results	NSS - Teaching related question areas (% agree, all respondents) 🔵	2017: 79.0% 2018: 76.9% 2019: 80.4%	QDP Satisfaction survey - Teaching related questions (% agree, all respondents) 🔵	2019: 90%	Internal Student Satisfaction Survey (modelled on QDP) 🔴	
7a	Enable excellent educational outcomes (at or above benchmark)	Y1-2 Progression (FT UG students) 🔵	2016/17: 74.7% 2017/18: 72.4% 2018/19: 73.5%	Achievement rate above PGA - Adults 🔵	2017/18: 87% 2018/19: 90%	Attainment 8 (UTC)	2017/18: 43.4 2018/19: 34.1
7b		PGT completion 🔵	2016/17: 69.3% 2017/18: 60.6% 2018/19: 66.7%	Achievement rate above PGA - 16-19yo 🔵	2017/18: 74% 2018/19: 82%	Progress 8 (UAE) 🔵	2018/19: -0.53
7c		Apprenticeship achievement rates	2018/19: 0%				
8a	Close gaps in educational achievement	BME awarding gap (FT students) 🔵	2016/17: 16.8% 2017/18: 10.5% 2018/19: 15.3%	Black Caribbean gap 🔵	internal data available	Disadvantaged pupils Attainment 8 score (UTC) 🔵	2017/18: 43.9 2018/19: 34.5
8b						Disadvantaged pupils Progress 8 score (UAE) 🔵	2018/19: -0.72
9	We will deliver excellent services to our students, with sector leading (top quartile) satisfaction levels	NSS - Organisation and Management (all respondents) 🔵	2017: 70.4% 2018: 67.7% 2019: 72.3%	QDP Satisfaction survey - Student Services questions (% agree, all respondents) 🔵	2019: 84%	Internal Student Satisfaction Survey (modelled on QDP) 🔴	

Real World Impact

- 🔵 Existing metric or defined KPI
- 🟡 KPI development in progress
- 🔴 KPI to be developed
- ⬜ no past performance data available

KPI #	Outcome	LSBU measure	Past Performance	SBC measure	Past Performance	SBA measure	Past Performance
		LSBU		**SBC**		**SBA**	
10	Significantly increase research and enterprise activity across the Group generating £50m of research and enterprise income	£50m of Research & Enterprise income 🔵	2016/17: £12.0m 2017/18: £14.4m 2018/19: £14.6m	Staff engaged in delivering local interventions 🔴		Research culture – Proportion of staff participating in research activity 🔴	
11	Enjoy an excellent reputation amongst employers, including an Employer Reputation score of 10 in the QS World Ranking and highest ranked UTCs	Employer reputation in QS Survey 🔵	2019: 2.0 (out of 100) 2020: 1.8	Employer Satisfaction Survey 🔴		Positive standing amongst key industry partners 🔴	
12a	Inform our curriculum using research and enterprise activity, enabling learners across the Group to develop critical reasoning and the ability to apply knowledge in practice	R & E informed teaching 🔴		Curriculum content clearly aligned to local LMI 🟡		Published research relating to best pedagogic practice 🟡	
12b		Alignment to Entrecomp framework 🟡	Piloted in 2019/20	Alignment to Entrecomp framework 🔴		Alignment to Entrecomp framework 🔴	
13a	Be externally recognised for the quality and impact of our research and enterprise activity, including the University being in the top 600 QS and THE rankings	QS & THE World University Rankings Top 600 (Year refers to year of publication) 🔵	QS 2018: 751-800 2019: 701-750 2020: 751-800 THE: 2018: 1000+ 2019: 1000+	Industry awards and professional accreditation 🟡		Citations and press 🟡	
13b		REF impact measure of 3.0 in 2021 and 3.2 in 2027 🔵	2014 REF impact: 2.83	Participation in Group research projects 🔴		Number of in-house research projects and PD opportunities 🔴	
13c		University GPA of 2.8 in 2021 and 3.0 in 2027 🔵	2014 GPA: 2.52				
14	Maintain an effective research pipeline, doubling the PhD completions by 2025	PGR Completions 🔵	2016/17: 25 2017/18: 35 2018/19: 30	Research culture and PD opportunities 🔴		Research culture and ability to publish 🔴	

Fit for the Future - Technology & Estates

- 🔵 Existing metric or defined KPI
- 🟡 KPI development in progress
- 🔴 KPI to be developed
- ⬜ no past performance data available

KPI #	Outcome	LSBU measure	Past Performance	SBC measure	Past Performance	SBA measure	Past Performance
		LSBU		**SBC**		**SBA**	
15	Use our estate effectively and efficiently, with a utilisation rate of 50%	Room utilisation rate 🔵	2016/17: 18% 2017/18: 21% 2018/19: 20%	TBC 🔴		TBC 🔴	
16	Maintain high student satisfaction with our infrastructure, and be in the top quartile for satisfaction	NSS - Learning Resources question area (% agree, all respondents) 🔵	2017: 87.0% 2018: 83.6% 2019: 84.0%	QDP Satisfaction survey - Learning Resources questions (% agree, all respondents) 🔵	2019: 77%	Internal Student Satisfaction Survey (modelled on QDP) 🔴	
17	Effectively support our staff with our IT services, with 90% of our staff rating the services of a high standard	Staff Survey 🔵	New question in the 2020 staff survey	Staff Survey 🔵	New question in the 2020 staff survey	Staff Survey 🔵	New question in the 2020 staff survey
18	Have employers regard our facilities as of industry standard in the support of academic outcomes	Employer feedback 🔴		Employer feedback 🔴		Employer feedback 🔴	
19	Reduce our carbon footprint by 25% between 2020 and 2025, with the goal of achieving zero carbon emissions by 2050	Carbon usage (tons of CO_2 emissions / tCO2e) 🔵	2016/17: 7,165 2017/18: 6,281 2018/19: 5,352	Carbon usage 🔵	Not currently measured	Carbon usage 🔵	Not currently measured

Fit for the Future - People, Culture & Inclusion

🔵 Existing metric or defined KPI

🟡 KPI development in progress

🔴 KPI to be developed

⬜ no past performance data available

		LSBU		SBC		SBA	
KPI #	Outcome	LSBU measure	Past Performance	SBC measure	Past Performance	SBA measure	Past Performance
20	Inspire and lead our staff effectively (staff engagement score top 50%)	Staff Surveys questions around performance management/ accountability 🔵	data available / to follow	Staff Surveys questions around performance management/ accountability 🔵	data available / to follow	Staff Surveys questions around performance management/ accountability 🔵	data available / to follow
21	Be effective in managing change, with x% of staff agreeing that change is managed well	Staff Survey questions 🔵	data available / to follow	Staff Survey questions 🔵	data available / to follow	Staff Survey questions 🔵	data available / to follow
22	Have an inclusive workforce that represents the communities and student body we serve, with at least x% of staff at senior levels of BME origin	Increase of underrepresented groups into senior positions 🔴	Underrepresented groups to be defined	Increase of underrepresented groups into senior positions 🔴	Underrepresented groups to be defined	Increase of underrepresented groups into senior positions 🔴	Underrepresented groups to be defined
23	Give our employees a first class employee experience (staff engagement score top 50%)	Staff Survey questions 🔵	data available / to follow	Staff Survey questions 🔵	data available / to follow	Staff Survey questions 🔵	data available / to follow

Fit for the Future - Resources, Market & Shape

🔵 Existing metric or defined KPI

🟡 KPI development in progress

🔴 KPI to be developed

⬜ no past performance data available

KPI #	Outcome	LSBU measure	Past Performance	SBC measure	Past Performance	SBA measure	Past Performance
24	Achieve overall Group income of £250m by 2025	Income split by UG domestic, PG domestic, International (inc. TNE) and Apprenticeship 🔵	2016/17: £144.5m 2017/18: £145.3m 2018/19: £148.5m	Income split by 16 - 18 SP Level 3, apprenticeships, adult skills, L3 and 4 technical education 🔵	2018/19: £32.5m	Income 🔵	2016/17: £4.9m 2017/18: £8.3m 2018/19: £8.4m
25	Generate 5% surplus on income	Surplus % 🔵	2016/17: 1.3% 2017/18: 1.1% 2018/19: 1.6%	Surplus % 🔵	2018/19: 51.9% (including revaluation gain)	Surplus % 🔵	2016/17: 5.3% 2017/18: 9.8% 2018/19: (3.3)%
26a	Have our brand and reputation externally recognised by being in the top 50% of each domestic rankings table across the Group	Top 50% in all domestic rankings 🔵	2017: 81 percentile 2018: 72 percentile 2019: 63 percentile (average ranking)	Top 50% in all domestic rankings 🔴		Top 50% in all domestic rankings 🔴	
26b		Brand recognition survey 🔴					
27	Embed philanthropic and alumni activity to reduce the impact of social disadvantage on educational outcomes, raising £15m by 2025	Alumni income 🔵		Time given by alumni 🔴		Time given by alumni 🔴	

Appendix 3: Comparison of 2019/20 Strategic Enabler KPIs and 2025 KPI framework

Corporate Strategy Goals	2020 Success Measures	#	Key Performance Indicators	KPI included in 2025 Framework	Comments
Teaching and Learning	Top 50% of universities for graduate employment / starting salaries.	1	Graduate level employment &/or Further study (EPI population)	✓	
Student Experience	Top quartile of all universities in NSS	2	NSS scores – overall satisfaction (First Degree respondents)	✗	Replaced by NSS scores in Teaching-related question areas
		3	International Student barometer (% recommending LSBU)	✗	
		4	PGT experience (% satisfaction)	✗	
		5	Student Staff Ratio	✗	SSR will be a PI for reputation management
Employability	95% students in employment / further study (EPI)	6	DLHE Positive Outcomes; employment or further study (EPI)	✗	Graduate level outcomes remain a KPI
	Top 10 UK universities for student start ups	7	Number of Student start ups (Active Firms in HE-BCI 4aiv)	✗	Not tracked as a specific KPI. This will be covered by KEF-related metrics
Research & Enterprise	Top 50% UK for Research & Enterprise Income	8	Research Income (non QR)	✓	The new KPI is aggregate Research and Enterprise income
		9	Enterprise Income	✓	
Access	Top London Modern for LPN recruitment	10	% recruits from low participation neighbourhoods (Young FT FD)	✗	POLAR is not considered a useful measure for London-based institutions. The 2020-25 Access & Participation Plan focuses on improving student outcomes rather than access
		11	FTUG % (w/o HSC contract) recruited before Clearing	✗	
	Exceed expectations on completion	12	First Degree Completion projection (at or above benchmark)	✗	
		13	Year 1 progression (can change due to Jan 2019 2nd Semester Enrolment)	✓	
		14	Good Honours	✗	Replaced by BME awarding gap. Proportion of Good Honours and Firsts will be monitored in the OfS Provider Risk framework.
		15	PGT completion	✓	
International	4 QS Stars	16	QS Star Rating	✗	Replaced by targeted Top 600 rank in the QS World University Ranking
		17	Overseas student income (millions). Includes TNE	✓	Component of the LSBU income KPI
People and Organisation	Rated as a good employer	18	Appraisal completion % (Amongst all eligible staff)	✗	
		19	Average Engagement Score as a %	✓	2025 Goal
Resources & Infrastructure	Grow our income by 25% to £170m annually, deliver an operating surplus of 5% and an EBITDA margin of 15%	20	Surplus as % of income	✓	
		21	Income (£m)	✓	Income components to be measured at a more granular level
		22	EBITDA margin (EBITDA expressed as % of income)	✓	2025 Goal
	Student satisfaction with facilities & environment in top UK quartile	23	Student satisfaction ratings with facilities & environment (FD)	✓	
		24	ICS Service Index %	✗	Replaced by Service Effectiveness Survey score (2025 Goal)
Overall	Top London Modern university (excl UAL)	25	Times - League table ranking	✓	
		26	Guardian – League table ranking	✓	Targeting Top 50% in all domestic rankings
		27	Complete University Guide – League table ranking	✓	

Appendix 4 – 2025 Strategic Pillars and Goals

Transforming lives, communities, businesses and society through applied education and insight

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 Students' 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
- £5Bn 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
- Technology and Industry Standard Facilities embedded in high quality teaching
- Environmental sustainability

People, Culture and Inclusion

Create a transformational and inclusive culture that is people centric, values led and ambitious; enabling LSBU Group to empower staff and to attract and retain a diverse range of skilled individuals.

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 skills, knowledge and innovation and insight.

2025 Goals
- Delivering financial sustainability
- Highly effective internal services