



**Meeting of the Academic Board
Board Strategy Day**

10.00 am - 1.00 pm on Wednesday, 26 April 2017
in H10 Hotels, Waterloo Road

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	External policy environment	3 - 12	DP
2.	The student experience in higher education	13 - 22	SW
3.	Apprenticeships	23 - 36	MS

**Date of next meeting
2.00 pm on Wednesday, 7 June 2017**

Members: Pat Bailey (Chair), Temi Ahmadu, Sodiq Akinbade, Ian Alberty, Stephen Barber, Craig Barker, Janet Bohrer, Kirsteen Coupar, Charles Egbu, Paul Ivey, Gurpreet Jagpal, Janet Jones, David Mba, Mike Molan, Jenny Owen, Shushma Patel, Lesley Roberts, Tony Roberts, Warren Turner and Shân Wareing

Apologies:

In attendance:

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Strategy Day April 2017

External Policy Environment

Opportunities and Threats

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Higher Education Research Bill

Opportunities

- TEF may raise perceived value of teaching and enhance LSBU reputation
- Opportunity to enhance fee income

Threats

- Impact of working under new regulatory regime (OfS)
- Increased competition from “Challenger Institutions”
- Broader definitions of “university” may reduce international reputation of UK HE
- TEF could negatively impact on LSBU
- Increasing fees deter our demographic

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Regulatory Environment

- Office for Students - greater central oversight
- New employability survey (DHLE)
- Longitudinal Employment Survey (LEO)
- General Data Protection Regulation
- Competition and Markets Authority
- CC20 – updated regulation around fundraising
- Additional QA responsibilities (Ofsted)
- Institute for Apprenticeships (and Technical Education) – established by Further and Technical Education Bill
- Apprenticeships Levy
- Possible changes to international student visa regime
- Prevent

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Brexit

Opportunities

- Possible chance to increase fees to European students
- Exchange rate makes UK study more attractive

Threats

- Student recruitment
- Staff recruitment
- Lost access to Horizon 2020
- Lost access to European Social Funds
- Uncertainty

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Industrial Strategy

Opportunities

- Emphasises importance of investment in skills – with opportunities around Family of Institutions, Apprenticeships and Institutes of Technology
- Highlights importance of additional investment in research
- Acknowledges importance of translational research
- Devolution may put LSBU closer to decision makers

Threats

- Little or no reference to connections with education policy
- No guarantee that most additional research funding will go to universities
- No guarantee that references to translational research will result in funding
- Devolution agenda may shift funding from London

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International

Opportunities

- Currently student numbers are uncapped
- Fee levels are unregulated
- Our compliance indicators are strong
- International multi-touch partnerships to deliver income and research outcomes
- Extension of current regime for EU students presents opportunity to further establish LSBU brand in Europe
- Exchange rate positive at moment

Threats

- Government focus remains on recruiting ‘the brightest and the best’ leading to bias around key countries and some institutions.
- Process is an issue as well as policy
- Move to focus on overstaying
- Our TNE is under developed
- Our understanding of internationalisation remains basic
- Possibility of limits to LSBU international recruitment based on “quality” measures

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Research

Opportunities

- Postdoctoral loans
- Additional £4.7bn in R&D by 2021
- Possibility that funding more will be focused on translational research
- New multi disciplinary R&E institutes
- New research centres
- Overseas partnerships

Threats

- UKRI – HERB will create “super research council” which could further concentrate UK research funds
- REF 2021 – changes to staff submission could disrupt and negatively effect LSBU submission

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Recruitment

- Increased competition from Alternative Providers (especially for students on low cost courses)
- Increased competition from more selective institutions (as demographic changes hit HE)
- Increased competition for international students including from universities in Europe offering courses taught in English
- Increased impact on mature students of fees and other LSBU groups
- Cost of living in London constrains expansion as reputation improves
- Changes to NHS bursaries and approach to teacher education

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Response

Highlight contribution of LSBU to a diverse HE sector:

- Establish LSBU as a leader in professional and technical education (strategy says we will become the leading London modern)
 - Deliver research with demonstrable impact in key areas
 - Deliver high quality teaching and employability
- Establish LSBU as a renowned “anchor institution” which supports a broad educational and enterprise offer

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Developing our digital environment

7 principles to improve the student experience

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LSBU Board 26th April 2017

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Agenda Item 2

1. Adaptable

7 Principles for Developing the LSBU Digital Environment



- Add or remove different technologies as requirements evolve
- Make our physical environment adaptable too so space, furniture and digital tools and applications can be re-organised
- **For example, implement and pilot lecture capture as a core service to improve access and increase inclusivity.**

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2. Seamless

7 Principles for Developing the LSBU Digital Environment

- Seamless and integrated experience via “single sign on” across applications, data integration and the exchange of content between tools and administrative systems
- **For example, submitting an essay directly from a word processor for marking and feedback in the VLE.**



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3. Experimental

7 Principles for Developing the LSBU Digital Environment



- Provide digital and physical spaces where practitioners and researchers explore emerging technologies and provide an evidence base to enable digitally enhanced learning, teaching and assessment
- **For example, create a virtual forensic house / lab that facilitates a more authentic learning experience**

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4. Automated

7 Principles for Developing the LSBU Digital Environment

- Ask users to do only what is necessary by focussing on automating tasks whenever possible.
- Automation can reduce workloads, improve consistency, lower training barriers and allow users to focus on what is most important.
- **E.g automatic creation of digital spaces, linking of key course documents and the automated setup of assignment submission points.**

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5. Collaborative and Social



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Creates digital and physical spaces to enable working across boundaries for the co-creation of knowledge

- Groups of users (learners, teachers, employers etc.) form networks and provide the ability to work together to solve problems, complete tasks, or create products.

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6. Device agnostic

7 Principles for Developing the LSBU Digital Environment



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Our environment should be Wi-Fi enabled, mobile friendly and “device agnostic”; users access learning on and off campus utilising a mix of university owned and user owned devices

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7. Industry Standard

7 Principles for Developing the LSBU Digital Environment



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utilise and integrate industry standard tools for learning and teaching to build familiarity with technologies that are an integral part of working environments.

- **E.g. Office365 has potential to change the way we teach, provide access to content, share information, collaborate and communicate**

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Vision:

a seamless and integrative learning ecosystem

combining the virtual and physical environment

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Discussion

Does the vision fit what students require?

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What are the risks of progressing vs not progressing?

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WHY APPRENTICESHIPS ?

Strategic Fit :

- Supports three core outcomes:
 - Student success
 - Real world impact
 - Access to opportunity

Recruitment:

- New income from Apprenticeship Levy
- Retaining income from sponsored students

Reputation:

- Positions LSBU as a leader in professional and technical education

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CORE ELEMENTS OF APPRENTICESHIPS

DETAILED COMPLIANCE:

- SFA REGISTRATION
- FUNDING AGREEMENTS
- SATISFACTORY/QUALITY ASSURANCE AND AUDIT

ROBUST SYSTEMS FOR:

- FUNDING
- LEARNER MANAGEMENT E.G. APPLICATION & ENROLMENT
- LEARNER FEEDBACK
- 'OUT OF HOURS' PROVISION
- ENGLISH AND MATHS SUPPORT
- END POINT ASSESSMENT/DEGREE AWARDING

OPPORTUNITIES:

- ADDITIONAL INCOME
- HIGH TARIFF STUDENTS
- STRONG PROGRESSION
- INCREASED RECRUITMENT
- NEW EMPLOYER RELATIONSHIPS
- "FAMILY" OFFER
- ENHANCED REPUTATION AND PROFILE

STRONG EMPLOYER RELATIONSHIPS:

- APRENTICESHIP JOBS

HIGH QUALITY SERVICE:

- HIGH QUALITY EMPLOYER ACCOUNT MANAGEMENT
- HIGH QUALITY CUSTOMER SERVICE (LEARNERS)
- STRONG RECRUITMENT OFFER TO EMPLOYERS

NEW EDUCATIONAL COMMITMENTS:

- APPROVED APPRENTICESHIP STANDARDS AND ALIGNED UNIVERSITY COURSES THAT MEET EMPLOYER NEEDS

STRONG EDUCATIONAL INVOLVEMENT:

- COURSE DEVELOPMENT
- NEW EDUCATIONAL SYSTEMS E.G. BLENDED LEARNING

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INSTITUTE FOR PROFESSIONAL & TECHNICAL EDUCATION

Managing Contracts:

- Funder
- Employer
- Learner

Marketing the Opportunity: • “One Stop Shop” for employers and learners

- High quality account management
- Creating apprenticeship courses and pathways within the Family and with other institutions

Supporting the Learner:

- Careers advice
- Recruitment
- Learning support

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Apprenticeships at LSBU - challenges and opportunities

26th April 2017

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Apprenticeships 1

- Recently reformed – now a protected term; Levels 2 to 8
- National target of 3m starts (2015-2020)
- Open to all ages 16+ (many apprentices are older and in work)
- Employer led and devised - around 500 new “apprenticeship standards” in development by over 1200 employers in consortia
- Comprise a paid job with formal workplace training plus off site learning (at least 20% of time, generally one day release a week)
- New apprenticeship standards feature an End Point Assessment
- Involve a contractual relationship between employer, employee (apprentice/student) and training provider (LSBU)
- Funded by new “Apprenticeship Levy” paid by all employers with a pay bill of £3m+ at a rate of 0.5% of pay bill
- Non-levy payers have 90% of training costs paid by government

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Apprenticeships 2

- Overseen primarily by the new Institute for Apprenticeships (and Technical Education),
 - Funding managed through Education and Skills Funding Agency
 - Apprenticeship incorporating a degree or “prescribed HE” qualifications (eg HNC/D) quality assured by QAA (HEFCE)
- Other levels and qualifications overseen by Ofsted
- LSBU is already an HE leader in apprenticeships - dedicated team of 6 experts and one of only 18 institutions to receive funding from the HEFCE Degree Apprenticeship Development Fund.

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Higher and Degree Apprenticeships

- Degree apprenticeships either include or are themselves a Level 6 qualification
 - 57 Higher and Degree Standards approved to date
 - 33 in the process of gaining government approval, more in the pipeline
- LSBU planning to offer 22 in 2017-8, with more to come
- LSBU has 150 apprentices currently enrolled (Quantity Surveying at Level 6 and Nursing at Level 5)
- LSBU is targeting 400 apprenticeships for 2017-18 at a range of levels

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Opportunities for LSBU

- £2.5bn+ of Apprenticeship Levy funding available (in context of otherwise stagnant HE market)
- Apprenticeships are naturally part of LSBU's professional and technical educational provision (eg construction, engineering, health etc)
- LSBU history of successful employer sponsored degree provision
Opportunity for LSBU Family to offer employers integrated provision across different levels
- Degree level apprenticeships can attract high tariff applicants with good progression
- Higher and Degree level apprenticeships are attracting new interest in LSBU from local schools
- Partnership with employers offers new recruitment opportunities based on employer brand & job offer

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Opportunities for LSBU

- Valuable income stream
- Reputational opportunities around tariff, progression, graduate employment
- Enhanced profile by positioning LSBU at heart of key government agenda

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Provide diversified offer attractive to “non-traditional” students

New opportunities eg Southwark Council funding for Passmore Centre and HEFCE funding for expanded labs and workshops

- LSBU’s use of levy provides opportunities to demonstrate benefits
- Stronger employer relationships around apprenticeships should lead to wider opportunities with those employers eg placements, CPD provision, employer-informed curricula, joint research

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Employers

The LSBU Apprenticeships Team is engaging with nearly 6000 employers with further employers making contact on a regular basis.

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Apprentice Recruitment

- National Apprenticeship Service portal provides powerful central recruitment resource
- LSBU recently posted one Surveying Degree Apprenticeship vacancy with local QS firm Equals Consulting
- Received 130 applications of which 65 met the entry requirements (BBB) 26 shortlisted and 11 interviewed by the Equals Consulting
- Most employers are concerned about finding sufficient numbers of suitable apprentices
- Opportunity for LSBU to submit the remaining 64 eligible candidates to other employers seeking candidates
- By supporting employers' recruitment efforts LSBU stands to strengthen employer links and secure additional apprentices

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The Challenges 1

- Managing new funding stream and compliance processes with ESFA eg attendance monitoring
- Responding to new external quality assurance demands (Ofsted)
- Adapting or introducing systems and processes to manage apprenticeships (eg recruitment, attendance)
- Providing learner progress feedback to which employers – they regard this as a key part of the training / educational provision
- Provision of additional maths and English support
- Demand from employers for national offer e.g. blended learning
- Links with schools to be strengthened to maximise the numbers of Southwark earners we recruit (Passmore grant agreement).

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Challenges 2

- Managing new contractual and more complex relationships between the university, student and employer (funder)
- Responding to issues associated with broader part time provision eg provision of services outside “normal” hours eg catering
- Requires stronger account management infrastructure to support key employer relationships
- Needs “seamless” provision across the Family to service employers’ full apprenticeship requirements
- New and more complex approach to recruitment with and through employers ie business development
- Responding to higher service level expectations from apprentices/ students and their employers

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