

Board of Governors strategy session

2.00 pm on Thursday, 17 December 2020
via MS Teams

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Agenda Item 1

**LSBU Group Strategy Day
14.00 to 16.00 on Thursday 17 December 2020
Via MS Teams**

P R O G R A M M E

<i>Time</i>	<i>Topic</i>	<i>Presenter/s</i>
14.00	Welcome – Introduction to the session	Jerry Cope
14.05	General update <ul style="list-style-type: none">• Internal environment• External environment• Brand	David Phoenix
14:30	LSBU Group update <ul style="list-style-type: none">• LSBU update• SBA update: UAE South Bank, South Bank UTC• SBC update	Pat Bailey, Dan Cundy, Fiona Morey
14:50	Update on the Institute of Health and Social Care	Warren Turner
15:30	Equality, Diversity and Inclusion <ul style="list-style-type: none">• Strategic initiatives – staff• EDI approach to addressing student outcomes, including the awarding gap and Access and Participation Plan programme	Marcelle Moncrieffe- Johnson, Nicole Louis, Deborah Johnston
16:00	Close	


Attendance

Board of Governors:	Jerry Cope (Chair), Michael Cutbill (Vice-Chair), David Phoenix (Vice Chancellor & CEO), Duncan Brown, John Cole, Peter Fidler, Mark Lemmon, Nicki Martin, Hilary McCallion, Mee Ling Ng, Jeremy Parr, Rashda Rana, Tony Roberts, Deepa Shah, Maxwell Smith and Hattie Tollerson
Apologies:	Vinay Tanna
Additional members of South Bank Colleges Board:	Ruth Farwell (Chair), Steve Balmont, Sue Dare, Nigel Duckers, Jacqui Dyer, Shakira Martin, Andrew Owen and Theresa Quinton
Additional members of South Bank Academies Board:	Hitesh Tailor (Chair), Tony Giddings, Chris Mallaband and Lesley Morrison
Members of the Group Executive:	Pat Bailey, Provost Richard Flatman, Group Chief Financial Officer Paul Ivey, Chief Business Officer Deborah Johnston, PVC (Education) Nicole Louis, Chief Customer Officer Marcelle Moncrieffe-Johnson, Chief People 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:	Sanchia Alasia, Head of Equality, Diversity and Inclusion Sarah Cowley, Interim Director of OD Dan Cundy, Executive Principal of South Bank Academies Chloe De Boer, Projects and Delivery Manager Student Services Kerry Johnson, Governance Officer

Agenda Item 2

	CONFIDENTIAL
Paper title:	LSBU Group Annual Review 2019/20
Board/Committee:	Board Strategy Day
Date of meeting:	17 December 2020
Sponsor(s):	David Phoenix, Vice Chancellor
Purpose:	For Information
	The attached Group annual review document is provided as background information.

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LSBU Group Annual Review 2019/20

The LSBU Group aims to transform lives, communities, businesses and society through applied education and insight.

Welcome to our first ever LSBU Group Annual Review.

On the following pages you will find stories not just from the University but South Bank Academies, South Bank Enterprises and South Bank Colleges. In February 2019, Lambeth joined the Group in the first HE-FE merger of its kind. Since then we have been working to integrate these individual but aligned institutions into an effective Group of educational providers. This has included 'behind the scenes' work such as the implementation of service and system collaborations in areas like ICT, compliance, and procurement; and while these operational changes are increasing effectiveness across the Group, they are secondary to the benefits we are creating for our learners.

There is an acknowledged problem in England with high numbers of learners failing to make the transition beyond Level 3 (A-Level equivalent). In 2015/16, of the 1.1 million learners in further education that completed an eligible learning aim at Level 3, only 10% went on to an apprenticeship or study for a qualification at Level 4 or higher. Collaboration between the two sectors within LSBU Group has helped us to understand in greater detail the higher education needs and aspirations of potential students. This, in turn, has enabled us to improve their experience, help smooth transition and develop joint access and participation plans to support access to university from the College. This has already seen a 9% increase in Lambeth College students progressing to higher education.



We are now launching our new 2020–25 Group Corporate Strategy. The new strategy, as well as this review, comes at a time of distinct change.

The Covid-19 pandemic has had far-reaching consequences for our students, staff, and the organisations we work with. Many of us will likely see a permanent change in how we work.

The wider education sector remains in a state of continual change, including developments such as the introduction of T-Levels and the ongoing reviews of Level 4 and 5 and Post-16 Qualifications. In the autumn, we expect Government to bring forward both an FE White Paper and a Comprehensive Spending Review, which may have a profound impact on the way higher education is funded.

Though we continue to wait to see how these changes impact upon the sector, it has been positive to see greater recognition of the importance of professional and technical education, to which LSBU Group contributes very substantially.

We have welcomed the publication of the Government's Research and Development roadmap and its commitment to invest 2.4% of GDP in research, development and innovation by 2027. The Government's Levelling Up agenda can only be realised if there is adequate funding for applied and translational research, which makes tangible social and economic impact – the sort of research that the University excels in delivering.

Despite the challenges we have faced over the last year, LSBU Group has seen many important successes. In April 2020, LSBU was awarded its first Athena SWAN Bronze Charter, recognising the significant work the University has undertaken to achieve a strong foundation in addressing gender bias and developing an inclusive culture.

We have also seen successes in university rankings, receiving a 5-star rating in the QS World Rankings 2021, and being positioned 12th among UK universities for graduate starting salaries.

Whatever challenges the next year brings, I have every confidence that the LSBU Group will rise to meet them. We have plans to develop a new technical college in Vauxhall, to increase the number of young people accessing Level 3 and 4 qualifications. Our new LSBU Croydon campus will next year start teaching healthcare students to help the NHS tackle a severe shortage of nurses across South London. The University is two years into our LEAP programme; our five year digital transformation project that will create a distinctive and engaging student experience. Finally, we are looking forward to the ambitious redevelopment of our London Road Building, which will modernise facilities for both staff and students and support our ongoing move from teaching via large lecture theatres to blended learning through smaller seminars complemented by online provision.

I hope you will enjoy reading through our stories, news and achievements from the last academic year and will share in my excitement as we look forward to the next one.

Professor David Phoenix OBE
FAcSS, DL DUniv, DSc, FRCP (Edin),
FSB, FRSC, FIMA, PFHEA

*Vice-Chancellor and Chief Executive,
LSBU Group*

Snapshot of the LSBU Group achievements

5 Star Rating
QS World University Rankings 2021

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Athena Swan Bronze Award holder for commitment to Equality, Diversity and Inclusion

12th among UK universities for graduate starting salaries

Longitudinal Educational Outcomes Data 2017-18 (Published 2020)

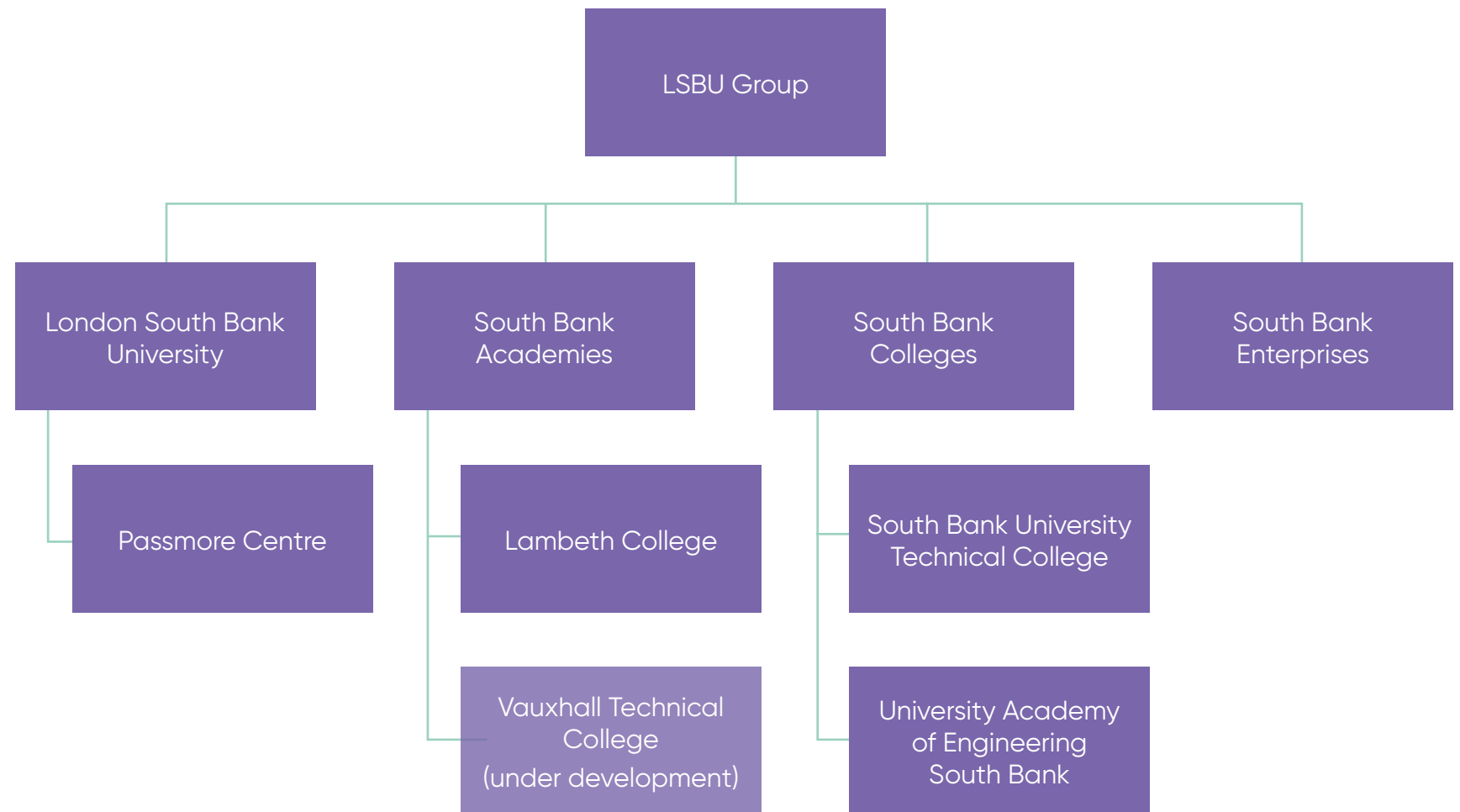
Among top 150 universities globally under 50 years old
QS World University Rankings: Top 50 under 50 2021

23rd among universities globally for Reducing Inequalities
Times Higher Impact Ranking 2020

26th among apprenticeship training providers
Rate My Apprenticeship 2019-20

With around 2000 apprentices
LSBU is one of the largest providers of higher and degree apprenticeships in the country

The LSBU Group comprises South Bank Academies, South Bank Colleges, South Bank Enterprises and London South Bank University. Working to one vision it seeks to deliver the educational needs of communities and business locally and globally.



Responding to Coronavirus

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In line with Government guidance, the LSBU campus was closed from late March until early July when we commenced a phased re-opening. During that time staff worked tirelessly to ensure that all students were able to complete their courses by moving teaching online and developing assessment methods, including exams, which could be completed and submitted electronically.

Those students staying in our halls of residence who decided to return to their family homes were released from their rental contracts and the requirement to pay their final instalment for the summer term. We also relaunched and enlarged our hardship fund to support those who lost earnings due to the shutdown, allocating more than £150,000 to over 700 students.

While every one of us has played some part in tackling the Covid-19 pandemic, particular tribute needs to be paid to the staff and students of our School of Health and Social Care. Each year, LSBU trains thousands of healthcare professionals to work in NHS Trusts across London and further afield.

During the spring peak of the 2020 Covid pandemic, over 500 LSBU student nurses contributed to ensuring the continuity of health and care services. Many members of staff also made significant contributions, including assisting with the establishment of the NHS Nightingale Hospital London, involving the creation of the clinical skills and simulation training facility, and providing 'up-skill' training to nurses and doctors to enable them to work in intensive care environments.

Volunteering with the NHS

During the pandemic, LSBU made volunteering shifts available to staff wishing to support the NHS and those affected by the crisis.

Rachel Picton, Head of Allied Health Sciences, began volunteering three days a week at her local NHS Trust. As a diagnostic radiographer, Rachel worked in accident and emergency at her local hospital in Southend, taking chest x-rays and CT scans of suspected Covid-19 patients.

As coronavirus affects the lungs and can make breathing difficult, radiography has been a vital service in diagnosing and treating patients.

With a shortage of radiographers for the number of Covid-19 patients, volunteers like Rachel helped ensure that, as initially feared, NHS services weren't overburdened by the pandemic.



Professor Nicola Thomas also stepped forward, taking on two voluntary shifts per week at her local hospital alongside her teaching work at LSBU. In March 2017, Professor Thomas became the first UK nurse to be appointed a Professor of Kidney Care. With the capacity of nursing staff stretched during the crisis, Nicola was able to provide support by speaking with kidney care patients, including those who had had transplants or were on dialysis, to help ensure their individual treatment needs were met.

Nursing staff deployed to Nightingale Hospital

One of the Government's responses to the Coronavirus Pandemic was the creation of a number of Nightingale Hospitals to provide extra capacity if existing NHS Trusts were overwhelmed by Covid-19 patients. LSBU staff provided important support in the setup of the NHS Nightingale Hospital London, based in the ExCel Centre at Royal Victoria Dock.

Dr Suzanne Bench, Associate Professor of Nursing, helped to train nursing staff in applied critical care practice techniques, drawing on her 20 years' experience of critical care nursing and research into the psychological recovery of patients following critical illness. Similarly, Anthony McGrath, LSBU's Deputy Dean for the School of Health and Social Care (and a Lieutenant Colonel in the reserve forces) was deployed by his regiment to help with planning and construction of Nightingales across the country.

South Bank Academies made its own contribution to helping out during the crisis. South Bank UTC used its 3D printers as part of a collective effort by UTCs around the country to provide the NHS with frames for protective visors.

Providing PPE

The 3D printers at South Bank UTC are usually used to run BTEC courses on additive manufacture and for design prototyping. However, with stocks of PTE-G and PTA plastics (the two materials the NHS has approved for use as visor frames) the school was able to produce replicas of the approved visor-frame design. Once printed, the frames were sent to a distribution centre in Sheffield, where they were fitted with a clear visor and sent on to hospitals.

Meanwhile, students at UAE Southbank collected over 50 sets of goggles from the school's science labs and delivered them to NHS staff at Lewisham and Greenwich NHS Trust, who needed vital personal protective equipment.

Accounting Students Pitching In

It isn't only nursing students that have been supporting the NHS. 23 students from the School of Business, studying Accounting and Finance, have undertaken placements at NHS Trusts over the last year.

One such student, Alister D'Souza, who worked in Financial Systems in the Accident and Emergency and Intensive Care Unit of Chelsea and Westminster Hospital NHS Foundation Trust, volunteered in the Intensive Care Unit during the height of the Covid-19 pandemic helping to update patient details and liaise with other departments within the hospital.

Overcoming the 'Digital Divide'

The coronavirus crisis and remote school teaching have brought the issue of digital poverty into the spotlight, with many pupils from lower socio-economic backgrounds having inadequate access to the technology needed to study effectively from home. In response, UAE Southbank distributed more than 100 Chromebook laptop computers, as well as providing dongles and data to those with

poor or non-existent internet access, ensuring all pupils had the necessary equipment to access learning from home.

The Academy also linked up with School Food Matters to provide healthy breakfast boxes throughout the summer for struggling families in the school community so that all students were able to start their day with a healthy meal.

A UTC staff member printing visor frames



A UAE South Bank pupil delivering protective goggles to Lewisham and Greenwich NHS Trust





Student Success



Since its foundation, LSBU has focused on providing professional and technical education to meet the demands of the modern workplace. Our teaching is highly applied, professionally accredited and informed by the research of our academics, many of whom are leaders in their field.

It is for this reason that we were named University of the Year for Graduate Employment in both 2018 and 2019. The professional success our students can expect is one of the main reasons they chose to study with us. The creation of LSBU Group allows us to take this even further – providing learners with a wider range of opportunities such as further access to technical facilities, volunteering opportunities and student services – and creating clear pathways from school through FE and HE into high quality careers.

Our students achieve remarkable things every day, whether that's overcoming personal adversity to realise their dreams, winning competitions or finding success in their career. Let's meet a few of our inspirational students and alumni.



Gill Foster rehearsing for Blood Wedding with students from LSBU and Tai University of the Arts

"I am most grateful for this experience because it was my first real-life experience of how a project is executed in the professional arts industry environment. I am now finishing my drama degree, not just with three years of training, but also with very high-level professional credits on my acting CV."

*Student participant,
Blood Wedding*

Crossing Borders and Language Barriers

Last summer, Arts and Performance students from LSBU's School of Arts and Creative Industries staged two shows in the prestigious International Youth Arts Festival – Crossing Borders and Blood Wedding – with the latter winning the Audience Choice Award.

Since 2016, LSBU has maintained a transatlantic partnership with Ryerson University in Toronto. Crossing Borders was conceived, written, co-directed and performed across the Atlantic with Ryerson using technology which allowed the students to work together in real time. Other creative exchanges between the two institutions include collaborative and virtual work on live briefs, student exchanges and a shared degree in Production Arts being developed to operate across both Universities.

Blood Wedding was staged with TAI Madrid School of the Arts, with initial development taking place separately before the teams met in London and Madrid for rehearsals and performances. The play tackles issues of language by employing a mixture of English and Spanish as well as the performers' own body language. The graduate acting company involved in the performance have now established themselves as an independent theatre group – El Caballo – with plans to tour the show.

CoderDojo at South Bank UTC

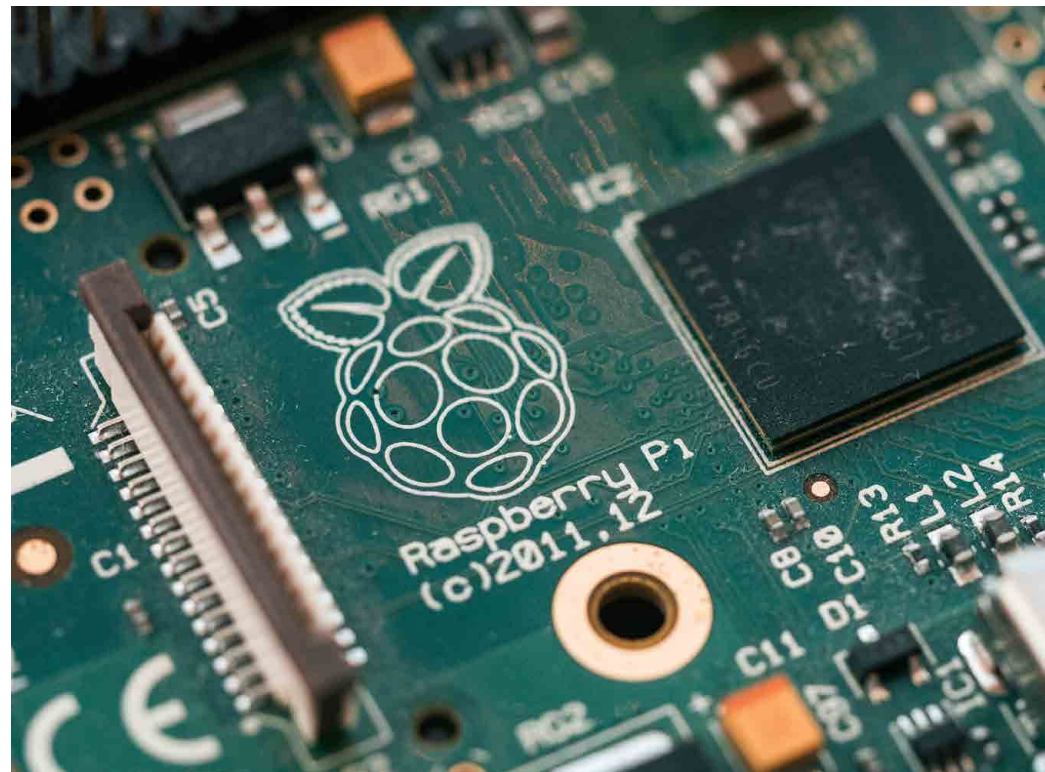
Coder Dojo is a global movement of free, volunteer-led, community computer programming clubs for young people aged 7-11 years. In September, South Bank UTC set up a Dojo, in collaboration with LSBU Associate Professor Dr Safia Barikzai, giving children the opportunity to learn from UTC and LSBU students about the basics of computing and robotics, through the use of LEGO robots and Raspberry Pi computers.

The Dojo provides Lambeth Primary School children with the unique taste of what studying engineering and computer science might be like in the future, as well as introducing them, and their parents, to the facilities at the UTC and the practical, applied form of teaching it uses. LSBU Engineering students also benefit from their participation in the Dojo by increasing their confidence and improving their communication skills – as well as even inspiring a couple of them to pursue a career in teaching.

Following the Covid-19 lockdown, the Coder Dojo moved online and opened up to children across London, introducing them to digital storytelling and animation.

The Raspberry Pi is a tiny and affordable computer that you can use to learn programming through fun and practical projects

The Dojo has been a shining example of different members of LSBU Group working in collaboration to deliver positive educational impact for the local community.



Temí's Journey

At the age of nineteen, Temí Odejoke sustained an injury which led to him having a stroke; losing the mobility in his left side and sustaining severe memory loss. Combined with his existing dyslexia, which also affects his ability to retain and process information, Temí understandably felt demotivated. But a programme of rehabilitation helped him gain strength, determination and purpose.

Starting his course at LSBU, Temí was determined to do well. With the specific support provided to him by our Wellbeing team, he worked hard to overcome the barriers he has faced in his learning. Speaking of his time at LSBU, Temí said: "there were many times when I physically and mentally felt like giving up, but I knew true failure would be if I completely gave up trying". He says that he "relished the challenge because I had a strong support system at LSBU to which I am grateful".

Head of Division and Associate Professor of Sport and Exercise Science, Steve Hunter, recalls that from the day of Temí's his induction, he could see his commitment to achieving his studies; proving to be a model student, with exemplary attendance, attitude and commitment.

Temí's hard work paid off, and he achieved a 2:1 (Hons) degree from LSBU and is one of many examples of LSBU students who have achieved their goals in the face of significant challenges.

LSBU alumnus wins at the BAFTA TV Craft Awards

Editor and LSBU alumnus, Simon Smith, has won a BAFTA TV Craft Award for his work on the hugely successful series, Chernobyl.

Simon studied Film at LSBU and has spoken of the advantage of studying and living in London in helping him to get a head start in his career. In his first year, he received his first TV and film credits and was offered a job by Director Nick Broomfield after Simon asked him to deliver a talk to fellow students.

Simon has worked on a broad range of film and television projects, including the BBC series National Treasure, Electric Dreams, Victoria and Endeavour, but he has pinned Chernobyl as his biggest career achievement to date.

Since its release in 2019, the series has been nominated for 19 Emmy awards, winning 10, with Simon winning a personal Emmy for 'Best Editing'. The show also received 14 BAFTA Television award nominations.

LSBU Group students have seen successes in a variety of competitions throughout the year in areas as diverse as product design, quantum physics and film editing.

A Competitive Edge

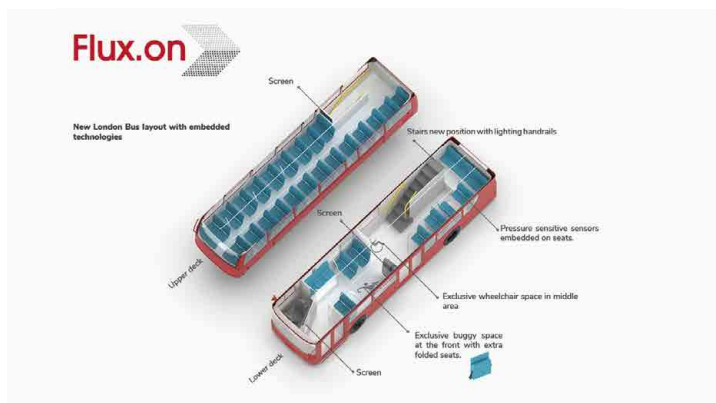
13 LSBU projects were entered into the 2020 Mayor of London's Entrepreneurs Competition, with the opportunity to win one of four £20,000 prizes. Three LSBU teams, including one comprised of apprentices, made it through to the semi-finals. One of the projects, BSc (Hons) Engineering Product Design student Elisa Puccinelli's 'Flux.on', aims to make bus travel safer through embedded technologies such as infrared cameras that give a real-time indication of passenger temperatures, assisting Covid-19 track and trace.

Two LSBU teams were selected for the 9th annual National Finals of the Engineering for People (EfP) Design Challenge. In 2019/20, the competition reached over 7,000 students from 38 different universities. The award-winning challenge tasked students with solving engineering problems faced by residents in Makers Valley, Johannesburg, South Africa.

LSBU's Damion Sutherland, Asiya Warsame, Trayche Cholakov and Shovon Hossain, students on the BEng (Hons) Electrical and Electronic Engineering and BEng (Hons) Electronic and Computer Systems Engineering courses, secured their place in the semi-final for their innovative sustainable public toilet that does not rely on the inconsistent energy or water supplies in Makers Valley. Luke Alderson, Ryan Allinson, Joshua Martin and Danny Walker, students on the BEng (Hons) Electrical and Electronic Engineering (Apprenticeship) course, secured a place amongst the final six groups for their low-cost, lightweight and fish-friendly hydroelectric turbines to help to supplement local energy supplies.



Simon Smith collecting his BAFTA TV Craft Award for his work on the hugely successful series, Chernobyl



Elisa Puccinelli's entry for the 2020 Mayor of London's Entrepreneurs Competition 'Flux.on'



BSc Product Design student, Kristen Tapping, won first place out of 100 entries in the 2020 Design Innovation in Plastics competition, which challenges students to design a product with a focus on 'improving lifestyle and saving resources'. Kirsten's project, 'Rolloe', proposed an air filtration system for urban cycle hire schemes that uses the wheel's rotary motion to draw air in at street level and force it through a series of filters.

Zhen Lu, Chemical Process and Energy Engineering PhD student, won first place in the 2020 Europe Student Paper Contest for his presentation on enhancing oil recovery using carbon quantum dots (dots that apply the properties of quantum physics) synthesised in the Nano2D Lab at LSBU. The Society of Petroleum Engineers (SPE) coordinates 14 regional student paper contests across the globe, at Undergraduate, Master's and PhD levels, with students competing to advance to the International Student Paper Contest.

Four students from LSBU's Business School (Sarthak Boob, Cicily Asetre, Alvira Khan and Mern Gerges) made it through to the quarter-finals of the international NIBS (Network of International Business Schools) Worldwide Case Competition. Over the course of three hours, the team analysed a business problem and prepared a professional proposal which they then pitched to a business owner.

For the second year running, two LSBU students took home an award at the 2020 Royal Television Society London Student Awards. 'Hinterland', produced by second year Film Practice students Robert Hill and Marcin Sehn, won the Short Form award (for films that are a maximum of five minutes). The pair produced the film during their first year at LSBU, and beat a number of films made by graduate students.

Lambeth College Engineering student Shadine Eban-Scully, was a finalist in the Engineering category for the STEM Student of the Year Award 2020. The achievement is an acknowledgement of the progress she has made on the STEM Career Ready programme, including undertaking a six-week paid internship at BP, and starting the search for an engineering apprenticeship.

Our student's successes are only possible because of the dedication and expertise of our academics, many of whom remain in professional practice, in addition to teaching. This allows them to bring cutting-edge industry practices into the classroom, ensuring our teaching always meets employer expectations.

Recognition for our Leading Academics

Over the last academic year several of our leading academics enjoyed awards and honours celebrating their achievements, expertise and services to teaching.

Professor Basu Saha, Professor of Chemical and Process Engineering, was honoured with a highly prestigious Hind Rattan Award, presented by the Non-Resident Indian Welfare Society of India at the 39th International Congress of NRIs. The 'Hind Rattan' is one of the highest Indian diasporic awards granted to non-resident persons of Indian origin by the NRI Welfare Society of India, and recognises outstanding services and scholarly achievements.



Gill Foster receiving the 'Drama Inspiration Award' at the Music & Drama Education Awards 2020

Gill Foster, Head of Performance Arts, won the 'Drama Inspiration Award' at the Music & Drama Education Awards 2020. The judges described Gill as "a force of nature" due to her passion and dedication to the Arts.

Professor Shushma Patel, Director of Education and Student Experience, in the School of Engineering, was made a National Teaching Fellow by AdvanceHE in recognition of her work to improve student outcomes.

Professor Simon Philbin, Director of the Nathu Puri Institute for Engineering and Enterprise in the School of Engineering at LSBU, has been serving a term as the 2019/20 President of the American Society for Engineering Management (ASEM). The Society, which has its origins in the United States but also has international members and sections, is focused on advancing the discipline of engineering management.

Lambeth College's Performing Arts team was shortlisted in the 'Best Teaching & Learning Initiative 2018/19' of the Times Education Supplement (TES) FE Awards for the design and delivery of their Level 2 and 3 courses, which engaged students with internal and external partners through Twitter and cross-departmental collaborative projects.

Our new Pro Vice-Chancellor (Education)

This year we welcomed development economist Professor Deborah Johnston as the University's new Pro Vice-Chancellor (Education). Professor Johnston replaced Professor Shân Wareing, who moved to become Deputy Vice-Chancellor at the University of Northampton.

Deborah Johnston brings a wealth of experience to LSBU, gained in her previous Pro-Director (PVC) role at the School of Oriental and African Studies (SOAS), where she worked to embed recognition for teaching practice within the organisation and supported teaching staff development. Her focus in recent years has been on curriculum design and student satisfaction.

Professor Johnston obtained Principal Fellowship of the Higher Education Academy (HEA) in 2019 and brings experience from outside the education sector as an economist working for government bodies and NGOs.

Beyond our academics, as a group of institutions, we are continually reviewing our course portfolio, updating pedagogy and exploring new ways to engage and inspire our students to ensure we are always meeting their needs and expectations.

"I am honoured to be appointed Pro Vice-Chancellor of Education at LSBU. I am excited about helping LSBU continue its strong tradition of positively transforming the lives of students. I very much look forward to working with colleagues to deliver a high quality university experience that enhances graduate prospects and makes life and career goals achievable for our students."

*Professor Deborah Johnston,
Pro Vice-Chancellor (Education)*



What Works for LSBU – Closing the BAME Awarding Gap

LSBU's Centre for Research Informed Teaching (CRIT) brings together academic development, learning development and digitally-enhanced learning to promote innovation and continuous improvement in teaching and curriculum development.

Like other universities across the country, LSBU suffers from an awarding gap between BAME and White students, which we are committed to closing. As part of our response, CRIT is coordinating the What Works for LSBU project, which brings together current pedagogical research and expertise while encouraging new areas of research. The first call for proposals from LSBU staff went out in October 2019 during Black History month, while a second call-out was made in June 2020 seeking proposals for joint LSBU/Lambeth College projects focusing on the transition from FE to HE or on practice sharing between the institutions. Ten projects are now being supported with £150,000 of funding.

Supporting our Parent Learners

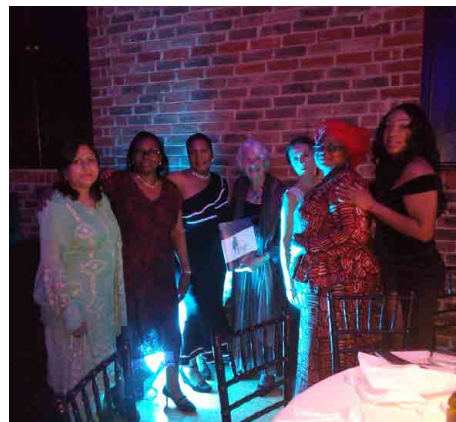
In November, Lambeth College Nursery came third at the Nursery World Awards 2019. Chief Judge Wendy Scott commented that, "Special mention should be made of the Lambeth College Nursery in Clapham, which provides personalised support for parents attending courses as well as for their children; this is resulting in regular attendance and notably successful outcomes to their studies."

Lambeth College makes 'Significant Progress'

Lambeth College had an Ofsted monitoring review in March 2020 – its first since joining LSBU Group. The visit was conducted under the new Ofsted Education Inspection Framework and, of the four areas reviewed, all were assessed as making progress.

Based on National Achievement rates for the further education sector, the College is now ranked 43rd out of 172 colleges in England. This is a testament to the work that staff at both the University and College have put into improving and joining up provision across the Group.

Lambeth College Nursery team at the Nursery World Awards 2019



"The School of Business's new makeover reflects the fact that at LSBU, we are now taking a completely different approach to the delivery of teaching and learning and how we now interact with our students. We wanted the new concept to look more business-like, dynamic and aspirational."

*Sarah Moore-Williams,
Dean of LSBU Business School*



A modern Business School

Students and staff of LSBU's School of Business started the academic year in a new home. The new Business School building received a substantial interior makeover as part of an overall £60 million investment by the University in improving its estate and infrastructure.

The renovation, undertaken by interior design firm Maris, was inspired by the key themes that characterise the School: flexibility, fluidity, collaboration and interactivity among staff and students.

Highlights of the redesign include two academic hubs – the 'Learning Lounge' and 'Explore' space – created to encourage greater informal collaboration between staff and students. The Bloomberg Finance Lab on the ground floor mimics the look of an actual financial trading floor, with the Bloomberg digital trading platform accessible across all computer terminals. Improved technology has also been key to the School's transformation into a modern business facility. Glass messaging boards have been placed in each teaching and academic space, alongside new audio-visual equipment to enable video conference calls, presentations and virtual meetings.

The shared spaces in the new Business School mean students will often find themselves working side by side with their lecturers

Apprenticeship Programme Continues to Grow

The apprenticeship programme at LSBU has been going from strength to strength. In 2019 we received our first Ofsted inspection, being awarded a 'Good' rating for our provision.

The University was also shortlisted for Learning Provider of the Year at the BAME Apprenticeship Awards 2020, with three LSBU apprentices short listed within the construction category. Also, we were placed 26th amongst apprenticeship providers on Rate my Apprenticeships 2019-2020 based on apprentice reviews.

We are the only organisation in England offering the 3-year Level 5 Rail and Rail Systems apprenticeship and the 4-year Level 6 Rail and Rail System Senior Engineer apprenticeship, having launched these in 2020. 47 apprentices from Network Rail and 6 apprentices from WSP have started on these programmes which encompass blended learning. They draw on real-world, work-based experiences and an understanding of what is happening across the nation's railway system, and how a change in one area may affect seemingly unconnected parts of the railway.

The inclusion of Lambeth College in LSBU Group offers opportunities to expand our apprenticeship provision, including the delivery of intermediate and advanced apprenticeships at Levels 2 and 3 and providing support for prospective apprentices for higher and degree courses.

LSBU now has around 2000 apprentices, making it one of the largest providers of higher and degree apprenticeships in the country. We teach the widest range of standards of any UK university and are offering six new standards in construction from Levels 4-6 for the 2020/21 academic year.

In March, the College was awarded an Innovation Grant by the Greater London Assembly to provide NHS health care support staff with a leadership and development programme which will help them to progress into pre-registration programmes and apprenticeships. The programme will enable NHS employees to achieve the required skills in English and Maths, as well as leadership and other skills. This will enable NHS staff in entry level positions to develop personally and professionally, boosting their career prospects and reducing skills shortages.



The College also celebrated its first Apprenticeship Awards – The Lambeth Made Charter Mark Awards 2020 – in association with Lambeth Made, an organisation that builds innovative partnerships with businesses to support the next generation of residents, through apprenticeships and work experience. There were over 40 award winners across different employment sectors from health and social care, construction, fitness and IT to creative arts and media. Cllr Jack Hopkins, Leader of the London Borough of Lambeth, provided the keynote speech and presented the awards.



Real World Impact



By collaborating with businesses and organisations in London and across the world, LSBU delivers high quality applied research that addresses societal challenges and impacts positively on individuals, communities and society.

The DARLab contains a Multi-function Robotic Platform for Architectural Applications, a robotic platform able to process different materials with custom equipment and tools. It consists of an industrial robotic arm in combination with quick-change plates.

Our impactful research not only underpins our commitment to being an enterprising, civic university, it also helps us provide a high calibre education for all of our students by ensuring our teaching always reflects the latest, cutting-edge developments within industry.

With its commitment to increase the proportion of spending on Research and Development to 2.4% of GDP by 2027, the Government has signalled the intention to utilise the UK's world-leading universities to help tackle the significant economic and social challenges the country faces, including those brought to the fore by the Covid-19 pandemic. Institutions such as LSBU produce significant applied and translational research, making tangible social and economic impact. We are perfectly placed to contribute to achieving Government programmes such as its Levelling-Up agenda.

Over the following pages you will find a few examples of the real world problems that LSBU's academics are working to solve – from reducing domestic energy consumption to helping local traders with their relocation decisions.

"People often assume that universities only work with large corporations, but GreenSCIES demonstrates how at London South Bank University we have been able to bring together over a dozen small business enterprises to deliver a project with international potential. Applied research of this kind also plays a key role in enriching teaching at LSBU, ensuring that students are given up to the minute information, directly informed by the University's work with industry."

*Asa Barber,
Dean of the School of
Engineering*

A revolutionary low carbon smart energy grid

Consumers and businesses based in UK cities stand to benefit from a revolutionary low carbon smart energy grid resulting from a research project spearheaded by LSBU's Professor Graeme Maidment, in partnership with Transport for London (TfL) and Islington Council.

GreenSCIES (Green Smart Community Integrated Energy System) aims to deliver a low carbon and low cost transport, power and heat to a total of 12,500 homes in the London Borough of Islington, and Sandwell in the West Midlands.

When constructed, the system will deliver low carbon heat, mobility and power to an estimated 33,000 residents and nearly 70 local businesses in Islington. The new smart energy grid will help reduce carbon emissions by an estimated 80% (against conventional systems) while addressing fuel poverty by providing a significant reduction of consumer bills.

As a 'fifth-generation' energy network, GreenSCIES goes further than previous projects in the UK. The system works by sharing heating and cooling between buildings, to ensure a balanced energy supply across the network. Waste heat is captured from secondary heat sources - including office buildings, data centres and the public transport network. The temperature of the waste heat is raised or reduced using heat pumps before being distributed to homes, businesses and communities, all year round.

By drawing on waste heat produced by data centres that support the Internet, the smart grid will channel energy from the Internet to power homes, offices and transport networks of the future.

With the Mayor of London's goal of ensuring that the Capital achieves zero-carbon status by 2050, this study is a vital initiative in exploring the possibilities of using waste heat to help power London's homes and businesses, cutting energy costs and reducing carbon emissions. The impact of LSBU's research reaches well beyond the Capital and will be relevant wherever there are sources of unwanted or unused heat, for example large data centres, industry or mine water.

The ground-breaking engineering science behind GreenSCIES has been developed by the GreenSCIES consortium - a collection of 16 business partners including a number of small and medium-sized enterprises (SMEs), under the umbrella InnovateUK and funded by UK Research and Innovation (UKRI) through the Government's Industrial Strategy Challenge Fund.



New Joint Research and Innovation Centre to boost the Building Services Sector

At the start of this year, to meet the UK's future obligation to reduce carbon emissions by 80%, LSBU agreed the launch of a new joint research and innovation centre with the world-renowned Building Services Research and Innovation Association (BSRIA).

LSBU is one of the leading universities in the country for educating and training building services engineers, with our graduates accounting for around 60% of Building Services Engineers employed in the UK construction sector every year. The new BSRIA-LSBU Innovation Centre (BLIC) will support building services in the construction sector by promoting collaborative research between LSBU's School of Architecture and the Built Environment (BEA) and BSRIA. It will also enhance employment opportunities for LSBU students through the access to BSRIA members that the partnership affords.

Around 80% of the UK's existing real estate accounts for more than 40% of UK carbon emissions. In order to meet the UK's future obligation to reduce carbon emissions by 80%, it is imperative to focus on developing research and innovation to help improve the quality of existing, sometimes neglected, buildings.

Professor Dave Phoenix and BSRIA Chairman, Tom Smith, signing an agreement to launch the new BSRIA-LSBU Innovation Centre (BLIC)

"The new BSRIA research centre will focus on finding innovative solutions to these problems, while providing leadership to deliver safe, affordable and sustainable domestic environments for communities in the UK and globally."

*Professor George Ofori,
Dean of the School of
Architecture and Built
Environment*



STEM for Britain 2020 at the House of Commons

Dr Sevan Harput, Lecturer in the Division of Electrical and Electronic Engineering, was awarded a grant in March by the Royal Society to develop new ultrasound transducer technologies.

In the same month, Dr Harput was also selected to showcase his research regarding super-resolution ultrasound imaging in the Engineering Sciences Session of STEM for BRITAIN 2020 at the Houses of Parliament.

STEM for BRITAIN is a major scientific poster competition and exhibition which has been held in Parliament since 1997, and is organised by the Parliamentary & Scientific Committee. It aims to foster greater dialogue and engagement between early-stage researchers and Parliamentarians on issues relating to ground-breaking and frontier UK research.

Super-resolution ultrasound technology, on which Dr Harput presented, involves microvascular technology that can enable real-time microscopic imaging in deep tissue. Super-resolution has already been successfully demonstrated pre-clinically and clinically by Dr Harput.

The SPEED Ultrasound Lab at LSBU, which Dr Harput leads, aims to develop new imaging and sensing technologies using acoustic waves at ultrasonic frequencies. Its focus is on high frame-rate ultrasound imaging, super-resolution methods, 3D ultrasound imaging, signal processing for biomedical imaging and ultrasound sensor modelling and development.

Successfully 'Spinning Out'

Dr Perry Xiao, Associate Professor in the School of Engineering, has pioneered the use of Opto-thermal transient emission radiometry technology. He has successfully translated this into two commercial products, the AquaFlux evaporimeter and the Epsilon contact imaging system, now marketed by LSBU spin-out company, Biox Systems Ltd.

Established in 2000, Biox Systems Ltd is a pioneering developer and manufacturer of research grade scientific instruments. Clients include 21 hospitals in the UK, Europe, China, South Korea, Australia and the USA; universities, and international cosmetic companies such as Unilever, P&G, L'Oréal and Johnson and Johnson.

With a growing customer base of 70 organisations in 2013 to more than 200 in 2019, generating total sales of about £2.4m in the same period, Biox Systems Ltd is one of LSBU's most successful spin-out companies to date.

Not all research is about creating new technology. Innovation in areas such as public service delivery, organisational behaviour and culture can also have profound social and economic impacts.

LSBU Business School has a long tradition of modelling consumer choice behaviour and has previously conducted high street vitality studies on behalf of Southwark Council across eight retail centres in the borough to help inform their Economic Wellbeing Strategy, as well as providing insight to local traders and BIDs, enabling them to develop more effective marketing strategies.



In addition, The Landmark Group, which operates 30 million square feet of retail space and employs 55,000 people in 22 countries, has adopted this same model to support many store location decisions across the world.

All retailers know that footfall is important, but few have the analytical capability to apply complex gravitational models to exploit existing passing trade. The model Dr Graham has developed provides a useful 'rule of thumb' with which to evaluate the footfall at a location, as well as a diagnostic tool that delivers more useful insight than the 'this time last year' metric that most retailers operate.

Dr Graham has also been working with local social enterprise company Treeshepherd, to provide workshops for displaced businesses with further advice and guidance being provided by students through LSBU's Business Solution Centre

The decline of bricks-and-mortar retail is an ongoing challenge for many local authorities in terms of maintaining sustainable and vibrant communities. The rate of store closures is attributed to a wide range of factors, each of which has a potential cumulative effect on total footfall as a location becomes marginally less and less attractive.

The value of footfall to small and independent retailers

Follow-on research is now helping to advise the relocation of a number of businesses displaced by the ongoing regeneration of Elephant and Castle. Dr Charles Graham, Senior Lecturer in Marketing, has produced footfall assessments to inform the relocation decisions of 73 independent traders affected by the Elephant and Castle Shopping Centre redevelopment.

Improving employment and educational prospects for autistic people

For the last seven years, Nicki Martin, Professor of Social Justice and Inclusive Education, has undertaken research that has challenged the low involvement of autistic people in the workforce and the under-representation of people with autism in academia. The research has contributed to both a new understanding of autism as a different way of thinking, and to increased awareness that some autistic people have intellectual impairments whereas others are intellectually able.

Between 2014 and 2016, the Cygnet Mentoring Project was set up by

Professor Martin to develop, trial and evaluate a mentoring scheme designed with input from autistic people, their families and supporters, with matched pairs meeting once a week for one hour, over a six-month period. Participants on the autism spectrum found their mentoring experience helped enable them to progress towards self-identified goals.

In 2016, academics led by Professor Martin in LSBU's School of Law and Social Science were involved in a project working with both SEND and mainstream schools in South London across an eighteen month period to improve the sensory experience for autistic pupils in the school environment. Developing a greater understanding of the link between sensory issues and 'challenging behaviour', led to a new focus on the indicators of distress and their

minimisation within the schools that took part, enhancing the learning experience for autistic pupils.

Most recently, in response to the Covid-19 crisis, Professor Nicki Martin has developed guidance on supporting autistic pupils and students to learn at home while under lockdown. The guidance was implemented by three local authorities and a Multi Academy Trust. It has been used as a thinking task for MA students at Birmingham, Strathclyde, Sheffield and Sheffield Hallam Universities, as well as at LSBU.



Finding novel settings to measure and discuss blood pressure

High blood pressure does not always have noticeable symptoms, but, left untreated, it can greatly increase the risk of strokes, heart attacks, kidney disease and other serious conditions. Around one-third of UK adults might have high blood pressure, although many will not realise it.

In the UK, high blood pressure is common among black Caribbean people. However, those of black, Asian and minority ethnic (BAME) heritage (and particularly men) often, for a wide variety of reasons, have poorer engagement with healthcare settings and are less likely to have their blood pressure monitored or controlled.

In response to this, a collaborative project team, led by Nicola Thomas, Professor of Kidney Care at LSBU, is conducting an externally funded pilot project looking at new places, outside hospitals or GP surgeries, where people can go to measure and talk about their blood pressure.

In collaboration with a local organisation, the BME Forum, the team will test the feasibility of training barbers in the London Borough of Croydon to measure and give advice about blood pressure. Barbershops are open long hours, are located in all communities and are often frequented by men of BAME heritage. This makes them ideal, novel settings for addressing health inequalities. Some barbers in Croydon are also already talking with clients about mental health in a project called *Mind My Hair, Hear My Mind*.

In this way, it is hoped that the project can encourage participants to have their blood pressure monitored with access to advice and medication (through local pharmacists) if it is too high. They will also have the chance to talk with other clients about their blood pressure and increase awareness of it by discussing their experiences with friends and family. It is hoped that this sort of community project will pave the way for new collaborations, particularly in light of the University's plans for a new Croydon Campus, due to open in 2021.



Access to Opportunity



**LSBU builds opportunity through partnership
- ensuring that we are actively widening participation,
engaging with our communities, and maintaining
strong relationships with employers.**

**Through strategic local and global partnerships, the
University works to remove barriers to success and
create opportunities for individuals, employers and
communities. Ranked in the top 200 universities
worldwide for Social Impact, and 23rd in the world for
reducing inequality*, over the next five years we aim
to positively impact the lives of 1 million people.**

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Supporting adults to achieve basic skills

Half of young people start adult life without achieving Level 2 (GCSE) English and Maths. Adults who lack literacy and numeracy skills tend to be less productive at work, earn lower wages, are more likely to suffer from ill health and experience social exclusion.

Lambeth College utilises funding from the Adult Education Budget each year in order to provide these learners with a second chance

– teaching Entry Level 1 functional skills through to GCSEs in Maths and English. The courses are provided as flexibly as possible – including part-time, short-courses and teaching at evening and weekends – to ensure as many local residents as possible can benefit. In 2019/20 the College supported 1,326 adults to achieve a Maths and/or English qualification. For many of them, this will have been one of their first experiences of achievement – attributable in part to the consistent and focused support the College provides.

In addition to this, the College teaches ESOL (English for Speakers of Other Languages) courses at its Brixton Centre – providing an opportunity for those who have recently moved to the UK (including refugees) to achieve a sufficient level of English, as well as knowledge about life in the UK and British values, to enable them to integrate into society. Upon completing the course, many learners go on to follow careers in areas such as health and social care, utilising skills and qualifications they acquired in their home countries. 1,630 people completed ESOL courses at the Brixton Centre in 2019/20.

LSBU Group works with over 150 businesses including SMEs and major companies; public sector organisations including housing associations and the NHS; and local Government partners. At the heart of this partnership approach is the Clarence Centre – home to our tenant community and enterprise team. Over the following pages are some examples of these partnerships and the benefits they have brought to our students, local communities and businesses.

**Times Higher Education Impact Rankings 2020*

Developing Immersive Technology with European Regional Development Funds

The University continues to be the leading higher education provider of European Regional Development Fund (ERDF) funded business and innovation support programmes in London. To date, LSBU has secured more than £11 million of ERDF funding and is contributing almost £6 million in match funding to these projects.

We are currently delivering seven programmes covering a diverse range of sectors including health tech, low carbon and food tech. Over the next 3 years, LSBU aims to support 1000 SMEs and create 140 jobs through these programmes.

Page 30 One such programme, launched at the start of the academic year, is Accelerating the Creative Economy Through Immersive Technology (ACE IT), which aims to support London Start-Ups and SMEs to conceptualise, research and develop innovative concepts, products and services utilising immersive technology.

The project, delivered in partnership between LSBU and London College of Communication, UAL provides eligible businesses with free access to specialist workshops, one-to-one consultations with experts as well as academic and technical guidance.

ACE IT provides access to academic and industry expertise, as well as specialist audiovisual, digital and creative technology facilities

The Clarence Centre for Enterprise and Innovation courtyard



A Vibrant Tenant Community

The Clarence Centre for Enterprise and Innovation provides workspaces for more than 60 businesses that engage in curriculum development, guest lecturing, student engagement and research projects. Over the last year our tenant community produced £100m combined income, created and safeguarded 50 jobs and raised £6.5m in finance.

One recent collaboration saw the launch of a brand new app – Interviewerr – which lets users record, tag and code interviews in real time. It was developed by Phil Hardy, an LSBU Alumnus and employee of Clarence Centre Tenant Silicon Rhino, with help from a number of LSBU researchers, PhD students and staff who contributed their thoughts and ideas through user testing.

The Mayor's Construction Academy and LSBU

The MCA-LSBU Hub is a partnership of South London boroughs (Lambeth, Lewisham and Southwark) and LSBU, Lambeth College, the Skills Centre, South Thames College and Lewisham Construction Hub. Together with developers, contractors, construction SMEs and schools, the project aims to work collaboratively to connect the dots and assist both employers and those wanting to work in the construction sector.

The LSBU hub is one of seven across London, and is the only higher education institution in the capital to have been nominated as a skills training and employment hub partner by the MCA.

The Hub members will explore key areas including job readiness, increasing diversity, T-Levels and modern methods of construction.

The vision of the Hub is to establish a world-class construction skills programme that can offer businesses the opportunity to upskill their current workforce, offer apprenticeship training, and promote vacancies and work experience placements.

£6.25 million award to LSBU Consortium to support the growth of editing and post-production facilities

According to the Department for Culture, Media and Sport, the UK's digital sectors are growing at a rate that's six times faster than any other industry. More widely, the creative industries now make a greater contribution to the UK's economy than the automotive, aerospace, life sciences and oil and gas industries combined.

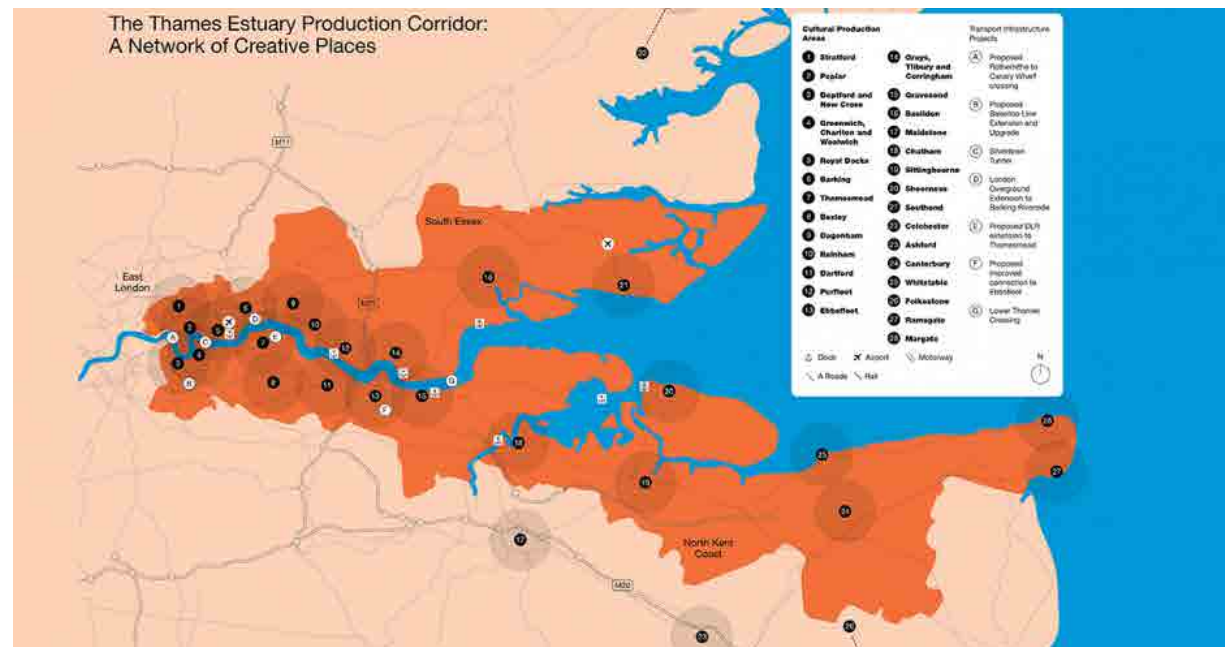
A consortium including LSBU, Screen South and Canterbury Christ Church University, has been awarded £6.25 million of European Regional Development Funding, one of the largest European grants ever awarded to the Creative Industries sector. The aim is to create a network across the South East Local Enterprise Area, of Editing and Post Production (EPP) specialists experienced in the manipulation of screen-based images for television, film, gaming, advertising and corporate communications. EPP specialists use a variety of techniques and technologies including animation, Visual Effects (VFX) and Computer-Generated Imagery (CGI) for use in television, film, gaming, advertising and corporate communications.

The project will see the creation of three production centre 'hubs' for EPP built at Maidstone Television Studios (led by LSBU), Folkestone's Glassworks Centre (led by Screen South), and at a new creative arts building at Canterbury Christ Church University.

Each Hub will have a studio, two edit suites and a co-working space where SMEs can access specialist computing for EPP with cloud-based production facilities to enable UK firms to work with Hollywood, Bollywood, or any production centre worldwide.

The project also supports the Government-backed Thames Estuary Production Corridor that will link existing and new production centres in film and television from central London along the Thames Estuary. The project began in July 2020 and will run for three and a half years, continuing as a production network thereafter.

Map of the The Thames Estuary Production Corridor produced by the Greater London Authority



Climate Change and Public Health in Southwark

Students from University Academy of Engineering South Bank made a valuable contribution to the London Borough of Southwark's Annual Public Health Report 2019. The report considered the impact of climate change on health and wellbeing to stimulate discussion and contributing to the Council's Climate Change Strategy. Pupils from the Academy took part in a workshop organised by the Council as part of the drafting process and the report was launched via a video, featuring the pupils' artwork and voiced by two Year 7 students.

Sustainability is integral to how we operate at LSBU. We have been reducing our carbon emissions year on year for almost a decade and we are committed to delivering course programmes, academic initiatives and research projects focused on sustainable development.

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Sustainability and Climate Action Event Series

In June, the University hosted the first part of its Sustainability and Climate Action Event Series, with a week-long event focusing on the theme of Climate, Carbon, Energy and Resources.

As well as LSBU's own academic staff, students and alumni, representatives from leading environmental organisations including the COP 26 team in the Cabinet Office, The Environment Agency and Extinction Rebellion, joined to deliver keynotes and take part in panel discussions.

A diverse range of topics included: de-carbonisation, sustainable construction methods, the utilisation of waste heat, and the effect of Covid-19 on tackling the climate emergency.

With delivery taking place online, due to the Covid-19 pandemic, attendees were able to join in the discussions from as far away as India, New Zealand and the USA.

How Accountants can Save the Planet

In addition to their ongoing public Research Today and Professional Lecture series, the Business School this year co-hosted the Annual Accounting Conference 2019 with PQ Magazine. The event focused on how accountants can save the planet, and brought in guests from prestigious accounting firms across London, industry experts, sustainability enthusiasts, experts and students. Talks included how to 'bring climate change onto the balance sheet', the economic impact of declining bee numbers and treating climate change as financial risk.

The University is also the headline sponsor of the Southwark Business Awards 2020, celebrating the achievements of the borough's vibrant business community, with the event taking place virtually this year due to the Covid-19 pandemic.

LSBU Civic Advice and Consultancy Service

Alongside the success of LSBU's existing partnerships, we also understand that navigating a large organisation like a University can sometimes be difficult. That's why we in 2020 we launched the LSBU Civic Advice and Consultancy Service (civicslsbu.co.uk).

The service provides easy access into the University for all organisations wishing to explore opportunities for collaboration. In addition to clearly laying out the breadth of academic expertise and the services we offer, it also provides a single point of contact - ensuring that enquiries always reach the most relevant person within the University straight away.

Although our South London community is at the heart of what we do, the LSBU student body is drawn from over 130 countries. We have an international team of academics and we are developing new transnational links all the time. As an institution, we're local and global.

In 2020 the University received a 5-Star rating in the QS World University Rankings, including 5-Stars for 'Internationalisation'.

New Department, Familiar Faces

2020 saw the LSBU International Office replaced with a brand-new standalone department - LSBU Global.

LSBU Global will manage the oversight and project management of all current and future Transnational Education, with a remit to keep pace with the growth and progression of educational delivery mechanisms around the world.

LSBU's focus on professional and technical education makes it of particular interest to many overseas partners and governments who see the expansion of higher education as key to their development. This is demonstrated by our conversations and ongoing projects in Colombia, India, Egypt, Uzbekistan, the EU and South America.

By sharing our values and teaching internationally, LSBU Global aims to build bridges and to increase the social capital, overall confidence, and resilience of our students whilst encouraging positive social development in the countries we operate.

"After the most successful International Recruitment year on record, LSBU Global will concentrate on expanding Transnational Education"

*Stuart Bannerman,
Pro Vice-Chancellor
International*



The largest trans national partnership in MENA region

Our collaboration with the British University in Egypt (BUE) offers an exemplar for transnational education partnerships. As the largest and most successful collaboration in the MENA region, we now validate 24 undergraduate and postgraduate courses for over 4,500 students.

Our joint supervisions for PhD students enable BUE students to study over the summer at the Southwark campus working with their LSBU supervisor. These shared supervisions have also created new opportunities for joint research activities and research informed teaching. We have developed a range of Study Abroad and Summer School opportunities with BUE, enabling student exchanges from both institutions. The ongoing success of the partnership can be attributed to the close working relationship that has evolved between academic and professional service group staff at both institutions, enabling the sharing and developing of good practice.



A Centre for Chinese Language and Culture in South London

Our Confucius Institute is the largest in the world and one of the biggest Chinese language testing centres in Europe. Over the last year, more than 13,000 students in 64 schools have directly benefitted from Mandarin language and Chinese culture lessons, including in martial arts, dance and calligraphy, provided by the Confucius Institute.

The Institute also holds Chinese cultural performance and workshops, art exhibitions and wellbeing initiatives that are enjoyed by thousands of people each year. By conducting its own research and engaging with Chinese universities in the process, it also helps to provide international placements for our students.



Fit for the Future

The environment in which we operate is increasingly demanding and complex. To continually improve the service and value we provide to our stakeholders, we are making strategic investments that will enable us to operate as one customer-centred organisation, which is accountable, efficient and effective.

This includes investing in:

- our staff to ensure we attract, enable and retain a diverse group of high-performing people;
- our buildings, to develop a sustainable campus fit for the 21st century; and
- our infrastructure, to deliver a first class digital environment for our students.

The Coronavirus crisis has accelerated the need to explore new ways of learning and working. This requires improving our physical campus and our online provision, for both education and student support services, moving away from the traditional model of large lecture theatres and towards new delivery methods such as blending online tutorials with smaller seminars.



LEAPing Ahead

LEAP is not an acronym, it is the University's five year digital transformation programme. Now in its second year, the LEAP programme is seeking to create a distinctive student experience underpinned by transformed technology, processes and ways of working as an organisation, including the deployment of both a new Customer Relationship Management System and an upgraded Student Records System.

The programme will enable:

- Better course organisation and management
- Students having the support, flexibility and information to plan and use their time well
- Staff being able to track and contact students more easily, enabling improvements to student retention and progression
- Efficiency gains due to reduction of repetitive processes
- Improved clarity around offer-making to support student admissions

The LEAP team has, throughout the 'discovery and design' phase of the project, worked collaboratively with LSBU staff and students to ensure the solutions delivered are the right ones for the institution and learners. The team has now moved onto the technical build stage, which began in the late summer.

ZONES is our learning environment transformation programme. Through modernising our facilities, learning spaces and technology, we will have a campus that is both fit for purpose and fit for the future of LSBU and its surrounding communities.

A 21st Century Campus

Although the Coronavirus crisis has shown the importance of having the capability to deliver teaching remotely, there are many learning activities that cannot be delivered online, and the University is making significant investments to improve our Southwark campus.

The cornerstone of the ZONES programme is the redevelopment of our London Road Building to create a new dedicated Learning Hub and student zone. The renovated building will include: a new Library and Learning Resources space, group and quiet study space, open access computer rooms and reconfigured Academy of Sport and catering facilities.

The building will also provide a new cycle park with changing, locker and shower facilities and, through significant inbuilt energy efficiency measures, greatly reduce the campus carbon footprint, in line with LSBU's sustainability agenda.

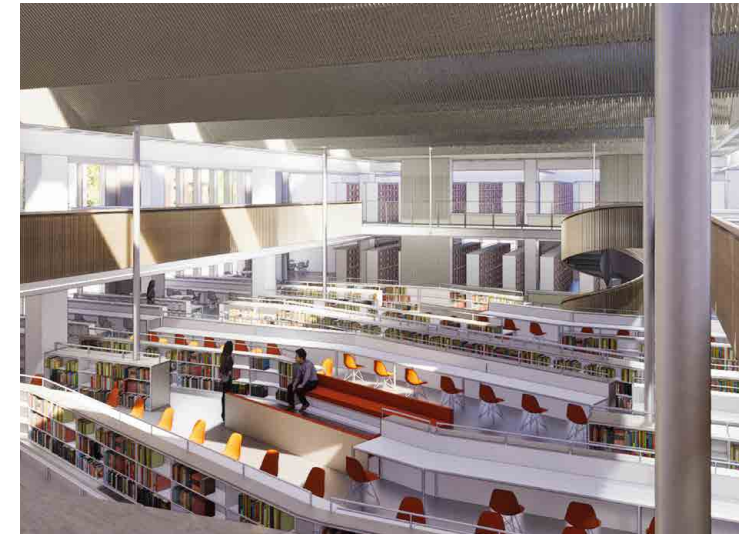
The London Road renovation is due for completion in summer 2021.

LSBU Croydon

With a £5bn investment programme, Croydon is becoming one of London's largest growth centres. In September 2021, the University will open its new LSBU Croydon campus. With a healthcare focus, LSBU Croydon will help the NHS tackle a severe shortage of nurses across

South London and the Gatwick triangle. The campus will also provide business courses, giving students easy access to the thriving Croydon business community as well as global links via Gatwick airport just 15 minutes away.

View from the top of the stairs over the new Library and Learning Resources space in London Road due to be completed in 2021



Artist's impression of LSBU Croydon opening in 2021



At the heart of our ambitions for LSBU Group is creating clear pathways for local residents from secondary school through further and higher education and into high quality careers.

Artist's impression of Vauxhall Technical College



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A Flagship Technical College

As part of this ambition, we are advancing plans to develop a flagship technical college in Vauxhall, South London. The modern, industry-driven facilities will provide career-led opportunities for individuals of all ages and backgrounds.

We are establishing clear occupational progression pipelines that support young people and adults to undertake level 2-4 technical education. Through the pathways and the Vauxhall Technical College we aim to address 'the missing middle' in our education system both by providing high quality technical education and by addressing the broken rungs in the educational ladder between Level 3 (A-Level equivalent) and Level 4 (1st degree year equivalent).

The College will include:

- STEAM and Health and Life Sciences Centres, designed in collaboration with employers to create realistic workplace environments;
- An Employer Centre placing employers at the heart of the College, facilitating growth in apprenticeships and employer sponsored education at every level;
- A 'digital spine', encouraging innovation through specially created digital hubs that provide learners with access to the sector specific technologies they will find in the workplace.

Part-funded by the Greater London Authority the College is due for completion in Autumn 2022.

LSBU Group is nothing without its dedicated staff. We continually strive to create a transformational and inclusive culture, which is people-centric, values-led and ambitious, so enabling the Group to empower staff and attract and retain a diverse range of skilled individuals.

"Lambeth Council is delighted to see Lambeth College enter this new and exciting chapter in its development. Its long history of offering technical and vocational education in South London will be further enhanced by the state of the art development in Vauxhall, providing technical further education for the 21st century. We look forward to the college making an even greater contribution to the success of local learners, employers, communities and to South London as a whole."

*Andrew Travers,
Chief Executive, London
Borough of Lambeth*

Athena SWAN Bronze Charter

In April 2020, we were awarded our first Athena SWAN Bronze Charter by professional membership body Advance HE.

The award recognises the significant work the University has undertaken through our Equality, Diversity and Inclusion Strategy, to achieve a strong foundation in addressing gender bias and developing an inclusive culture that values and empowers all staff within the University.

The Athena SWAN Bronze Charter is typically awarded to an institution that has successfully achieved significant progress in:

- gender equality and representation in the workforce;
- a four-year plan that builds on this assessment, including information on activities that are already in place and what has been learned from these;
- an organisational structure, including a self-assessment team, to carry forward proposed actions.



LSBU Staff

"This achievement recognises the importance LSBU places on embracing the principles of equality and diversity as fundamental to the University's growth. We can now look forward to building on these excellent foundations in future, ensuring equality and fairness for all."

*Professor Pat Bailey,
LSBU Provost*

Reducing our Gender Pay Gap

LSBU's (mean) gender pay gap has steadily reduced from 13.25% in 2009 to 5.2% in 2019. This is not only significantly lower than UK industry as a whole (17.1%) but also the higher education sector (16.1%).

"Whilst we're pleased that our Gender Pay Gap trajectory is reducing, we're not complacent. We know that there is much more we can do as we start to broaden our thinking and use our data, insights, best practice and innovation to ensure that our interventions accelerate the pace of change."

*Marcelle Moncrieffe-Johnson,
LSBU Group Director of
People and Organisation
Development*

Good Work Standard

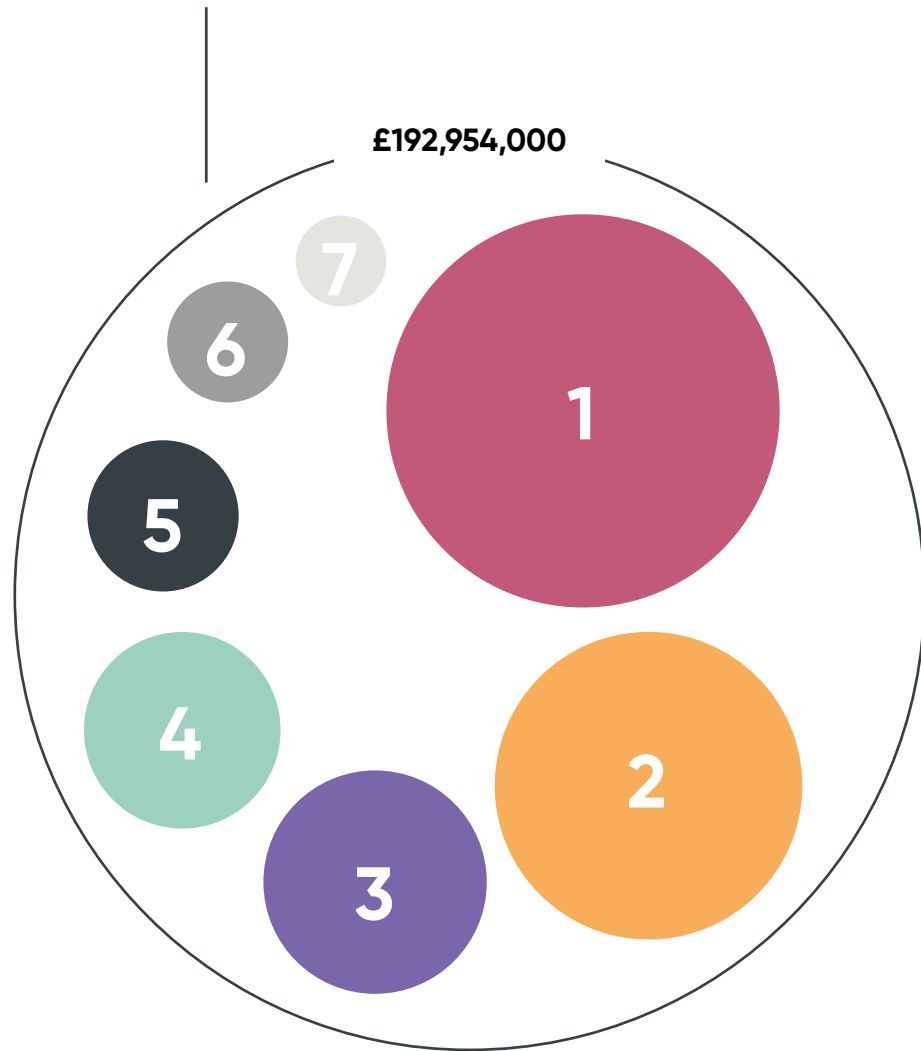
In March 2020, LSBU became the first UK University to be accredited as a Mayor of London's Good Work Standard Employer.

The Standard brings together best employment practice and links to resources and support from across London to help employers improve their organisations, setting a benchmark that the Mayor wants every London employer to work towards and achieve.



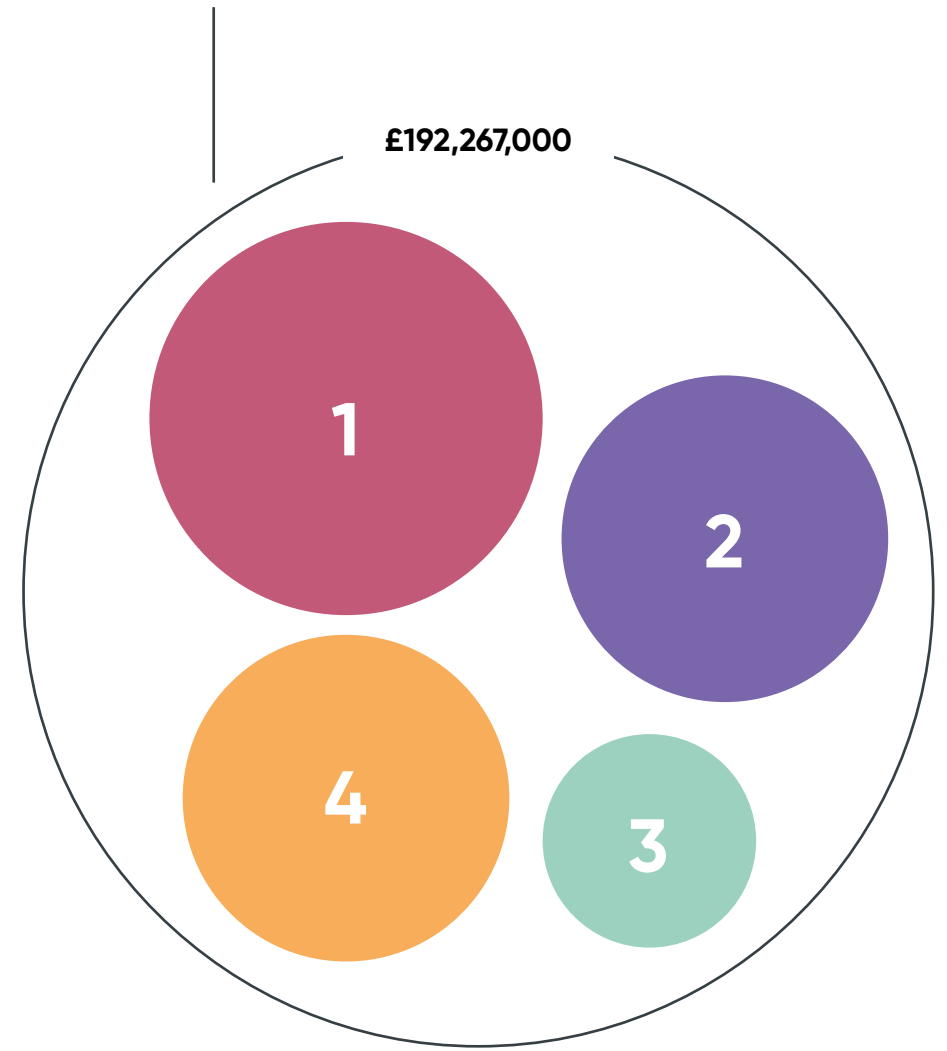
Financial Summary and Governance

Income Breakdown



- 1. £106,682,000
Tuition Fees
- 2. £45,037,000
Funding Grants
- 3. £16,960,000
International
- 4. £9,890,000
Enterprise Income
- 5. £8,061,000
Residences and Catering
- 6. £5,464,000
Research Grants
- 7. £860,000
Other

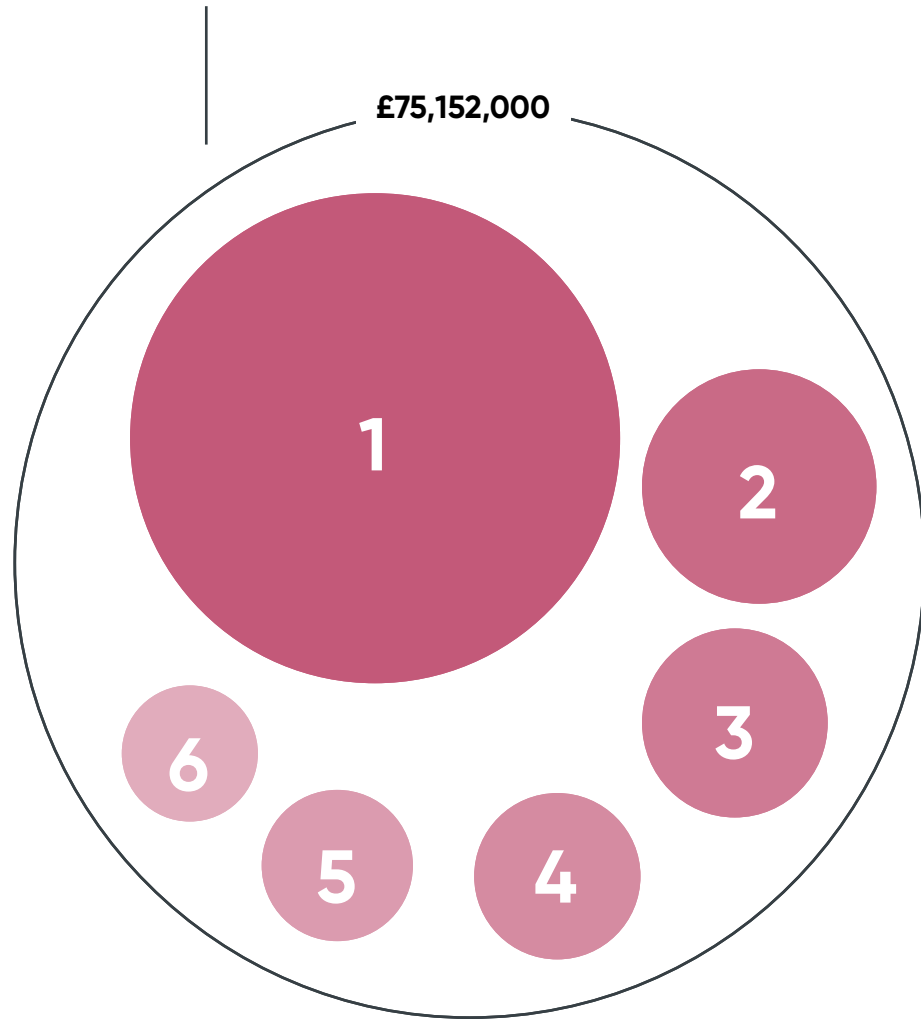
Expenditure Breakdown



- 1. 39%
Student Facing Activity
- 2. 24%
Student Facing Services
- 3. 13%
Professional Services
- 4. 24%
Investments

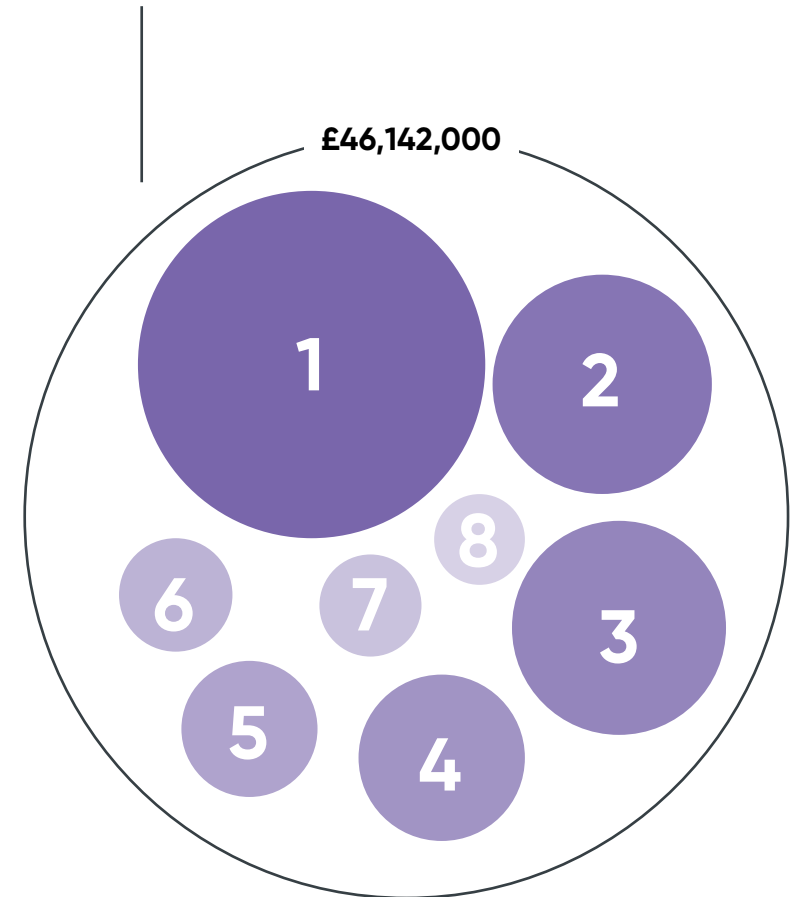
Expenditure Breakdown

1. 38% Student Facing Activity



- 1. £54,898,000
Academic Staff
- 2. £5,162,000
Other Academic Costs
- 3. £4,337,000
Technical Support
- 4. £3,823,000
Bursaries, Scholarships and targeted Student support
- 5. £3,754,000
Course Administration
- 6. £3,178,000
Equipment and Learning Materials

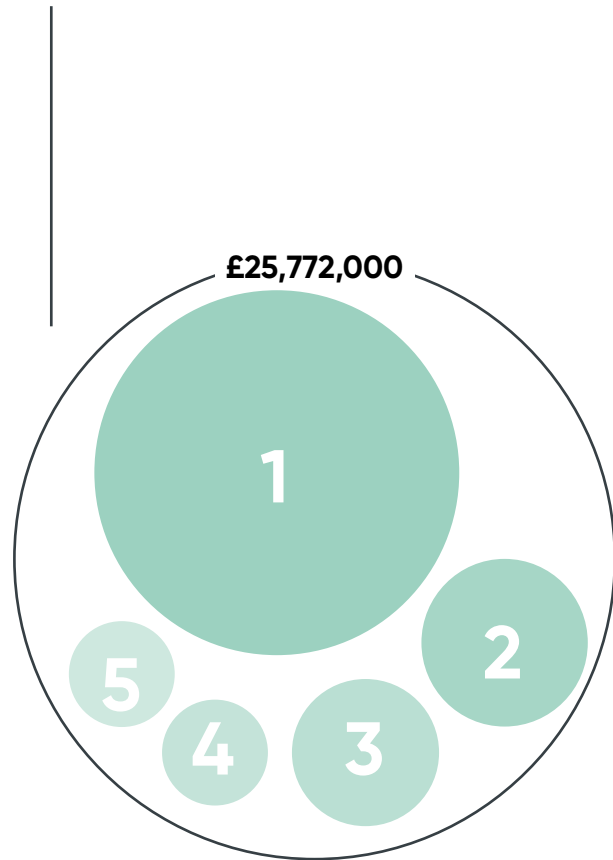
2. 28% Student Facing Services



- 1. £15,856,000
Student Services
- 2. £8,869,000
School Estate
- 3. £8,829,000
Information Technology and Digital Learning
- 4. £5,904,000
Libraries and Learning Materials
- 5. £2,237,000
Alumni and Student Comms
- 6. £1,891,000
Academic Standards
- 7. £1,550,000
Registry
- 8. £1,006,000
Student Union

Expenditure Breakdown

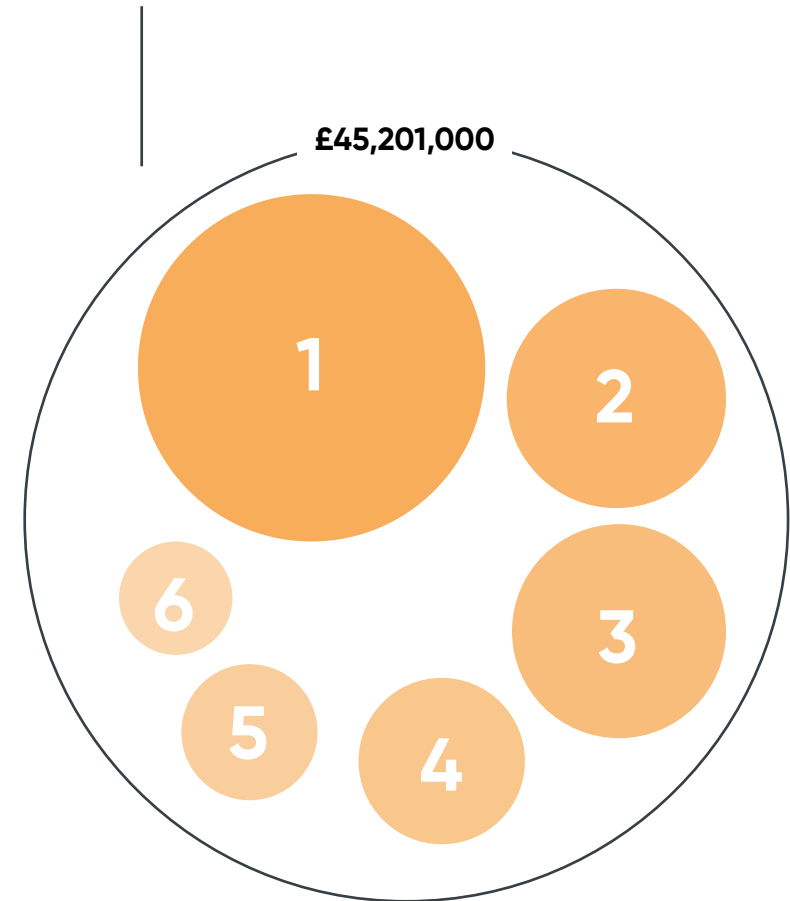
3. 13% Other Professional Services



- 1. £11,293,000
Communications
- 2. £6,180,000
Finance & Planning
- 3. £4,005,000
Human Resources

- 4. £2,247,000
Policy & Legal
- 5. £2,047,000
University Leadership

4. 24% Investments in enhancing teaching & research infrastructure & the student experience



- 1. £11,259,000
Research and Enterprise Costs
- 2. £11,146,000
Depreciation (cost of building Estate with equipment)
- 3. £9,236,000
Other Investments

- 4. £8,544,000
Other Estate Costs
- 5. £3,654,000
Interest & Other financing costs
- 6. £1,362,000
Civic Engagement

Governance

London South Bank University Board of Governors

- Jerry Cope
Chair of the Board and Pro Chancellor
- Michael Cutbil
Vice-Chair of the Board, Pro Chancellor and Chair of Finance, Planning and Resources Committee
- Duncan Brown,
Chair of Group Audit and Risk Committee
- John Cole
- Prof Peter Fidler
- Mark Lemmon
- Dr Mee Ling Ng OBE
- Prof Hilary McCallion CBE
Senior Independent Director
- Jeremy Parr
Chair of Remuneration Committee
- Rashda Rana SC,
Chair of Major Projects and Investment Committee
- Deepa Shah
- Vinay Tanna
- Prof David Phoenix OBE
- Tony Roberts
Staff Governor
- Prof Nicki Martin
Staff Governor
- Harriet Tollerson
Student Governor
- Max Smith
Student Governor

Each part of the LSBU Group is headed by a Board of Governors or Trustees, which is responsible for overseeing the institution's activities and determining its future direction in contributing to the overarching Group aim of transforming lives, communities, businesses and society through applied education and insight.

South Bank Colleges Board of Trustees

- Prof Ruth Farwell CBE
Chair of the Board
- Andrew Owen
Vice Chair of the Board & Chair of the Audit Committee
- Sue Dare
Chair of Quality Improvement Committee & Safeguarding Lead
- Steve Balmont
Lead Trustee for Remuneration
- Prof David Phoenix OBE
- Dr Mee Ling Ng OBE
- Shakira Martin
- Cllr Jacqui Dyer MBE
- Nigel Duckers
Staff Trustee
- Theresa Quinton
Student Trustee

South Bank Academies Board of Trustees

- Hitesh Tailor
Chair
- Richard Flatman
Chair of Audit and Risk Committee
- Tony Giddings
- Nicole Louis
- Hilary McCallion
Chair of Remuneration Committee
- Chris Mallaband
- Fiona Morey
CEO, Accounting Officer and Chair of Academic Quality and Improvement Committee
- Diana Lesley Morrison CBE
- Prof David Phoenix OBE



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103 Borough Road, SE1 0AA
lsbu.ac.uk/lsbu-Group

civicsbu.co.uk
corporate.affairs@lsbu.ac.uk

	CONFIDENTIAL
Paper title:	LSBU Group brand proposition and promises
Board/Committee:	Board Strategy Day
Date of meeting:	17 December 2020
Sponsor(s):	David Phoenix, Vice Chancellor
Purpose:	For Information
	The attached Group brand document is provided as background information.

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LSBU | GROUP

Brand Proposition and Promises

Background and Brief

LSBU Group has been born from a vision to build a family of educational providers which work together to support the achievements of individuals, whatever their background, and to support the development of the UK economy through delivering to its skills shortages.

At this point, the LSBU Group brand is an aspiration, and work has been done to bring it to life, and give it meaning across its various audiences, in order to build brand equity to support the Group's strategy and its vision:

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

We have taken an audience-first approach to deliver the first steps needed to achieve this.

LSBU Group Benefits Ladders and Brand Personas

We developed a series of benefits ladders for our core audiences that

- Defined the problems that LSBU Group solves for relevant audiences.
- Defined the features and benefits of LSBU Group that do this.
- Provided a platform for developing a brand proposition, and persona for each audience.

We developed brand personas for each of the core audiences that

- Told us who we serve.
- Told us our audiences' motivations and how they interact with us.
- Supported us with developing a brand promise for each audience.

Core audiences

Industry – commercial organisations that align to the Group’s values and areas of expertise

Local organisations – organisations and infrastructure that represent, govern and support communities in proximity to LSBU Group’s sites

Staff – staff across LSBU Group institutions

Sector – policymakers and opinion formers across the UK’s education sector

Influencers – Staff at schools and colleges in LSBU Group’s proximity

Local community – individuals living in proximity to LSBU Group’s sites

Students – current and prospective students of all LSBU Group institutions

Outcome

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When knowledge works people thrive

Brand Proposition

LSBU Group believes knowledge has the power to impact the lives of all people, across all sections of society. To make our world more free, fair and open, help our economy grow, and leave no one behind.

Unbound by tradition, we are a leader in technical education. Learning, delivered at all levels and without prejudice, excellent and accessible in equal measure, empowers people of any age and background to achieve success on their terms.

Career-focused pathways across our institutions open up opportunities for an infinitely diverse cohort, and remove the barriers that have historically stood between so many students and their futures. We are redefining what high quality education means.

Rooted in the real-world, we are a partner to industry. Research, knowledge exchange and innovation empower organisations to work smarter, delivering real value, inspiring optimism and allowing them to see their own potential.

We work with business leaders to shape our curricula and qualifications, ensuring our learners leave ready for the rigours of work - a brilliant and diverse workforce, fit for the future. We are helping our economy to grow.

Committed to our communities, we serve society with integrity, wherever we are in the world. Access to life-changing opportunities, resources and support empowers individuals to live happier, healthier more fulfilling lives.

We work with governmental and grass-roots organisations, delivering a profound economic and social impact. For more than 125 years we've worked to "promote the industrial skill, general knowledge, health and well-being of young men and women". We will never lose sight of this mission.

Brand Promise

Industry

- Industry leaders and their employees

Innovate and invigorate
Empowering organisations to
unlock their true potential.

Brand Promise

Communities

- Local leaders and their citizens

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Stimulate and support

Giving access to opportunity, insight, health and well-being to communities around the world.

Brand Promise

Students

- Prospective and current students at all LSBU Group member institutions

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Inspire and empower

Removing the barriers to success
for learners at all levels.

Brand Promise

Sector

- Policymakers, opinion formers and influencers

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Revolutionise and redefine

Pioneering access to excellence in technical education.

Brand Promise

Staff

- Staff across all LSBU
Group institutions

Advocate and exemplify

Championing the transformative
impact of a diverse workforce.

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Agenda Item 5

	CONFIDENTIAL
Paper title:	Equality, Diversity and Inclusion
Board/Committee:	Board Strategy Day
Date of meeting:	17 December 2020
Authors:	Sanchia Alasia, Head of Equality, Diversity and Inclusion Sarah Cowley, Interim Director of OD Chloe De Boer, Projects and Delivery Manager Student Services Rosie Holden, Director of Student Services
Sponsor(s):	Nicole Louis, Chief Customer Officer Marcelle Moncrieffe-Johnson, Chief People Officer Deborah Johnston, PVC (Education)
Purpose:	For Information

An EDI presentation was given at the last meeting of the Board of Governors. Following on from this presentation it was decided that as Inclusion is a key strategic priority that time would be allocated at the strategy day for further discussion.

Please find attached a copy of the presentation given which highlights the diverse profile of our staff and students, how this compares with some other universities, the vision and approach we are taking in relation to Inclusion and the outcomes we are seeking. We also highlight our current EDI Framework which will form the basis of our Inclusion strategy, key milestones and our work to date on addressing inequality of student outcomes including the racial awarding gap and our Access & Participation Plan Programme.

For the strategy day we will share key highlights of the presentation – but then go into a facilitated discussion, where we are particularly keen to gain SBA and SBC views on your key priorities and challenges and how we address them going forward.

At the session we did a live mentimeter where we asked a number of questions – there are separate mentimeters for SBA and SBC colleagues to complete ahead of the session, so by close of play Wednesday 16th December. Please see the links below:

SBC - <https://www.menti.com/e7epzyy7s5>

SBA - <https://www.menti.com/2h3vn2su9a>

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GROUP UPDATE



Deborah Johnston: PVC Academic
Nicole Louis: Chief Customer Officer
Marcelle Moncrieffe-Johnson: Chief People Officer
Rosie Holden: Director of Student Services
Sarah Cowley: Director, EDI and Culture

Agenda

1. Introduction

Nicole Louis

2. Update

Marcelle Moncrieffe-Johnson

3. Awarding Gap Programme

Rosie Holden

4. Questions for the Board

Deborah Johnston

5. Your questions?

Marcelle Moncrieffe-Johnson

Introduction

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Our students today

Ethnicity (%)



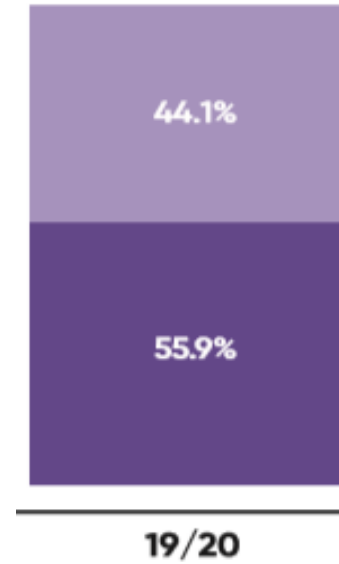
- Asian
- Black
- Ethnicity not known
- Other
- White
- Mixed

Disability (%)



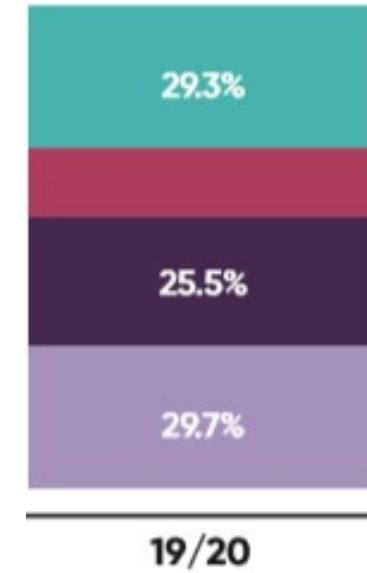
- Known disability
- No known disability

Gender (%)



- Female
- Male

Age (%)



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

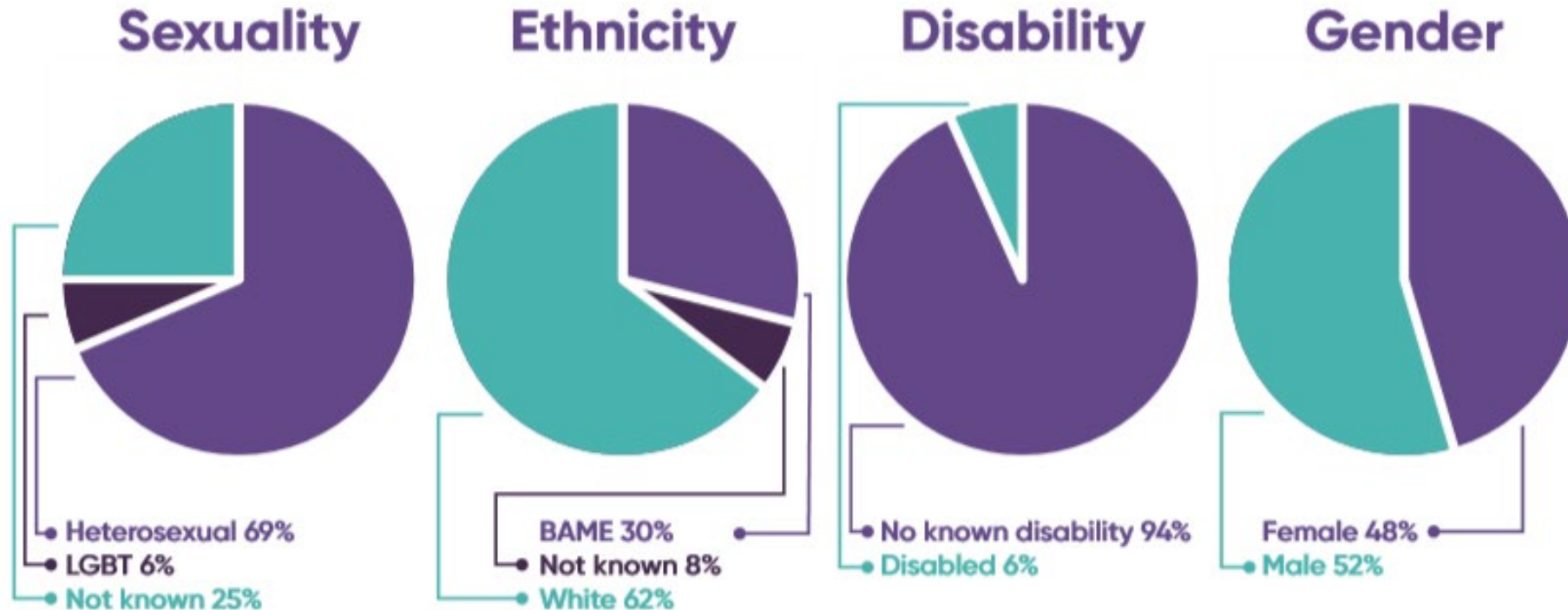
Our students today

Racial Awarding Gap: Good Honours % (average)

	15/16	16/17	17/18	18/19	19/20
Awarding gap (white/black students)	24.6%	22.4%	20%	23.3%	20.8%
Awarding gap (white/BME students)	18.8%	18.7%	14.1%	18.3%	17.6%

Our staff today

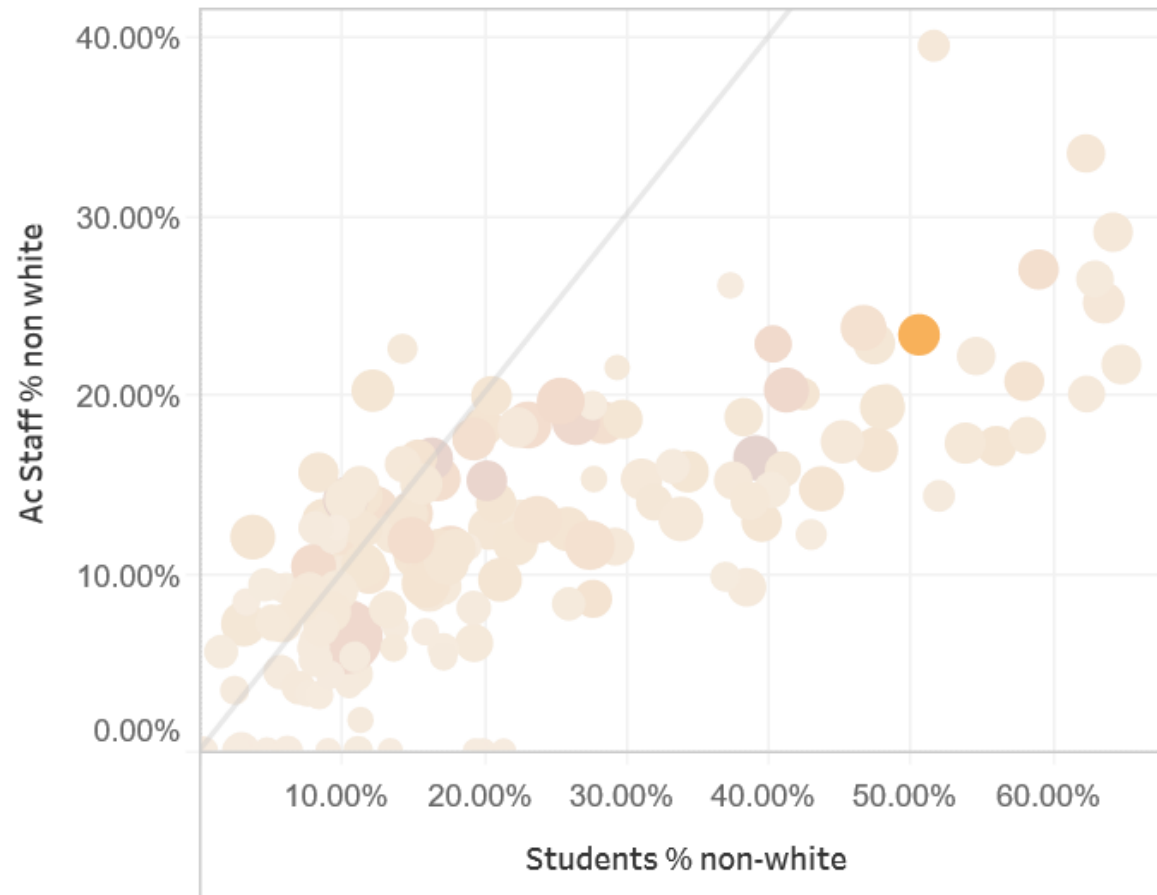
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5.2% is the mean gender pay gap (2019)

12.31% is the mean ethnicity pay gap (2019)

Proportion of non-white staff and students,
2017-18



London South Bank University

Million Plus, London
(2017-18: 1,115 academic staff, 15,530 students)

% non-white students: 50.64%

% non-white academic staff: 23.32%

Difference: 27.33%

London South Bank University

Million Plus, London

(2017-18: 1,115 academic staff, 15,530 students)

% non-white students: 50.64%

% non-white academic staff: 23.32%

Difference: 27.33%

Coventry University

University Alliance, West Midlands

(2017-18: 2,530 academic staff, 22,840 students)

% non-white students: 46.74%

% non-white academic staff: 23.72%

Difference: 23.02%

Aston University

Pre-92 Other, West Midlands

(2017-18: 785 academic staff, 12,185 students)

% non-white students: 64.87%

% non-white academic staff: 21.66%

Difference: 43.22%

The University of Keele

Pre-92 Other, West Midlands

(2017-18: 830 academic staff, 9,755 students)

% non-white students: 29.27%

% non-white academic staff: 11.45%

Difference: 17.82%

London Metropolitan University

Million Plus, London

(2017-18: 435 academic staff, 9,275 students)

% non-white students: 63.02%

% non-white academic staff: 26.44%

Difference: 36.58%

The University of East London

Million Plus, London

(2017-18: 860 academic staff, 11,775 students)

% non-white students: 64.29%

% non-white academic staff: 29.07%

Difference: 35.22%

University College London

Russell Group, London

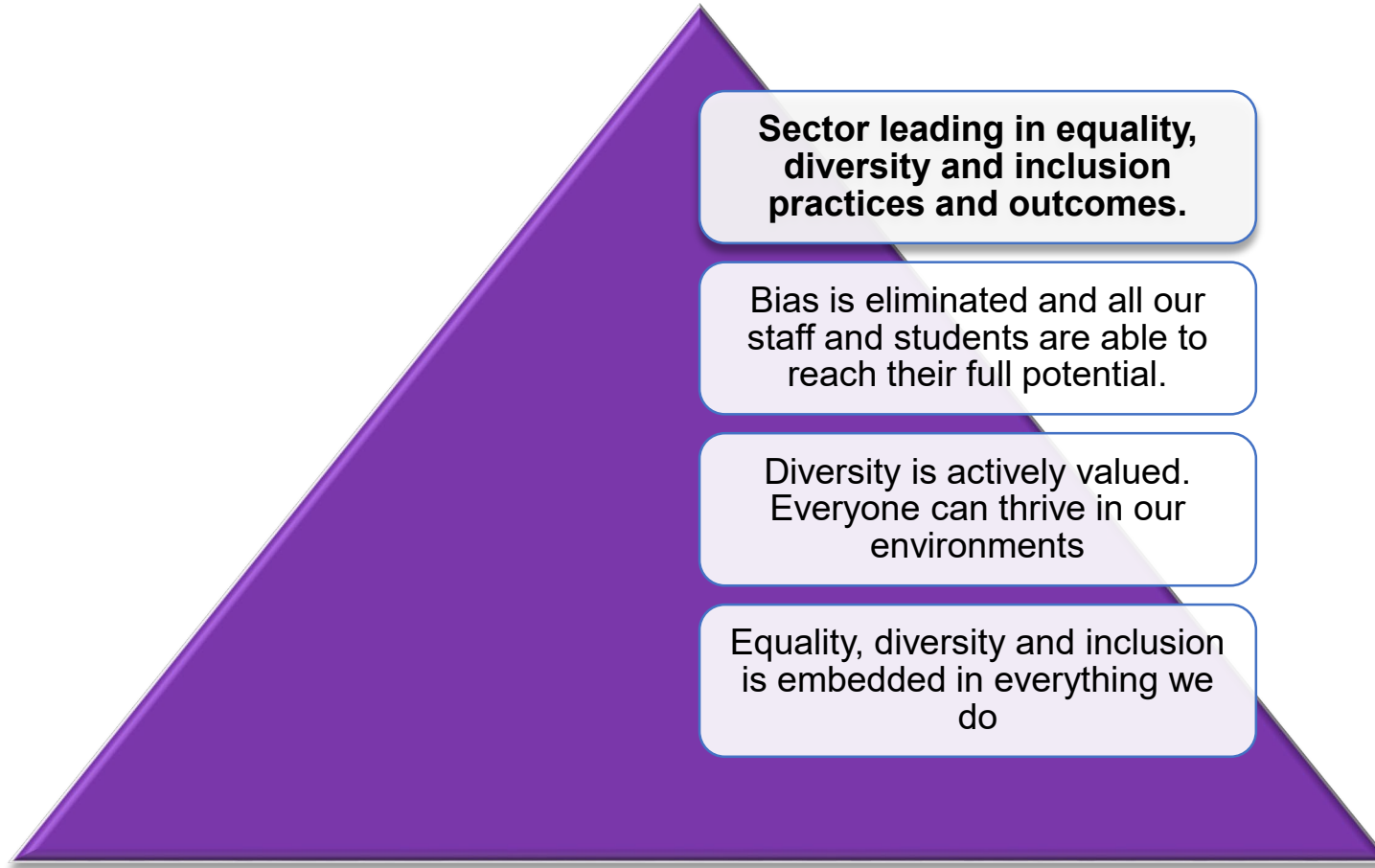
(2017-18: 7,675 academic staff, 22,015 students)

% non-white students: 39.18%

% non-white academic staff: 16.42%

Difference: 22.76%

Vision



Approach

Our appetite

Explore our ambition. Collectively agree goals and 'red lines'

Evidence based

Map today, understand the levers and learn from others that do this well (including LSBU entities)

Balance

Major programmes (eg management/pay gap) balanced with tactical activity and quick wins

Group

Leverage Group scale and experience to create a coherent approach and recognise different sector needs



Closing the student gap

Closing the staff gap

Creating the lived experience

Partnership

Working in partnership with staff and across Group

Outcomes

A Group where equality, diversity and inclusion is embedded in the Group and its organisation model, and reflected in everything we do.

- Leaders who role model and seek to listen, deepen their understanding and contribute to the debate; whose population reflect the characteristics of our staff and students
- Step change in behaviours and mindsets, reflected in reality in an inclusive culture where inclusion is lived as a core principle
- Processes and systems which drive systemic change
- All our students achieve their potential
- Our students, colleagues and communities demonstrate their agency and own the agenda
- Partners who reflect our EDI values in how they operate

Key Indicators

By 2025:

For our staff, we will:

- Reflect our staff composition in all our management levels both academic and professional services
- Eliminate pay gaps by 2025

For our students, we will

- All our students achieve their potential whatever their characteristic
- Give the right support for our students depending on their access needs

For our suppliers, partners & communities, we will:

- Work with our partners with clear expectations as to how we all behave, and take action if they break these

Corporate KPIs By 2025

Pay Gap

Grade 10+

Ethnicity 30%

Gender 40%

4 Pillars

EDI OUTCOMES

REFORM

Towards a Group which has:

- eliminated the awarding and pay gaps
- representative diversity in its management structures
- robust approach to holding our external suppliers /partners to account

BELONGING & ENGAGEMENT

An inclusive culture for both staff, & students with:

- Support for all
- Open conversations and open debate
- Active communities
- Zero tolerance to discrimination

LEADERSHIP

Leaders who:

- Understand EDI and have good conversations
- Purposefully engage
- Role model & lead key activities
- EDI accountability within management

OWNERSHIP & AGENCY

Colleagues & students who:

- Actively own the EDI agenda
- Individuals believe they can have an impact
- Allies an active part

Intersectionality – the golden thread

Stable team

Robust Governance & supporting processes

FOUNDATIONS

Data analysis and evidence based

Modern policies

Key Milestones

EDI Strategy, development and engagement

- Develop and consult on EDI framework
- Develop action plan
- Test the pillars with staff, students and the wider LSBU group

Management & Pay Gap Programme

- set up phase
- need for integration with other strategic projects
eg Employee Experience and Academic Journey
- first phase – mapping and evidence gathering
- kick off Jan 2020

Tactical initiatives include:

- Academic promotions 9 point plan
 - Review of support for professional staff
 - Inclusive recruitment project
 - Data analysis and reporting set up
 - Others eg Athena Swan, Disability Confident action plans

Race Equality Charter Mark

- committed to submission 2020/21
- ethnicity baseline complete
- scoping for successful submission & project proposals

Athena Swan Implementation (on-going)

- Bronze award to 2025
- Strong progress with 40% of actions completed

Developing comprehensive and nuanced EDI Training

- Next steps of EDI and race equality training for SLT, then cascaded to leaders throughout the Group
- Develop EDI training hub including anti-racist training resources

Inclusive leadership

- EDI embedded throughout directorate strategies and plans
- Appraisal Objectives
- Inclusivity strategy launched

HR Process streamlined with EDI embedded throughout

- Embed EDI through HR processes using an employee life cycle approach from recruitment, retention and career progression to policy and process

College / Academies

UAE is working towards the **RACE** charter mark

- discussions on-going to expanding to SBA and SBC Partnership working ensuring a group wide approach

NB

Academies and College are ahead of the University in many areas of the equality and diversity agendas. They have considerable activity embedded and on-going for students, parents (where appropriate) and staff.

LSBU Racial Awarding Gap & the APP Programme

The targeted reduction of gaps in support of our Access & Participation Plan

Deborah Johnston
Pro Vice Chancellor Education

Rosie Holden
Director of Student Services

Chloe de Boer
Projects and Delivery Manager, Student Services

November 2020

Objectives of this Session

Share with you our plans for tackling Awarding Gaps and other student inequality gaps at LSBU

Seek sponsorship, engagement and advice

Situate closing student inequality gaps as a top priority for LSBU



Background - Awarding Gaps

An awarding gap is a measure that compares the percentage of 'good' honours degrees awarded to an identified group of students to the percentage awarded to the rest, where 'good' means a first class or 2:1.

At LSBU, when known factors* are controlled for, a statistically significant awarding gap exists for the following groups:

- **Black students** (6 year average awarding gap at LSBU 21%)
- **Asian students**
- **Mature students**
- **Disabled students** (6 year average awarding gap at LSBU 4%)
- **Students from lower socio-economic backgrounds**

The inequality of opportunity for these groups is an historical problem for LSBU and while efforts to reduce it are to be applauded, there is a long way to go and much to learn. By focussing on our ways of working and how this may contribute to these disparities we can move forward and work together to close the gaps.

*e.g. entry qualifications

Racial Awarding Gap: context

2018-19 data for the sector as a whole shows that 81.4% of white students received a first or 2:1 compared with 68.0% of BAME students, **representing a sector BAME degree awarding gap of 13.3%.**

The awarding gap was particularly pronounced for qualifiers from a black background.

Page 77 Because the gap between black and white students is so significant, Office for Students have developed a key performance measure to address this inequality: KPM4. Office for Students have committed to a target which sees their approach eliminate the unexplained gap in degree outcomes (1sts or 2:1s) between white students and black students by 2024-25, and to eliminate the absolute gap (the gap caused by both structural and unexplained factors) by 2030-31.

LSBU: Racial Awarding Gap Good Honours % (average)

	15/16	16/17	17/18	18/19	19/20
Awarding gap (white/black students)	24.6%	22.4%	20%	23.3%	20.8%
Awarding gap (white/BME students)	18.8%	18.7%	14.1%	18.3%	17.6%

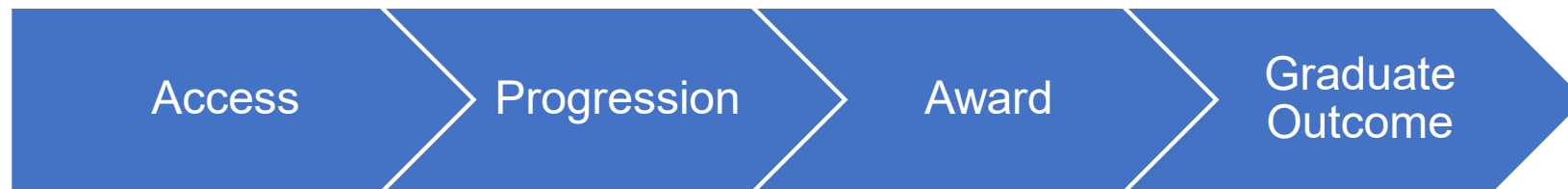
The Wider Picture

The Access and Participation Plan Programme

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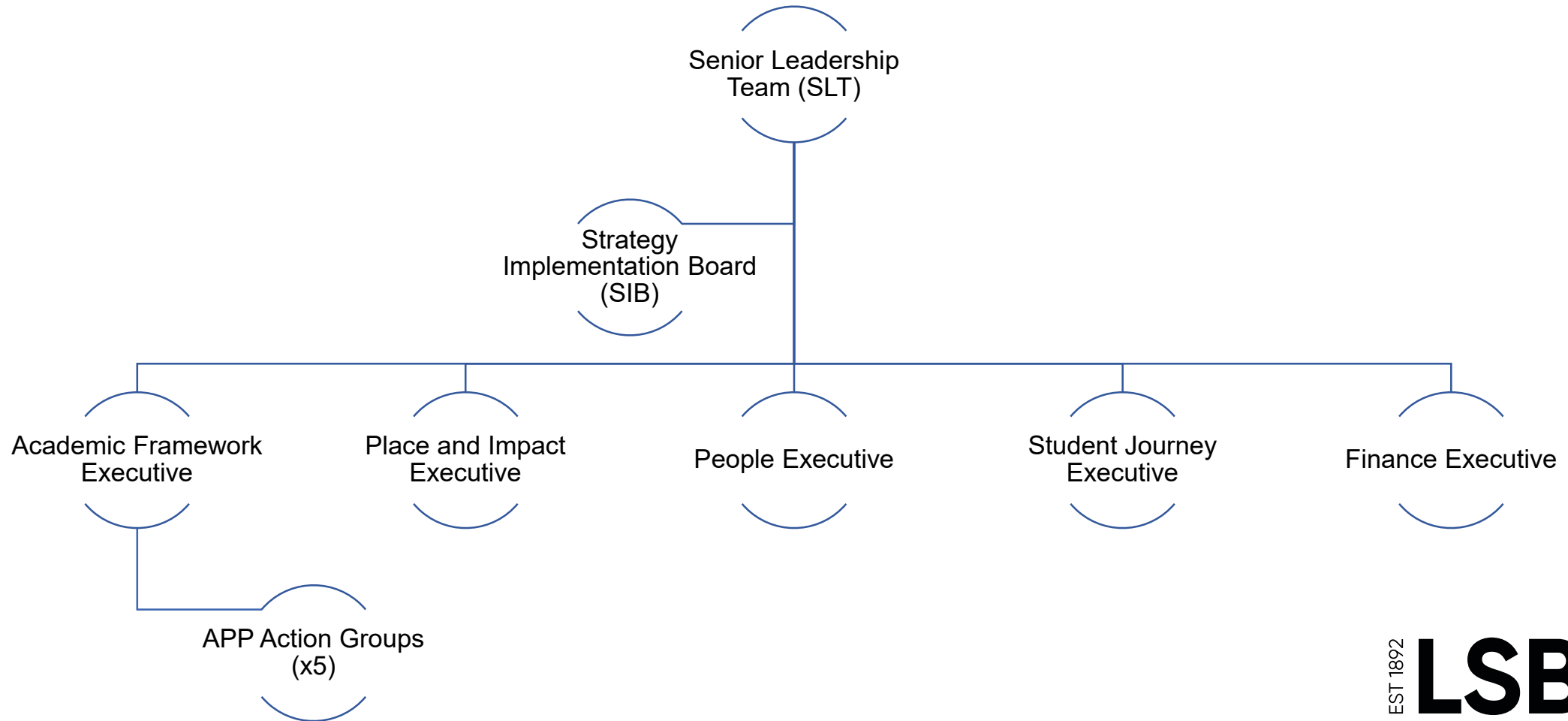
Although the Racial Awarding Gap is a very significant inequality gap at LSBU, we have a duty to work towards closing the gaps across the student journey for all our underrepresented student groups.

With this in mind, we are building an APP Programme to actively work towards closing inequality gaps across key points in our student journey:



APP Programme Governance under the Corporate Strategy Framework

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APP Action Groups

Based on priorities identified through data provided by the OfS, we will be focusing our first-year action groups on the following areas:

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Racial Awarding Gap
Action Group

Disabled Students
Action Group

Socio-Economic
Disadvantage Action
Group

Access Action Group

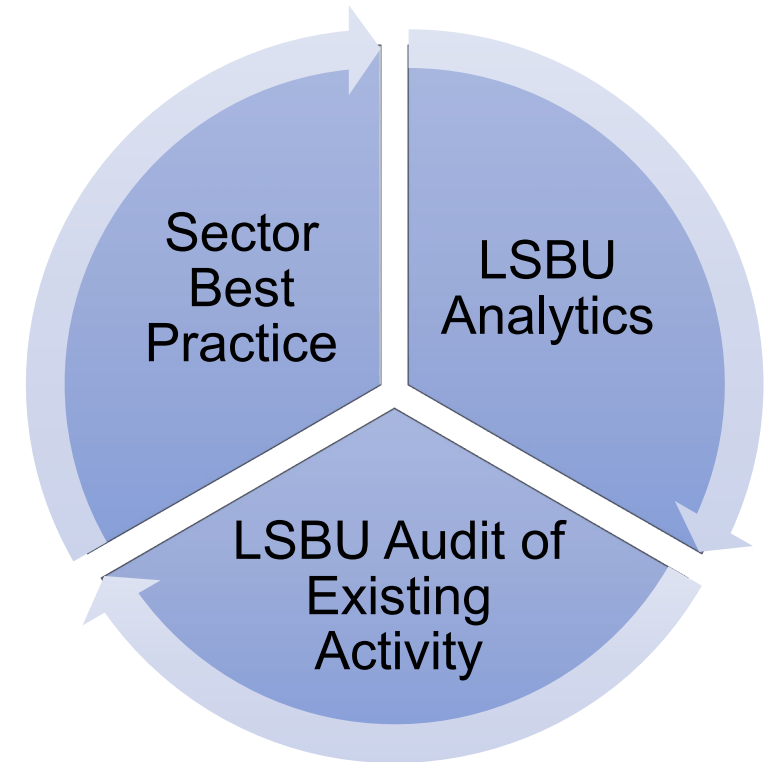
Data and Evaluation
Action Group

We will identify areas of best practice at LSBU as well as areas where interventions will have a larger impact on student success.

We will also assess whether the groups would be best placed to work on a pilot basis or rollout evidence-based interventions across the board.

The Plan: Discovery Sep-Dec 2020

1. We will investigate what is happening in LSBU in detailed analysis of the data.
2. We will audit what we are already doing as an institution to address the racial awarding gap using the NERUPI framework, including looking at existing projects such as What Works. We will celebrate what has been making an impact. We will review existing qualitative feedback from staff and students.
3. We will undertake a sector best practice review to understand which evidence-based interventions we are yet to implement.



Objectives of the Programme

To support LSBU in the targeted reduction of the gaps in equality of opportunity by systematically:

- ✓ Introducing evidence-based interventions
- ✓ Implementing best practice across the institution
- ✓ Building accountability and tracking success
- ✓ Ensuring long lasting structural change
- ✓ Integrating training, development and culture change

Gap reduction targets will align with the APP and we will create stretch targets and risk tolerance thresholds.

Reducing the gaps ties closely with LSBU's 2025 **Access to Opportunity** and **Student Success** Goals.

Discussion

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Mentimeter

www.menti.com

Code: 84 07 41

Page 84

Question 1 Scale of our EDI ambition

In 5 year's time, where do we want to be?

Question 2 EDI priorities

On a scale of 1-6, how important is progress on each of the following EDI outcomes over the next five years?

Questions for the Board

What is the level of our ambition towards:

Our Students

Our Staff

Our lived experience?

To what extent do we want diversity to be a differentiator?

Your Questions

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