Meeting of the Board of Governors

10.00 am on Thursday, 23 September 2021
in Lilac Room, Avonmouth House, SE1 6NX

Agenda - Supplement

No.	*Item*	*Pages*	*Presenter*
2.	General update	29 - 34	DP
3.	LSBU group update		
	• LSBU update, including portfolio review and 'pathways' update	35 – 50	TD, DJ
	• SBA update: South Bank University Academy, South Bank UTC	51 – 62	DC
	• SBC update	63 – 72	FM
4.	Corporate risk - strategic themes		
	• Finance and estates	73 – 82	RF, KM
	• Pathways and intra-group transfers	83 – 84	DJ
6.	Project Leap update	85 – 98	RF
	• Demonstration of CRM system		

Date of next meeting
4.00 pm on Thursday, 21 October 2021

Present

Board of Governors:	Jerry Cope (Chair), Michael Cutbill (Vice-Chair), David Phoenix (Vice Chancellor & CEO), John Cole, Ruchika Kumar, Mark Lemmon, Nicki Martin, Jeremy Parr, Rashda Rana, Deepa Shah and Vinay Tanna
Co-opted member:	Kate Stanton-Davies
Additional members of South Bank Colleges Board:	Ruth Farwell (Chair), Sue Dare, Moriam Folawiyo, Shakira Martin, Mee Ling Ng and Andrew Owen
Additional members of South Bank Academies Board:	Hitesh Tailor (Chair), James Blastland and Tony Giddings

No.	*Item*	*Pages*	*Presenter*

Members of the Group Executive:	Tara Dean, Provost, Richard Flatman, Group Chief Financial Officer, Deborah Johnston, PVC (Education), Nicole Louis, Chief Customer Officer, Fiona Morey, Executive Principal of Lambeth College & PVC (Compulsory & FE), James Stevenson, Group Secretary & Clerk to the Board of Governors, Warren Turner, PVC Health and Social Care
Key Group colleagues:	Michael Broadway, Deputy University Secretary, Ciara Carroll, Governance Assistant (SBA), Dan Cundy, Executive Principal of South Bank Academies, Kerry Johnson, Governance Officer, Karen McLernon, Head of Performance Analysis, Jacqueline Mutibwa, Governance Officer (SBC), Dominique Phipp, Governance Assistant, Ralph Sanders, Group Director of Financial Planning and Reporting, and Mike Simmons, Group Director of Strategy and Corporate Affairs
Apologies:	Steve Balmont, Duncan Brown, Maureen Dalziel, Nigel Duckers, Jacqui Dyer, Peter Fidler, Paul Ivey, Hilary McCallion, Chris Mallaband, Marcelle Moncrieffe-Johnson, Lesley Morrison, Rob Orr, Tony Roberts and Max Smith

London South Bank University

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Welcome

External Environment

ss BTech

ension costs

velling up

ational debt levels

w quality courses

ateway entry

Life Long Loan Entitlem

Level 3

Technical focus

Short courses & HTQs

Innovation strategy

Apprenticeship offer

Operating Environment

Group
- Pathways
- Place

Effectiveness
- Intragroup working

Quality
- Ofsted RI
- League Tables

Finance
- SBTC
- LSBU facilities
- Digital infrastructure

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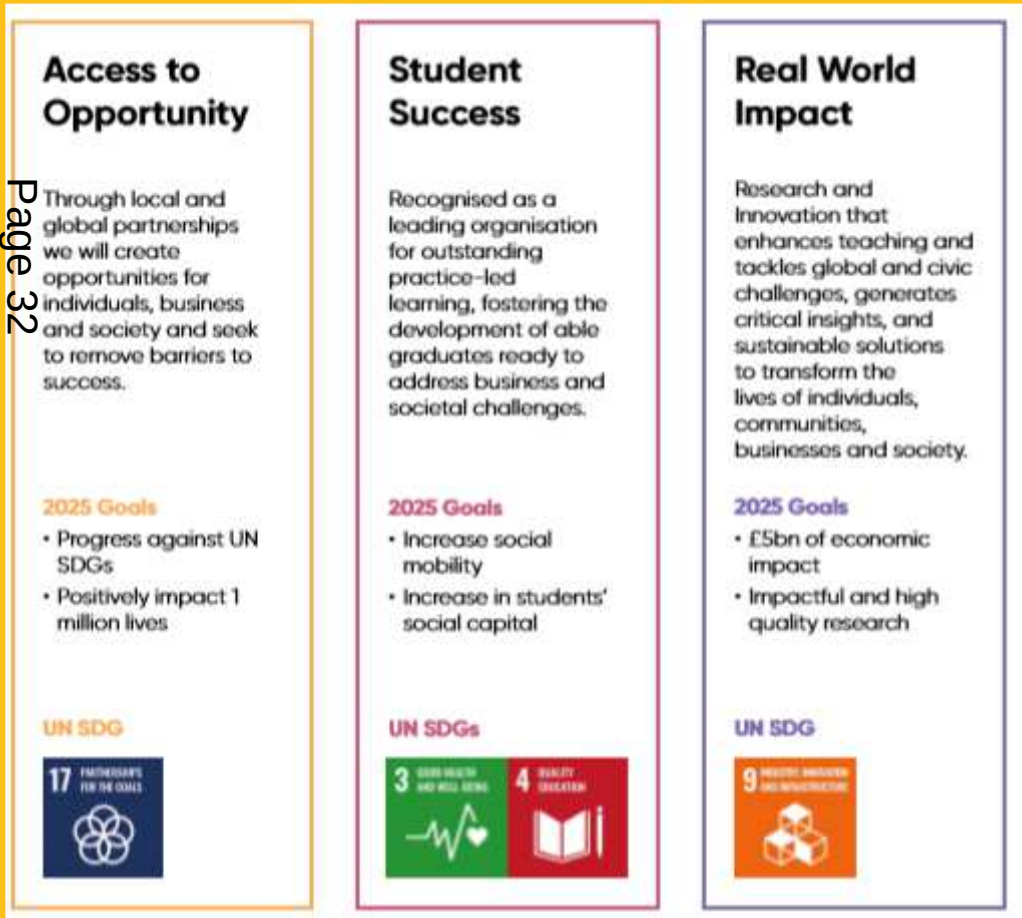
LSBU Group 2025 Strategy

Our Vision: To transform lives, communities, businesses and society through applied education and insight.

Strategic pillars, Goals and United Nations Sustainable Development Goals



Questions

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LSBU Group Strategy Day

LSBU Update
T Dean and D Johnston

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LSBU Group Strategy Day

League Tables

NSS

Graduate Outcome

Priorities

Highlights

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nternational League Tables

		QS World University Ranking (QS WUR)		Times Higher Education World University Ranking (THE WUR)	
Publication month		June		September	
No. of institutions ranked in 2021		1300		1662	
Measures & Weighting					
Reputation surveys		Academic reputation	40%	Teaching reputation	15%
		Employer reputation	10%	Research reputation	18%
Research outputs		Citations per faculty	20%	Citations	30%
				Research income : faculty ratio	6%
				Publications per faculty	6%
				Doctorates : bachelor award ratio	2.25%
International outlook		International students %	5%	International students %	2.5%
		International faculty %	5%	International faculty %	2.5%
				International co-authorship %	2.5%
Resources		Student : staff ratio	20%	Student : staff ratio	4.5%
				Doctorates awarded to academic staff	6%
				Institutional income : academic staff ratio	2.25%
				Industry income : academic staff ratio	2.5%
LSBU rank	Publication year:				
	2018	751-800		1000+	
	2019	701-750		1000+	
	2020	751-800		1000+	
	2021	801-1000		801-1000	

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	2019	701-750		1000+	
	2020	751-800		1000+	
	2021	801-1000		801-1000	

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International League Tables 2020

(THE WUR)

- LSBU has re-entered the rank 801-1000 and improved in the majority of measures despite a 9% increase in the number of ranked institutions to 1662

- This increase in rank was driven by an improvement in the majority of THE WUR measures, most significantly in Citation impact (worth 30% of the total score)

- LSBU is the only London Modern institution to improve in rank in 2022 and is now ahead of East London, Westminster and Kingston in the Citation measure

- Clinical and Health which has improved rank from 601+ to 401-500. Psychology has maintained rank at 401–500. Ranking for Engineering and Social Sciences due in October.

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omestic League Tables

G, Guardian and Times/Sunday Times)

Measures:

- Student Experience *(NSS)*
- Student Success *(Entry Tariff, Continuation/completion rate, Good honours, Career Prospect)*
- Resources *(student :staff ratio, Expenditure)*
- Research *(REF 2014) [Not Guardian]*

Different weighting of measures between the league tables

omestic League Tables

Publication Year	Complete University Guide	Guardian	Times/Sunday Times
018	**93/131**	**78/121**	**107/132**
019	**87/131**	**68/121**	**86/131**
020	**89/130**	**93/121**	**123/131**
021	**108/130**	**113/121**	**127/132**

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omestic League Tables

Publication Year	Complete University Guide	Guardian	Times/Sunday Times
018	**93/131**	**78/121**	**107/132**
019	**87/131**	**68/121**	**86/131**
020	**89/130**	**93/121**	**123/131**
021	**108/130**	**113/121**	**127/132**

ear in which the Graduate Outcome Survey replaced DLHE in the Career prospect measure

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Two keys areas that influence our LT position

NSS and GO

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NSS:

- The 2021 **sector** results are the lowest in NSS history

- Sector wide Overall Satisfaction decreased from 82.6% to 75.4% (-7.2%). LSBU's Overall Satisfaction declined from 79.5% to 66.3% (-13.2%). Other institutions reported as having suffered cyber-attacks also saw above-sector declines in Overall Satisfaction.

- The Schools of Arts and Creative Industries and Engineering achieved Average scores above their subject sector benchmark. All other Schools scored below benchmark.

- In terms of NSS Course ranking: 13 course are in the 1st quartile nationally for their subject, 12 in the 2nd quartile, 9 in the 3rd quartile and 34 in the 4th quartile.

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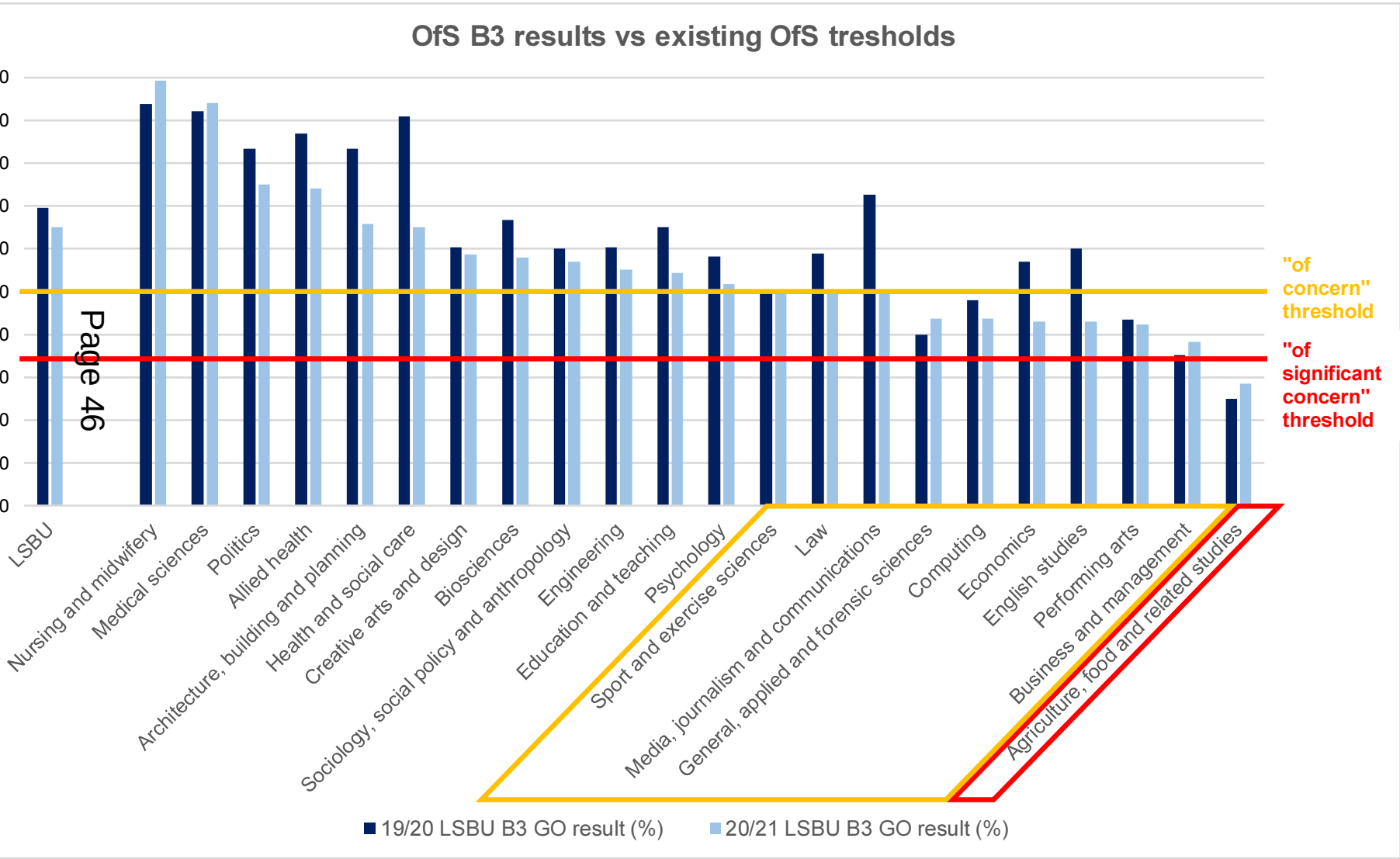
NSS:

- Provost to lead the NSS taskforce to improves the NSS scores.
- An institutional action plan is expected to be formulated by end of October.
- Consistency of student experience and accountability is key.
- Campaign for 2021/2022 & long-run improvements in key elements of teaching, learning and assessment

Graduate Outcomes



Important for: meeti student expectation regulatory expectations; leagu tables.

In the 20/21 results, 1 subjects are above, **9 subjects** within OfS threshold **of concern** (35-50%) and **1 subject** is below Of threshold **of significa concern** (<35%)

The OfS has stated th B3 thresholds will be revised upwards

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Graduate Outcomes:

No single graduate outcome issue at LSBU

- Overall LSBU is not at concern at the provider level and benefits from the strong performance of particular subjects. Among moderns, LSBU ranked well for overall outcomes and for salaries. However, there has been an increase in unemployment across cohorts and a clear challenge to support particular student groups.
- Regulatory change leads to challenges for 10 subjects that are not within the targeted OFS threshold.
- Scope to improve league table results for those subjects that are above threshold.

Short- and medium term interventions

- Short-term intervention include graduate internships, employability skills support and PG study opportunities
- Strategic interventions focus on embedding of employability through the curriculum on every course

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Priorities for this year

- Improving student progression, outcomes and experience:
  - Integrated Student Development Framework
  - End-to-end Student Support Model
  - Long-run projects in moodle, assessment and feedback practices
  - Curriculum Framework implementation, inc. Course Development Plans
  - NSS action plan
  - Graduate Outcomes improvement project

- REF 2021 results in April 2022

Highlights:

verall: progression improvements for all students and reduction in awarding gaps for BAME and disabled students.

SBU Business School: Selected as a provider for Government 'Help to Grow' programme. The programme is designed to upport growth of SMEs, exploring all aspects of organisational performance over twelve weeks, though webinars, case studies, eer group support and individual mentoring. Enterprise income to University app. £1M/yr for the next 3 yrs.

chool of Applied Sciences: Prof Lynne Dawkins from the Division of Psychology was awarded a £1.7m research grant from e National Institute of Health Research to investigate the effects of e-cigarettes versus usual care for smoking cessation when fered at homeless centres.

chool of Law and Social Sciences: A reporting tool has been developed for a national charity 'The Mentoring Group' by udents from LSS and Engineering. TMG aims are a) to promote good race relations; b) to advance race relations by means of ducation and awareness raising; and c) to relieve the needs of those who are distressed or suffering violence or harassment. MG currently operate a phone line which has limited capacity to receive information or to provide advice and support. The app designed not only to be a recipient of information but also to give practical measures and a reassurance of support.

chool of Arts and Creative Industries: Festival of Creativity launched in June as a way of celebrating the resilience and eativity of the student body despite the pandemic. This event, which took place over two weeks, with a full programme of a mix online, on-campus & off-campus.

chool of Nursing and midwifery: In terms of Graduate Outcome LSBU Nursing is ranked number 16 across the UK and umber 1 among the Institutions in London.

chool of Allied and Community Health: Dr Tirion Havard (social work team) has completed a Parliamentary Fellowship nd her report on Domestic Abuse and Covid 19 has been published.

chool of Engineering: The Division of Electrical & Electronic Engineering was ranked 4th in the recent Guardian League able rankings, up from 5th last year.

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South Bank Academies
LSBU Group Strategy Day
23rd September 2021

South Bank Academies – who are we?

South Bank Academies
Part of LSBU | GROUP

South Bank UTC
Part of LSBU | GROUP

South Bank University Academy
Part of LSBU | GROUP

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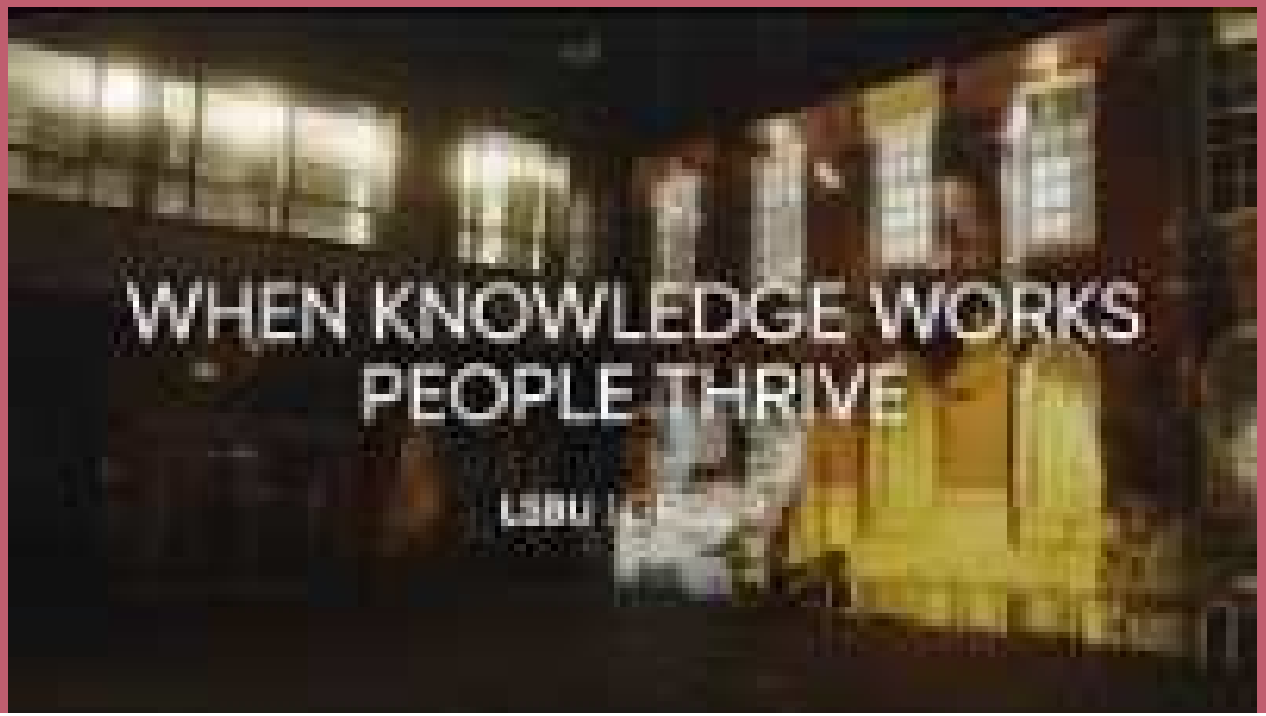
South Bank Academies
LSBU | GROUP

What we seek to do

What the LSBU Group seeks to do is create a powerful link between knowledge, work and the community to maximise growth in the local economy.

What South Bank Academies seeks to do is to provide excellent education for our learners in its widest sense, securing excellent outcomes, providing unrivalled care, advice and guidance and supporting high value pathways into higher education, employment or apprenticeships.



South Ban
Academie
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Who are we?

Two schools

- South Bank University Academy. c750 students, 100 staff, income £6.8m
- South Bank UTC. c300 students, 30 staff, income £2.8m

Trust central function

- 8 staff: executive, HR, finance, marketing

South Bank Academies
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ur distinctiveness

South Ba
Academi
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Quality: South Bank University Academy
UAE South Bank

Ofsted Good (2017)

GCSE results.

Attainment 8	45.71
'Progress 8'	+0.01

A level results.

100% Pass rate at A level and BTEC

Average grade B+

Value add +0.83

Destinations. First 'home-grown', 80% uni, 33% Russell Group

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South Bank
University Academy
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Our new motto is

Create a better future

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Academies
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r Values

Social justice

Achieving this is about ensuring equity, diversity and inclusion in access and participation.

Kindness and Empathy

We try to understand others perspectives and meet them where they are. We approach all our interactions from a position of goodwill.

Endeavour

We expect and recognise effort and perseverance from staff and students.

Community

We aim to be a driver of community cohesion where we live in each others' lives and understand the circumstances and perspectives of each individual. We want our students to have a real sense of belonging in our school and work in partnership with parents in the development of their children.

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University Academy
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Academies
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Quality: South Bank UTC

Ofsted Requires Improvement (2019)

GCSE results

Attainment 8	37.7
'Progress 8'	+0.15

A level results

100% Pass rate at A level and BTEC

Average grade C+

Value add +1.09

Destinations: 51% uni, 35% apprenticeships. 25% LSBU, 20% Russell Group

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Value

- Strong reserves >£1m
- Consolidated operating surplus budgeted 2021-22
- Significant capital investment since pandemic – computing resources, flexible study spaces
- Enhanced curriculum offer – digital at SBUA, HNC and curriculum extension at UTC
- Strong 6th form recruitment at both schools but headwinds – Year 7 (SBUA) and Year 10 (UTC) down although on budget

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hallenges and opportunities

- Need for growth to drive efficiency and to drive capacity for improvement
- Local demographic and other changes
- Stiff competition
- Government policy – free schools, T levels
- Technical education as 'second best'
- Maximising Group value add

- Potential for organic growth locally – primary and secondary acquisition
- Increased reach and reputation to drive recruitment through distinctive offer
- Potential to be at forefront of technical education, apprenticeships
- Group can drive efficiency and effectiveness, deliver on values-led education and social justice
- Innovation: curriculum extension and outreach, HNC Year 14 programme, flexible use of facilities
- Intra-group opportunities: REI, SBC, pathways

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South Bank College Update
23rd September 2021

Lambeth College
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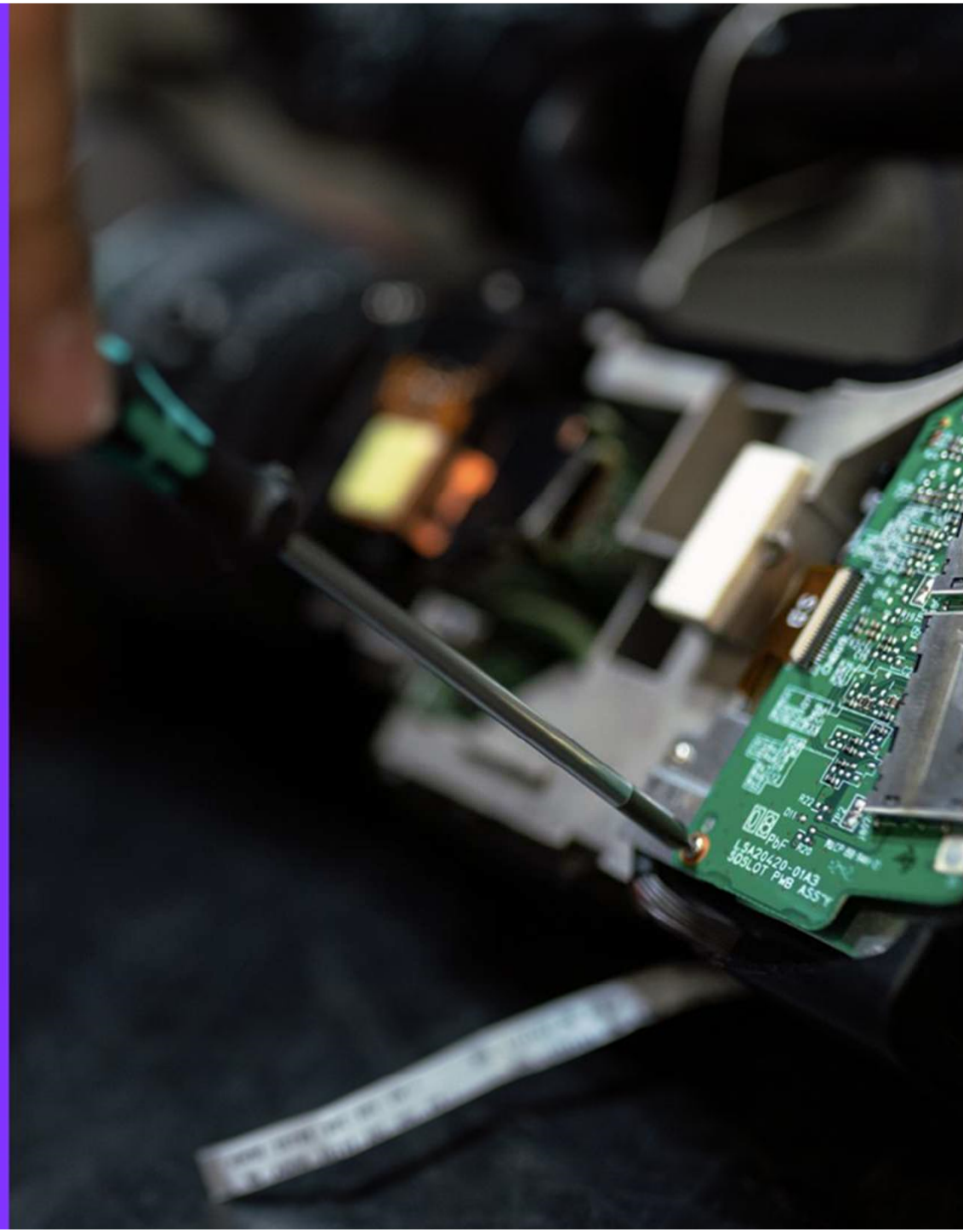
SOUTH BANK COLLEGES
Part of LSBU | Group



SBC
SOUTH BANK
COLLEGES
Part of LSBU | Group

SBC
LONDON SOUTH BANK
TECHNICAL COLLEGE
Part of LSBU | Group

SBC
LAMBETH
COLLEGE
Part of LSBU | Group

South Bank Colleges

mbeth Gateway College

Clapham Centre

Brixton Community Hub

Outreach

London South Bank Technical College

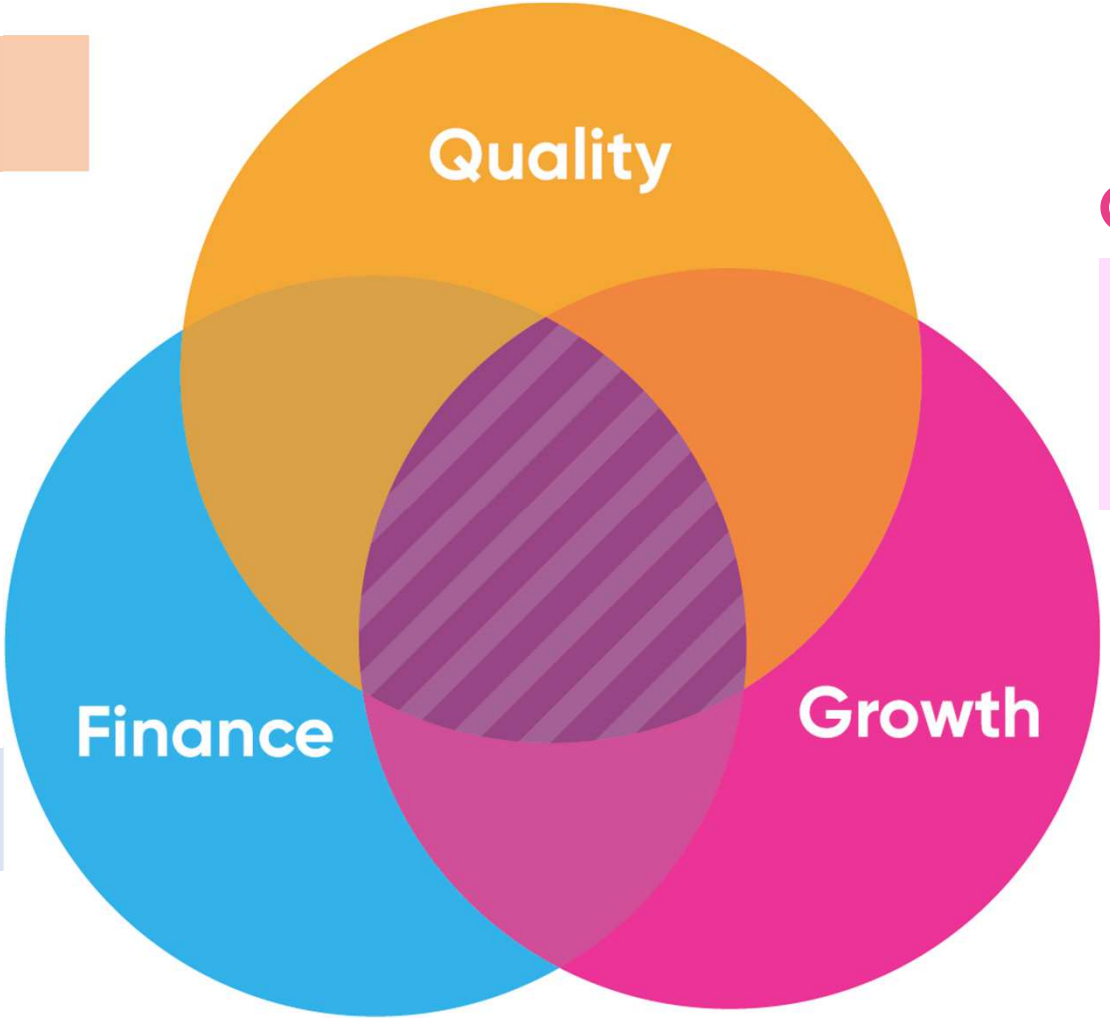
STEAM Centre

Health and Life Sciences

Employers Hub

uality

fsted “Good”
/22



Growth

London South Bank Techn
College 22/23-24/25

Lambeth gateway Colleg

ance

keven Operating Budget
rplus 23/24

Lambeth Col
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BC Turnaround Timeline

19	Ofsted	RI	-£2.9 million operating deficit	
20			-£2.9	
21			-£2.6	
22	**Ofsted**		**-£1.4 million operating deficit**	
23			**-£249k operating deficit**	**LSBTC Block A opens**
24			**Breakeven**	
25				LSBTC block B & D open New campus at Clapham

Lambeth Col
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South Bank Colleges

ll portfolio and curriculum re-design of vocational offer

stainable curriculum delivery model across Lambeth and LSBTC
lleges

orkforce transformation

oup integration

Lambeth Col
LSBU | GROUP

SBU Group

- Curriculum portfolio and career pathways development
- Developing Level 4 HTQs and HNCs with Deans
- Continuing work on student progression to LSBU and pre-entry articulation offer
- Group approach to apprenticeships
- Working with SBA on alternative provision
- Group Health Skills Centre at Tabard Street
- Continued professional services integration

Work in progress…..

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LSBU Group Strategy Day

Corporate Risk – Strategic Themes

23 September 2021

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Agenda

Introduction: Response to Board and GARC Feedback	Richard Flatman / Karen McLernon
Strategic Themes Part 1: Finance and Estates	Richard Flatman
Strategic Themes Part 2: LSBU Group Pathways and Intragroup Transfers	Deborah Johnston

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Introduction: Response to Board and GARC feedback

Recommendations in the June 2021 GARC effectiveness review:

- Balance of Audit and Risk – stronger focus on matters of corporate and strategic risk
- Review of current risk appetite framework
- Review risk register, including definitions
- Review how strategic risks, mitigations and controls are mapped and reported to the committee

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Review of Risk Register and Risk Appetite Framework

- Top-down review of the Group Risk Register commenced with Executive team, to be completed by end-October
- Peer review of other institutions' risk appetite frameworks conducted
- Revised Risk Appetite Framework with additional risk domains and clearer definitions to be proposed to 5th October GARC meeting

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Current Risk Appetite Framework

	Avoid / Averse	Minimal	Cautious	Open	Seek	Mature
Overall	Avoidance of risk and uncertainty is a key organisational objective	(as little as reasonably possible) Preference for ultra- safe delivery options that have a low degree of inherent risk and only for limited reward potential	Preference for safe delivery options that have a low degree of inherent risk & may only have limited potential for reward	Willing to consider all potential delivery options and choose while also providing an acceptable level of reward (and VfM)	Eager to be innovative and to choose options offering potentially higher business rewards (despite greater inherent risk)	Confident in setting high levels of risk appetite because controls, forward scanning and responsiveness systems are robust
Financial	Avoidance of financial loss is a key objective.	Only prepared to accept the possibility of very limited financial loss if essential.	Prepared to accept possibility of some limited financial loss. Resources generally restricted to existing commitments.	Prepared to invest for return and minimise the possibility of financial loss by managing the risks to a tolerable level. Resources allocated in order to capitalise on opportunities.	Investing for the best possible return and accept the possibility of financial loss (with controls may in place). Resources allocated without firm guarantee of return – 'investment capital' type approach	Consistently focused on the best possible return for stakeholders. Resources allocated in 'social capital' with confidence that process is a return itself
Legal Compliance	Play safe; avoid anything which could be challenged, even unsuccessfully.	Want to be very sure we would win any challenge. Similar situations elsewhere have not breached compliances.	Limited tolerance for sticking our neck out. Want to be reasonably sure we would win any challenge.	Challenge would be problematic but we are likely to win it and the gain will outweigh the adverse consequences	Chances of losing any challenge are real and consequences would be significant. A win would be a great coup	Consistently pushing back on regulatory burden. Front foot approach informs better regulation
Academic Activity	Defensive approach to objectives – aim to maintain or protect, rather than innovate. Priority for tight management controls & limited devolved authority. General avoidance of systems and technology developments.	Innovations always avoided unless essential or commonplace elsewhere. Decision making authority held by senior management. Only essential systems / technology developments to protect current operations.technology developments to protect current operations.	Tendency to stick to the status quo, innovations in practice avoided unless really necessary. Decision making authority generally held by senior management. Systems / technology developments limited to improvements to protection of current operations.	Innovation supported, with demonstration of commensurate improvements in management control. Systems / technology developments used routinely to enable operational delivery.	Innovation pursued – desire to 'break the mould' and challenge current working practices. New technologies viewed as a key enabler of operational delivery. High levels of devolved authority – management by trust rather than tight control.	Innovation the priority – consistently 'breaking the mould' and challenging current working practices. Investment in new technologies as catalyst for operational delivery. Devolved authority – management by trust rather than tight control is standard practice.
Reputation	No tolerance for any decisions that could lead to scrutiny of, or indeed attention to, the organisation. External interest in the organisation viewed with concern.	Tolerance for risk taking limited to those events where there is no chance of any significant repercussion for the organisation. Senior management distance themselves from chance of exposure to attention	Tolerance for risk taking limited to those events where there is little chance of any significant repercussion for the organisation should there be failure. Mitigations in place for any undue interest.	Appetite to take decisions with potential to expose the organisation to additional scrutiny/interest. Prospective management of organisation's reputation.	Willingness to take decisions that are likely to bring scrutiny of the organisation but where potential benefits outweigh the risks. New ideas seen as potentially enhancing reputation of organisation.	Track record and investment in communications has built confidence by public, press and politicians that organisation will take the difficult decisions for the right reasons with benefits outweighing the risks.

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Proposed Risk Appetite Framework

Appetite for existing Risk Domains transcribed from current framework.
Appetite for new Risk Domains* to be recommended by GARC to BoG

Oversight	Risk Domain	Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Mature
			The organisation is not prepared to accept any risks.	Prepared to accept only the very lowest levels of risk, with the preference being for very safe decision making and strategy implementation, while recognising there may be little opportunity for innovation or the exploitation of new opportunities.	Willing to accept some low risks, while maintaining an overall preference for safe decision making and strategy implementation, despite the probability that there is restricted potential for innovation and increased outcomes and benefits.	Inclining predominantly towards exposure to only modest levels of risk in order to achieve acceptable, but possibility unambitious outcomes or benefits.	Prepared to consider innovative decisions and strategic implementation with the highest probability of productive outcomes and benefits, even where there are elevated levels of associated risk.	Proactively taking innovative / creative / pioneering decisions and adopting forms of strategic implementation, while accepting the associated substantial risk levels in order to secure highly successful outcomes and benefits.
BoG	Strategic / Group overall							
Academic Board	Academic activity							
FPR	Financial							
BoG / GARC	Regulatory / Compliance / Reputation							
Operations Board	Operational delivery*							
FPR	People / Culture*							
MPIC	Infrastructure*							

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Proposed Risk Reporting Format

Risk number	Risk title
3	Sustainability of current pension schemes

Risk type	Strategy pillar	Risk owner	Last updated
Financial	Resources, Market and Shape	Richard Flatman	Mar-21

Risk rating	Likelihood	Impact	Risk Severity
Current rating	Medium	High	High
2020/21 rating	*High*	*High*	*High*

Trend
➡ Stable

Risk description and trigger	Risk rating rationale	Controls and Mitigations
[detailed description] [trigger / proximity of this risk]	[rationale for current rating]	Regular review and consideration of potential options for future provision, including the modelling/ scenario analysis of future costs and projected movements in assets & liabilities Group defined contribution scheme established Strict controls over early access to pensions

Action plan

Action	Expected impact	Owner	Due date	Status
Action 1			MMM-YY	completed
Action 2			MMM-YY	in progress

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Strategic Themes Part 1: Finance and Estates

The pre-read material provided a deep-dive into:

- Finance and Estate risks facing the LSBU Group
- Impact if the risk materialises
- Control actions – specific actions to reduce each risk's probability of happening
- Mitigating actions, to reduce the impact of each risk event

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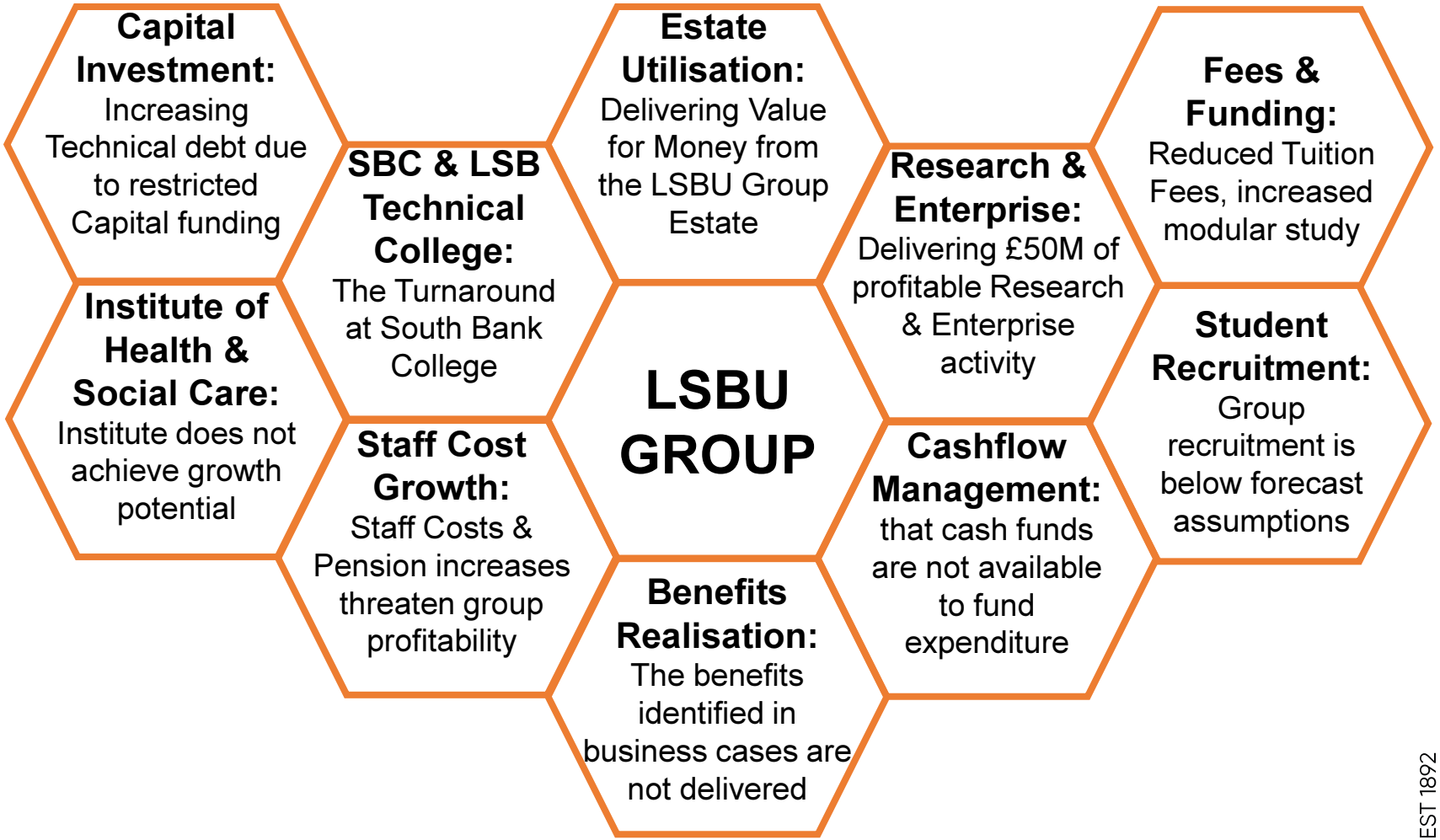
Current Risks



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Questions to the Board

- Are these the key finance / estates risks or is anything missing?
- What would be your top 3 risks?
- How should the Board monitor these risks in future?

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Strategic Themes Part 2: LSBU Group Pathways and Intragroup Transfers

The pre-read material provided information on:

- The Pathways concept
- Opportunities and challenges for LSBU in integrating the Group
- The external context
- Current and planned Pathways work
- Pathways pilots

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Questions to the Board

- Are these the key pathways risks or is anything missing?
- What would be your top 3 risks?
- How should the Board monitor these risks in future?

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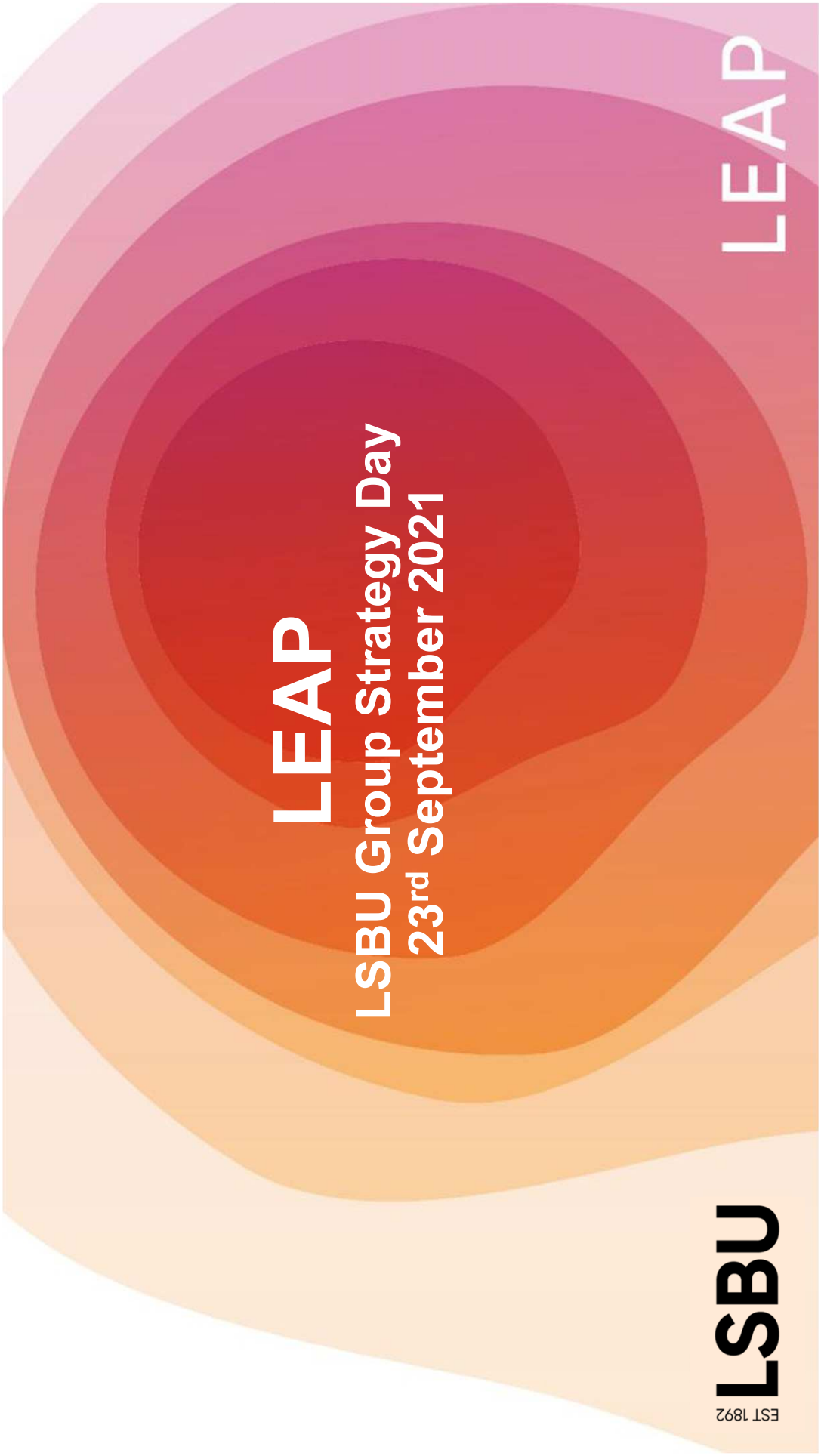
LEAP
LSBU Group Strategy Day
23rd September 2021
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Programme Vision

We will enable all our students to achieve their full academic potential by creating a student experience that is socially inclusive and focuses on their needs.

We will redesign our services, processes and systems so that the whole LSBU community is engaged, empowered and accountable to deliver on the things that matter most to students.

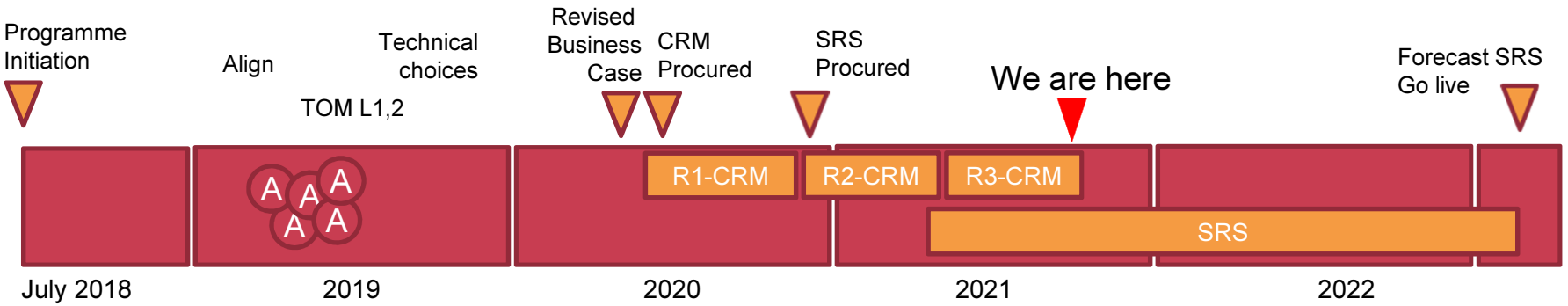
1 **Culture** A culture of engagement & accountability	2 **Technology** Technology & infrastructure that improves how we work	3 **Student journey** Putting the experience of students at the heart of what we do
4 **Academic enablers** Enable all staff to focus on activity that adds value	5 **Processes** Efficient processes that enable and empower staff	6 **Inclusivity** Promoting opportunities and success for all

Vision Focus Areas

The Non-financial benefits of LEAP support the delivery of the new Corporate Strategy

Strategic Pillar		Non-financial benefit
Student Success		Increased student satisfaction and survey scores in categories relating to university facilities and operations
		Reduced gap in attainment for low IMD, BAME and DDS students as reported to sector governing bodies
		Increased student satisfaction and survey scores in categories relating to student support
Fit for the Future	***Resources, Market & Shape***	Increased prospect engagement with key opportunities and events
		Increased focus on insight and value-add activity through reduction in manual activity
	Technology & Estates	Increased Digital and systems capacity for future change; resources scalable and can support out of scope areas such as apprenticeships and business engagement for incremental cost
	People, Culture & Inclusion	Improved staff engagement scores and retention through reduction in onerous tasks with high error and rework rates
		Improved staff development through focus on value-add activity
		Increased readiness for future change through changes made during LEAP Programme
Access to Opportunity		Increased international student satisfaction and survey scores in categories relating to university facilities and operations
		Increased international student satisfaction and survey scores in categories relating to student support
Real World Impact		Uplift in progression rate across the student population as reported to sector governing bodies

The journey to date, functionality released so far…



A = 'Accelerators' e.g. online enrolment, enquiry management etc.
Focussed around 'pain points' in student journey

CRM- RELEASE 1 Campaign management//Prospect engagement Enquiry Management//Community (Portal) External Search and Knowledge Base// Reporting and Visualisation ✓

CRM- RELEASE 2 Enquiry Management// Student Advisor Link//Wellbeing support// Contact Management//Knowledgebase//Feedback//My Account ✓

CRM- RELEASE 3 Holistic Student Support// Pre-Applicant Engagement// Student Communications// Social Media Management ✓

SRS- SINGLE RELEASE Application Management// International Compliance// Enrolment Operations//Curriculum Management// Records Management// Compliance and Reporting// Exams and Academic Administration

Technology enabled transformation

- We have successfully deployed a significant tranche of the technology required in support of the LEAP vision
- We now have a platform for future LSBU strategic investment
  - E.g. B2B, Apprenticeships, Alumni
- We now have the capacity to maintain and develop the platform, albeit at a slower rate than now
- Functionality for academic staff in the School of Applied Sciences will be released in October (Student Advisor Link)
- Student Advisor Link will be deployed over the next year to the remaining 6 schools
- The Student Record System is now the next focus, and configuration of this begins in October

Student Success – transforming the student journey

- **Vision**
- **How far have we got?**
- **Outcomes and benefits**
- **Next steps**

Student Success: vision

Experience | Retention | Progression

A "joined up" approach to academic and non-academic student development, support, and experience, with the key outcome being an improvement in student retention and progression and improvement of the overall student experience at LSBU.

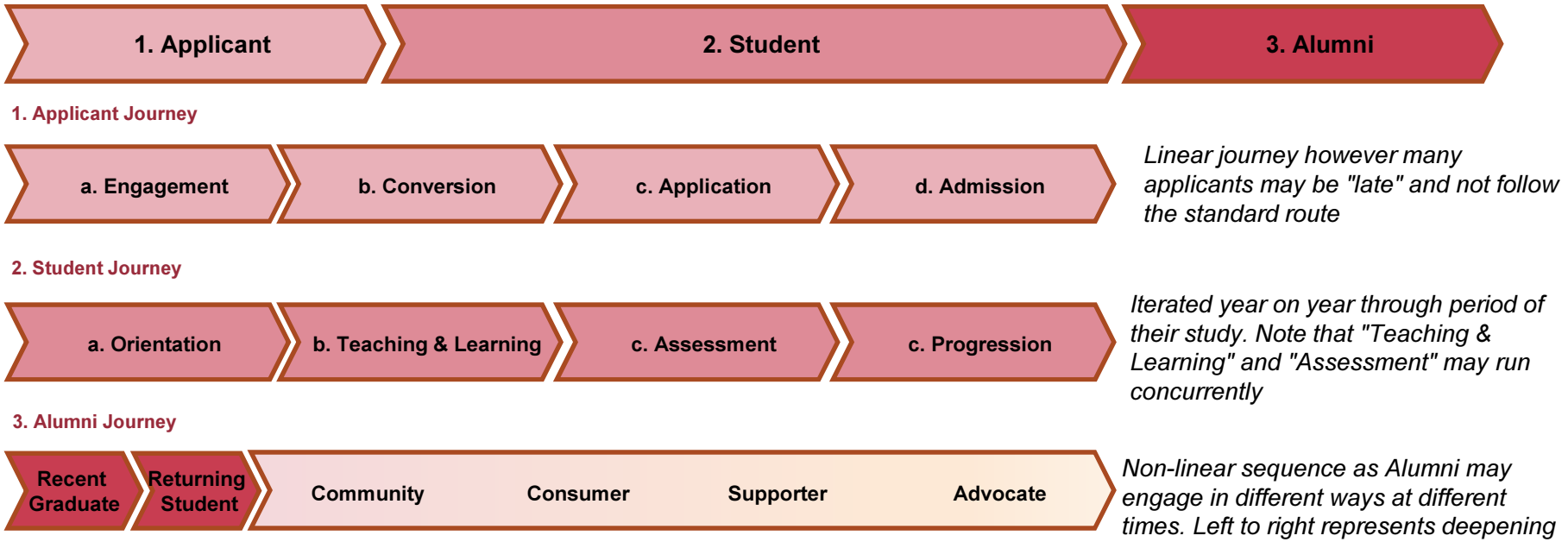
Proactive | Personalised | Insight generating

Student Success: **How far have we got?**

- Integrated Student Development Framework
- SAL and Personal Tutoring Model
- Self-assessment tool (‘Get what you need: personal development plan’)
- Academic/administrative student processes including engagement monitoring
- Wellbeing services already using Salesforce

Student Success: how far have we got?

Integrated Student Development Framework – the end to end student journey (high level)



Framework: Principles

Holistic view: “I will be supported by professionals who can understand the full picture of my circumstances and my engagement with the university to give me the best-informed and joined-up support and development.”

Clear signposting: “I know who to talk to and how to contact them to get the development I need.”

Consistent: “My experience and the support I receive will be consistent within core services.”

Tailored: “The support services and the communications I receive are personalised and relevant to me.”

Taking ownership: “I will engage with the University, taking personal responsibility for my development and seeking support when necessary.”

Convenient: “I can get support when I need it and through the choice of accessible channels including access to self help / self service which is simple and easy to use.”

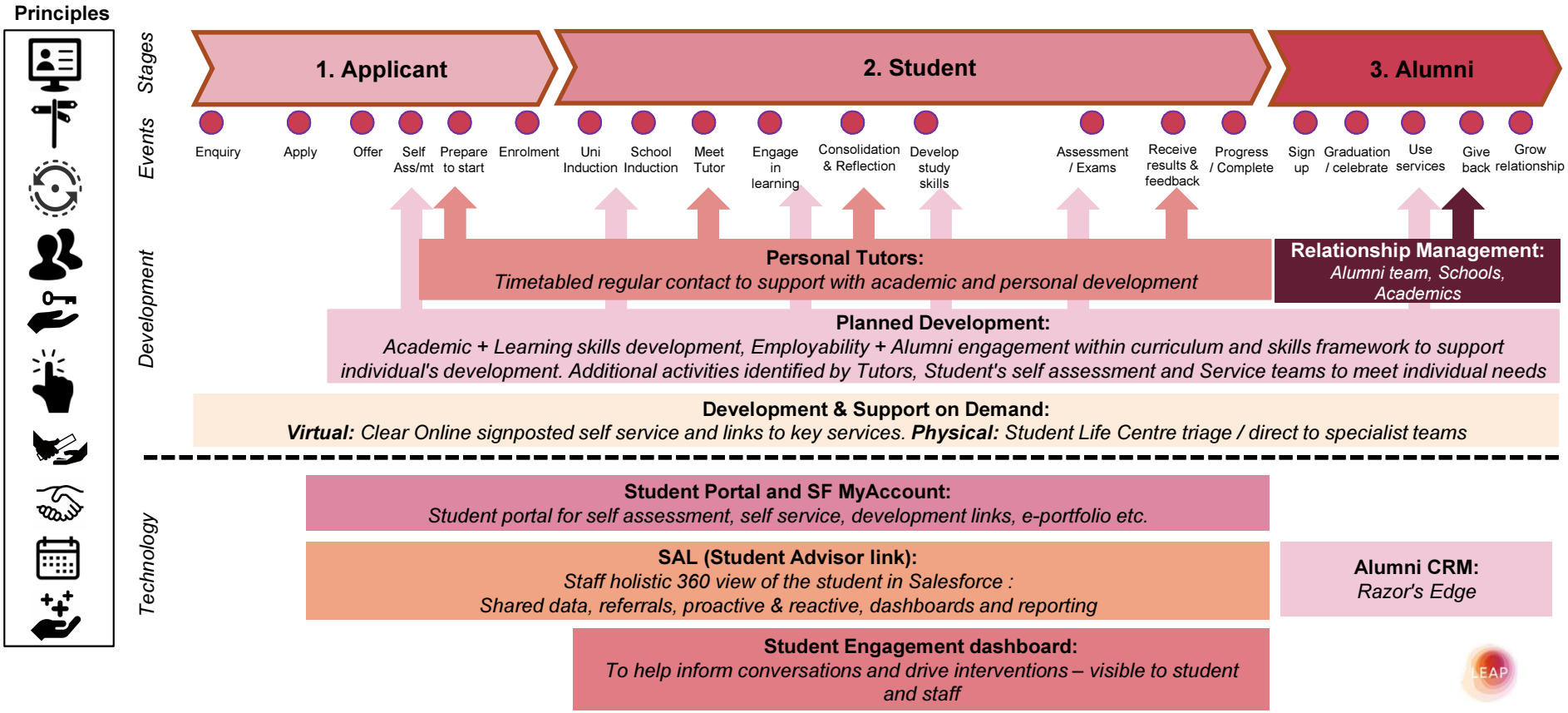
Referrals: “I will be assisted to reach the support and development that I need and where a referral is necessary it will be efficiently handled and followed through.”

Proactive: “When appropriate and necessary the University will offer me additional support which they identify I might need.”

Timely: “The right support and development is offered to me at the right point in my journey.”

Value: “All my development and support interactions and interventions add value to wider student experience at LSBU.”

High Level Framework “The Scaffolding”



Self-assessment tool

The tool comprises 3 sections:
- Personal Circumstances
- Strengths & Areas for Development
- Goals & Aspirations

Parminder Singh
Student

Receive a link to the Self-Assessment survey

Complete the survey

L1: Directly linked to info/resources

Examples:
Register with CareersHub
Take Skills for Learning Module
Attend LLR Research Desk
Direct access to online emotional support

L2: Tasks assigned to me

Examples:
Book appointment with Skills for Learning
Book appointment with MHWB advisor
Apply for financial support

See and update my responses in MyAccount, as well access my personal plan

Receive a task in second semester to review and update progress

Diana Burton
Advisor

L4: View reports on results and responses both at individual and aggregate level

Examples:
Personal Tutor conversation tool
Themes of need in a cohort (proactive embedded response)
Analyse progress/impact for differentiated groups

L3: Tasks assigned to teams

Examples:
Personal Tutor – student thinking of interrupting
MHWB Advisor – student's mental health impacting studies
Digital Skills Team – student has v low levels of digital confidence
Student Advice team – student is a care leaver/under 18

Academic/non-academic advisor can view and access plan – student known

Student Success: **outcomes and benefits**

- A clearly articulated academic and non-academic support offer
- Successful start
- Access to services
- Retention and progression
- Award and graduate outcomes

PROCEED, APP, B3, GO

- Differentiated, targeted, personalised support pathways: removing barriers, eliminated inequalities
- Student experience and satisfaction: students are, and feel, known, valued, and supported

NSS, PRES, satisfaction surveys

Student Success: next steps

- Integrated Student Development Framework
- SAL and Personal Tutoring Model
- Self-assessment tool (‘Get what you need: personal development plan’)
- Academic/administrative student processes
- Student Record System – dashboards and reporting to support student outcomes