

Meeting of the South Bank Academies Board

12.30 - 5.30 pm on Tuesday, 21 November 2017
in Lilac Room - Avonmouth House

Agenda

| <i>No.</i> | <i>Item</i> | <i>Pages</i> | <i>Presenter</i> |
|------------|--|--------------|------------------|
| | 12:30 Lunch | | |
| 1. | Board of Directors and Local Governors <ul style="list-style-type: none"> • Welcome and introduction | | DP |
| 2. | Creating a Family of Educational Institutions <ul style="list-style-type: none"> • Introduction • Vision | 3 - 10 | DP |
| 3. | South Bank Academies - A Multi Academy Trust <ul style="list-style-type: none"> • Introduction and vision • Where we are today • Embedding strategy • Discussion | 11 - 30 | RB |
| | 15:00 Tea and Coffee | | |
| 4. | Growth Strategy <ul style="list-style-type: none"> • Why? • Opportunities and threats • Discussion | 31 - 32 | RB |
| 5. | Marketing and Branding <ul style="list-style-type: none"> • Positioning of the MAT • Opportunities and threats • Discussion | 33 - 48 | RB, NL |
| 6. | Conclusion | | DP |
| | Close | | |

Date of next meeting
2.00 pm on Thursday, 7 December 2017

Members: David Phoenix (Chair), Rao Bhamidimarri, Adam Crossley, Richard Flatman, Nicole Louis, Richard Parrish, James Stevenson, Steve French, Joanne Young, Tony Roberts, Dan Cundy and Ian Brixey

No. Item Pages Presenter

Apologies: Douglas Denham St Pinnock, Tony Giddings, Lesley Morrison, Samantha Jury-Dada, Ruth Smith, Samantha White, Cheryl King-McDowall, Karen Fowler and Ed Arthur

In attendance: Nicole Louis, Michael Broadway, Joe Kelly, Alexander Enibe, Mike Simmons, Steve French, John Taylor, Joanne Young, Tony Roberts, Sarah Gordon, Natalie Ferer, Dan Cundy and Ian Brixey



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Families of Learning

Page 3

Co-Creating Local Solutions to Education
System Failings

Become what you want to be

Agenda Item 2



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The Challenges

- Large disparities in social mobility and employment opportunities across the country
- A chronic shortage of people with qualifications and skills needed to address the UK's poor productivity

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The Challenges

- An education system which only works for the 43% who go to university
- A system of technical and vocational education which is fractured and near impossible to navigate to intermediate and higher level qualifications

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Current LSBU Family

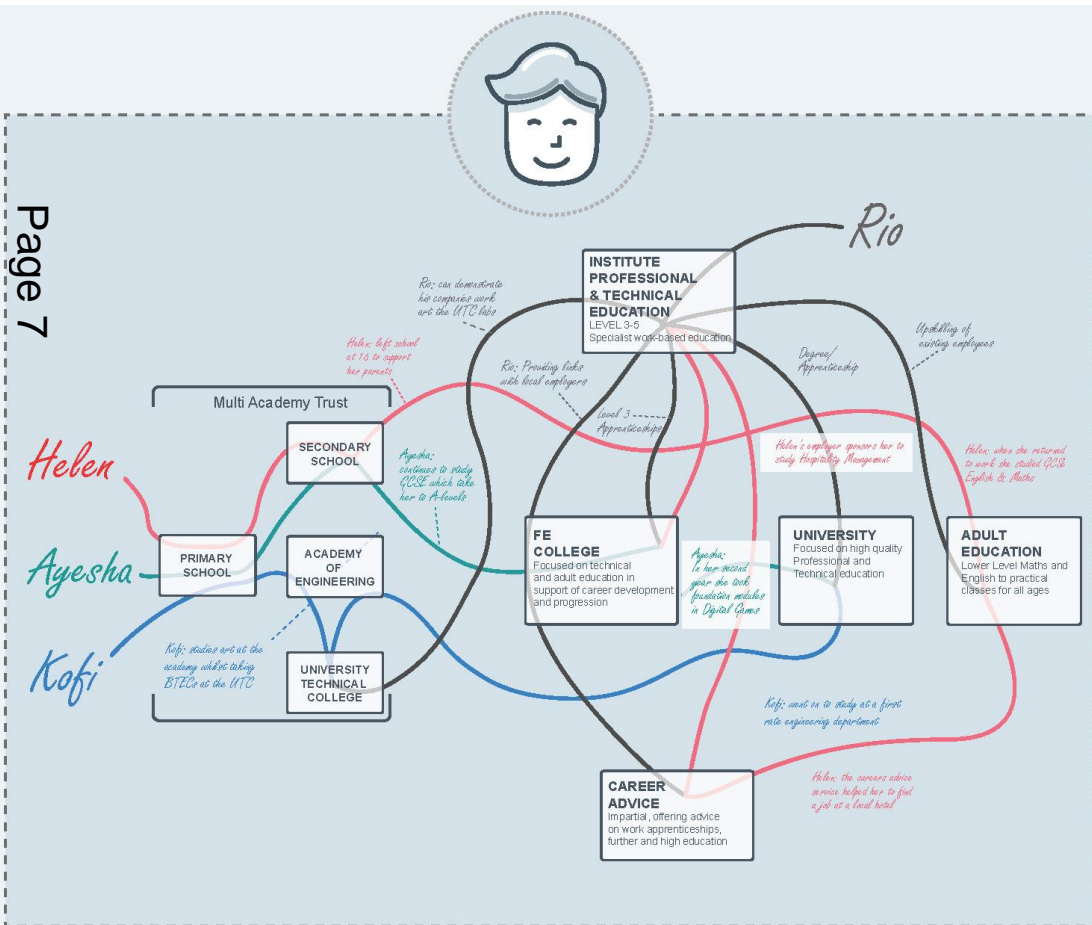
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Future LSBU Family



The Family will provide:

- A learner-centered education system – providing a genuine choice between different styles of learning
- Flexible pathways, with both vertical and horizontal links – allowing students to move between academic and technical education
- Workforce skills development and lifelong learning

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Families of Learning

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Co-Creating Local Solutions to Education
System Failings

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Confidential

South Bank Academies – Towards 2020

Creating professional opportunities for young people in South London

Draft Strategic Plan

Version 1.0 – final draft

Our Vision

To provide world class professionally focused educational opportunities with a broad-based curriculum and co-curricular programmes that ensure our students are most sought after by universities and employers.

We achieve this in partnership with London South Bank University, employers and South London communities, through innovative student led learning strategies and cutting edge learning environments.

Foreword

The education system has seen a significant change over the last six years with the emergence of multi-academy trusts, university technical colleges (UTCs), studio schools and free schools.

London South Bank University launched a STEM Academy in Southwark in 2014 to support the development of employment oriented education in South London. The Academy quickly established itself as a school of choice in our community. We extended the STEM educational opportunities further by opening a UTC in Brixton for 14 – 19 year old young people in Lambeth and neighbouring boroughs. The Academy and the UTC are now part of the South Bank Academies Trust sponsored by the University.

We are excited by the enthusiasm of our communities for STEM education and recognise the need for professionally educated scientists and engineers to support our country's industry and the economy in this rapidly developing technological environment. Benefitted by the developments in information technology and social media, the young people today are much better informed and they better positioned to make right choices for their education and career direction. As the demand for employment oriented education increases, the South Bank Academies Trust recognises that its responsibility to create high quality STEM provision to meet this demand. The Trust intends to expand the number of academies within the Trust further over the coming years. We intend to open two more academies in South London Boroughs by 2020.

Our academies are closely aligned with London South Bank University will all teachers and students designated as associate members of the university community. The students and staff of the academies can access university facilities such as the laboratories, library and the Academy of Sport. They seek to provide a STEM based, employer focused education whilst ensuring the holistic development of each individual student. Our primary driver is to ensure we play an active role in helping each of our students develop to their full potential irrespective of background.

We at the Trust are ambitious for our students, their attainment and future career paths. We have created purpose designed infrastructure to support the distinctive curriculum and learning. All of us at the Trust, the Directors and the staff, are excited by the opportunities and challenges the education sector has the potential to offer, and we are committed to making a positive difference to the education of young people in our communities.

I am delighted to present our strategic plan, which charts a course for 2020 and beyond.

Professor Dave Phoenix OBE
Chair, South Bank Academies Trust

Introduction

I am pleased to introduce the South Bank Academies- Towards 2020, the strategic plan for our Trust. The South Bank Academies Trust is committed to creating professional educational opportunities for young people in South London. Our academies and colleges offer specialist curriculum within the broad STEM framework in collaboration with our main sponsor, London South Bank University, and employer partners.

We recognise that education is the most powerful route for transforming lives and that the young people get only one chance for secondary education. We are relentlessly ambitious for our students and we aspire to set the agenda for future secondary education. Parents and students make an important choice in selecting our academies in the expectation that we do everything possible to not only help the students attain excellent scores in the examinations, but also prepare them for progression into higher education, apprenticeships or employment.

Although our Trust is young, having been established earlier this year, its support to the education in South London is rapidly developing. We are also delighted with the way the collaboration with world leading employers and the University is developing. Partnerships with employers is important to us, as employer links provide a real world context to the education through mentoring and internships, but also offer apprenticeships and employment opportunities for our students. The access to the University's staff and facilities means our students have an enormous advantage in their learning and personal development.

We are ambitious for our students, our academies and the Trust. Over the coming five years, we expect to grow significantly at individual academy level and as the Trust by enlarging the number of students at each of our academies and by increasing the number of academies and colleges.

It is an important time for us at the Trust and this plan not only articulates our ambitions, but also helps us to be on track to achieve our goals over the coming years.

Professor Rao Bhamidimarri
Chief Executive

Strategy at a glance

Key outcomes 2017-2020

Outcome 1 : Student Success We will apply the principles of our educational framework to help ensure academic achievement and have the skills needed for career success

Goal 1 Student Progress, Attainment and Success

All our students will show high levels of achievement and will be in higher education, apprenticeships or employment upon completion of their studies regardless of their background.

Goal 2 Student welfare and engagement

Academies and colleges provide safe and secure environments for our students. The curriculum structure, learning & teaching and student support foster confidence and enterprise.

Outcome 2 : Real world impact : Our learning environment will help prepare pupils for life in the real world;

Goal 3 Innovative and Entrepreneurial Learning Environment

Academies and Colleges will have the cutting edge science and engineering infrastructure and a learning environment to facilitate innovative project based learning.

Outcome 3 – Access to Opportunity: We will provide access to new networks and opportunities through collaborations with local partners

Goal 4 Collaborative Development

Academies and colleges of the Trust and their students develop collaboratively with the University, industry partners and the communities.

Enablers:

Goal 5 Effective resource management

Economic, effective and efficient resource management will ensure financial sustainability and re-investment in continuous improvement and growth of academic and physical infrastructure.

Goal 6 People and organisation

Our Academies and Colleges offer development support to all our staff to attract and retain high quality staff and to ensure that we have high performing institutions.

Outcome 1: Student success

Our academies adopt a distinctive educational ethos in which the students play a key role in setting the agenda for their own learning, supported and mentored by teachers and, university and industry partners. The STEM curriculum is integrated with creative arts as we strongly believe creativity is the foundation for professional success of our students, regardless of the career path they choose. Project based learning is a key platform for learning in our academies not only to enable students to take control of their own learning, but also to foster transferable skills such as self-organisation, team work, time management, value for money etc, which the employers demand.

The schools' focus activity around our educational framework:

- We provide the knowledge needed to succeed
- We enable learning through the application of knowledge to ensure understanding
- We emphasise the use of extra-curricular activity to develop confidence
- We use links to business and the professions to help provide insight into future roles and opportunities

Progress and attainment are extremely important, but we are relentless in our work to enable our students to develop as rounded professionals. Our commitment is to each every one of our students regardless of their background and prior achievement. Therefore, our learning and teaching, and support are personalised taking into account individual needs.

Secondary School students are mature enough to take on responsibility and act increasingly independently, but to get the best out of their learning, they need a safe environment. The Trust recognises that safeguarding and promoting the welfare of all children in the academies is the responsibility of all who come into contact with them. The children must receive the right help at the right time to mitigate risks and to prevent issues escalating. We will ensure that our students grow up with the provision of safe and effective care, and that action is always taken to enable all children to have the best outcomes.

Goal 1 Student Progress, Attainment and Success

All our students will show high levels of achievement and will be in higher education, apprenticeships or employment upon completion of their studies.

Where our Schools will be by 2020

- Our Key Stage 4 and Key Stage 5 attainment and progress levels will put us in the top 25% of schools nationally
- All our students will participate in enrichment programmes and all students will progress into higher education, apprenticeships or employment
- Disadvantaged and other vulnerable groups of students perform in line with their peers.
- Internal assessments will show that all of our teaching is consistent with Good or Outstanding schools.

The role of our Trust – by 2020

- Our academies and colleges will be outstanding places of learning and personal development for young people in South London communities

- We will offer additional certificated education and training opportunities for our students in partnership with the University and industry partners to enhance career opportunities for our students
- All of our institutions will be rated 'Good' or better by Ofsted, maintaining a strong reputation for the group

Goal 2 Student welfare and engagement

Academies and colleges provide safe and secure environments for our students. The curriculum structure, learning & teaching and student support foster confidence and enterprise.

Where our Schools will be by 2020

- Our students will be preferred by good universities and world leading employers
- We will aim for no permanent exclusions across any of our academies and colleges
- We will grow our whole schools attendance records to 97%
- External health and safety audits will record that our academies have no critical incidents each year
- Every one of our students will participate in enrichment programmes including voluntary projects

The role of our Trust – by 2020

- All teaching posts will be filled with high quality staff.
- We will aim for a record of zero critical safeguarding issues within our institutions
- All governors will maintain fully training on safeguarding, including Prevent and e-safety
- We will keep up to date and functional data protection policies

Goal 3 Innovative and Entrepreneurial Learning Environment

Academies and Colleges will have the cutting edge science and engineering infrastructure and a learning environment to facilitate innovative project based learning.

Where our Schools will be by 2020

- Students and parents will celebrate our success with at least 95% Satisfactory returns to our Key Stage 4 and Key Stage 5 questionnaires
- Feedback from employers and industry will be at least 90% positive each year
- We will ensure that all students have access to a computer or device Each school will grow the number of sponsor-led student projects to at least 6 each year
- Students at each school will be able to access University modules

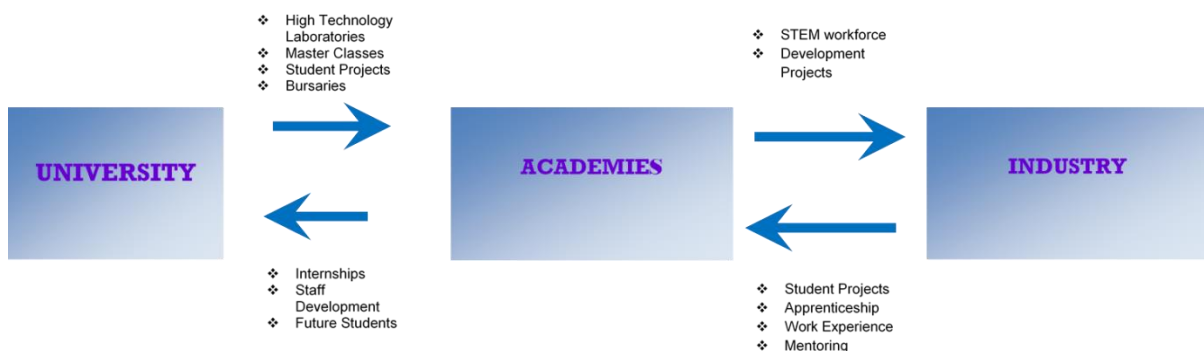
The role of our Trust – by 2020

- We will have innovative learning environments in our academies and colleges that will promote student led learning with access to state of the art infrastructure

Outcome 3 – Access to opportunity.

We constantly renew the learning resources including science and engineering equipment in line with the real work place standards. The employer links offer distinct advantage to our students by working directly with practising scientists and engineers on real world projects.

Our academies have growing links with LSBU as well as the employer sponsors and partners. The students of the academies benefit from access to high technology laboratories and expertise at the University. LSBU staff offer workshops and demonstrations to the students of the academies. Students and staff of our academies are recognised as the associate students and staff of the University. We intend to grow these links further in the form of supervision of projects for 6th form students by LSBU staff and Year 13 students opting to study University modules. Access to the LSBU Academy of Sport is extended to the students of the Trust. The students benefit from work experience, study visits and projects offered by our industry sponsors and partners.



Goal 4 Collaborative Development

Academies and colleges of the Trust and their students develop collaboratively with the University, industry partners and the communities.

Where our Schools will be by 2020

- Every one of our students will engage in post 16, Further Education course of study or apprenticeships All of our post 16 students will have mentoring or work experience placements
- Parent engagement will be 95%
- Staff and resources will be deployed across the Trust to maximise value and impact.

The role of our Trust – by 2020

- We will establish two more schools within South London boroughs by 2020 to enhance collaborative learning opportunities for our students
- We will expand the number of masterclasses or workshops led by employers and universities and enhance opportunities for interaction of students and staff with business and industry
- We will ensure London South Bank University and employer partners is integral to the learning and personal and professional development of our students

Enablers

The Multi-Academy Trust model has a number of advantages in terms of sustainability and effective use of resources. These include sharing best practice between schools, economic advantages such as centralised services and the ability to focus funds where they are needed, increased and flexible staffing resources and the potential for establishing succession planning programmes for staff, and thereby retaining good staff who may otherwise have left. In order to realise these benefits, there needs to be effective mechanisms for collaboration between the academies and colleges within the Trust and between the academies and the sponsors.

The funding environment for the secondary sector is uncertain. The reduction in Post 16 funding along with the proposed fair funding formula, which will adversely affect the academies in the Trust, will increase pressure on our budgets. Effective resource management is a key enabler for the success of the Trust and our academies. The Trust is committed to growing the number of academies and this requires resources during the establishment phase of new academies in addition to the continuous enhancement of existing academies.

Our academies are committed to providing outstanding teaching and learning with appropriate learning and development support. We set high expectations for every student regardless of their background and attainment at the time of joining our academies. We provide continuing professional development opportunities to our staff enabling them to remain at the forefront of their subjects and pedagogy. We also undertake research into heutagogy or self-determined learning to continuously improve our innovative approach to learning and teaching.

Goal 5 Effective resource management

Economic, effective and efficient resource management will ensure financial sustainability and re-investment in continuous improvement and growth of academic and physical infrastructure.

Where our Schools will be by 2020

- All our schools will be graded “Good” or better by Ofsted.
- 1.5% of each school’s income will be self-generated through Enterprise and commercial activities
- Our staff costs will not exceed 75% of our General Annual Grant income
- The Local Governing Bodies will meet at least 5 times a year to ensure effective Governance and support to the Principals.

The role of our Trust – by 2020

- The annual surplus in our Trust accounts, and all Trust schools accounts, will have risen to 3% of income
- The Trust will offer comprehensive central services to schools so that the schools focus on enhancing teaching & learning and student support.
- Costs of running the Trust will not exceed 6% of the incomes of our schools to ensure that investment in learning & teaching and student support is maximised.
- Our Trust will meet at least 4 times each year, and ensure 100% of our statutory requirements are met.
- Annual audit will be authorised and returned to DFE, and returns made to Companies House, on time each year

-

Goal 6 People

High quality staff will embrace the challenges of curriculum innovation and novel pedagogies and take particular pride in creating a distinctive learning environment and learning community.

What our people profile look like by 2020

- As Associate staff of the University our Trust staff will embrace the distinctive education vision of the Trust and through access to materials and support will be confident of challenging the *status quo* in learning and teaching
- Staff feel they are valued and are fairly rewarded as reflected by below average staff turnover rates

What the Trust will do to support staff

- The Trust and the University will make staff development programmes available to all staff
- The Trust, working with the University will develop and implement an organisational development plan for each of the schools
- The Trust will identify career progression opportunities across the Trust consistent with the MAT strategy

Our Values

Excellence

We strive to do our best and excel in everything we do to achieve the best outcomes for our students. Our academies will be outstanding and will set a bench mark for others to follow.

Professionalism

The students and staff at our academies embrace a culture of individual as well as collective responsibility and high quality delivery in all our activities.

Inclusivity

South Bank Academies are proud to represent our diverse communities, offering opportunities to thrive and excel through mutual respect and learning from each other.

Integrity

We are an educational institution committed to creating educational opportunities for young people in South London. Honesty, sincerity and openness transcend the activities of the Trust and our schools.

Creativity

The ethos of education in our academies is to nurture the inherent curiosity and creativity in pupils, to support innovation and the skills they will need in whatever career path they choose.

South Bank Academies – Towards 2020

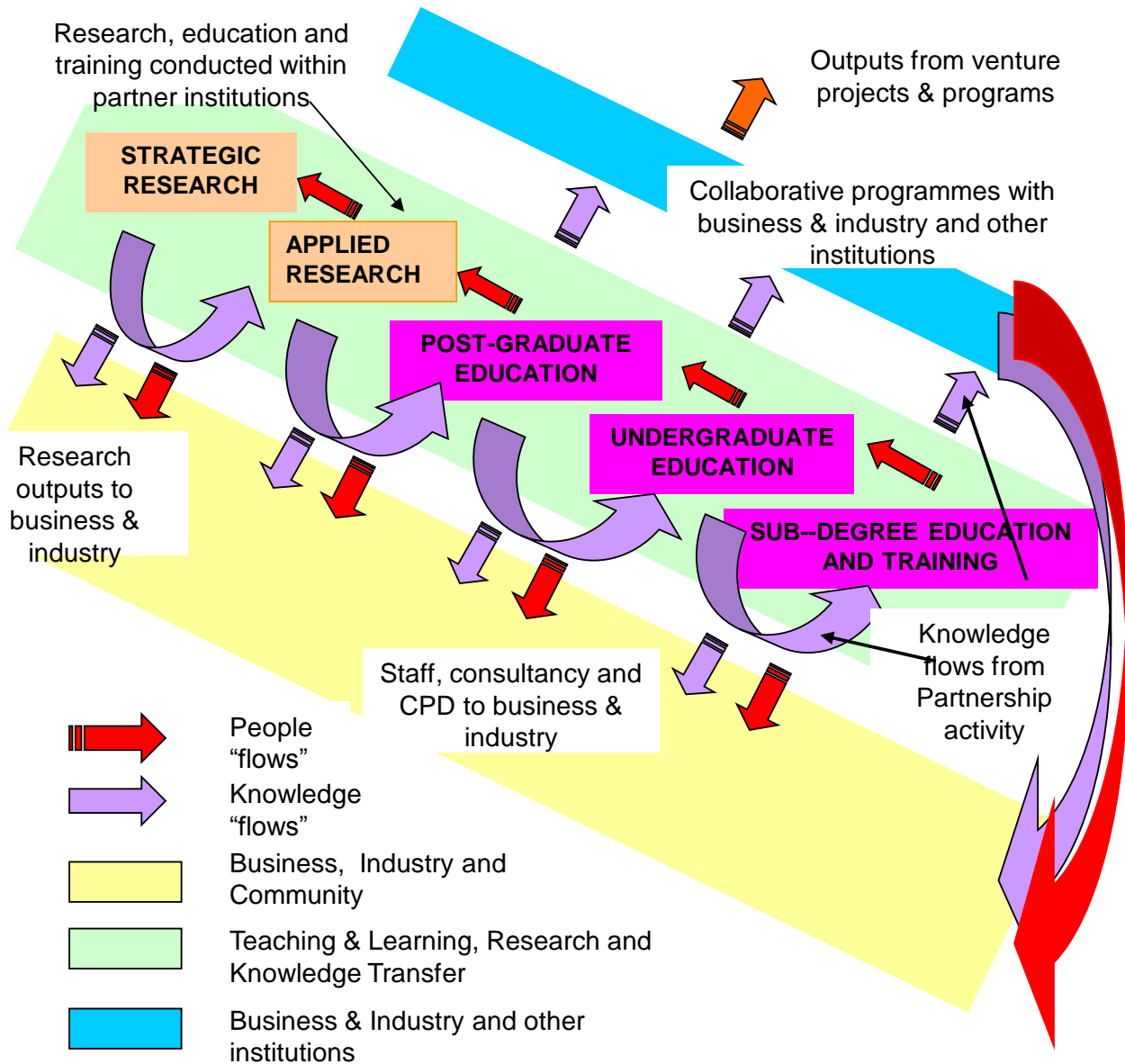
Multi-Academy Trust Strategy

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Enhancing STEM Education and Creating Pathways

- STEM schools with distinctive curriculum
- Aligned with the technical education agenda
- Consistent with sponsors' professional education and employability focus
- Supporting South London communities
- New models of school education – inquiry based and student centred learning and teaching
- Advanced Technology environments
- Facilitated pathways into HE, apprenticeships and employment
- Collaborative learning between schools and University
- Pedagogic research

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Enhancing STEM Education and Creating Pathways

- DfE owned, ESFA funded and Ofsted quality rated
- Low cost base
- Sponsors' expertise and capacity to support school education

Students may not necessarily choose sponsors to study or work.

- Reputational risk – eg under age students
- Additional compliance (LA, CQC)
- Competitive market place

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Enhancing STEM Education and Creating Pathways

University's support

- Links with University's academic schools for student projects, master classes, mentoring and guidance.
- Inspiring Year 13s to progress to HE either at LSBU or elsewhere
- Support from LSBU's Technical Services, Learning Resources, Outreach and Careers Advice
- Development support for staff from schools
- Access to University modules for post 16 students

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Enhancing STEM Education and Creating Pathways

Role of Employers

- Real world projects
- Exposure to professional work environment
- Site visits
- Project supervision and review
- Work experience
- Apprenticeships and employment
- Marketing support
- Mentoring

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Enhancing STEM Education and Creating Pathways

Looking Forward

- Increased number of schools for viability
- Innovative and technology enabled learning with distinctive specialisms at each school.
- Integrated education and employment pathways
- All schools graded Good or Outstanding
- Integrated professional services provision
- Timetabling facilitating staff and student movement across schools
- Student achievement across all schools in the top quartile nationally.

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Marketing and Recruitment

- Existing students as ambassadors
- Links with employers and LSBU
- Challenges with annual school calendar
- Asymmetric marketing
- Conversion of applications to enrolment
- Partnerships with feeder primary and secondary school
- UTC Brand and perception of engineering

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Growth of MAT

Context

- Growing emphasis on STEM education
- Year 7 admissions at Academy managed by LA
Year 12 at Academy and years 10 and 12 at the
at the UTC managed directly by Schools
- Southwark and Lambeth have good schools
- Year 14 is a non-standard entry.
- Over-provision of post 16 in our catchment
boroughs

Growth of MAT

- Promotion of education vision
- Financial sustainability
- Innovative learning models to foster creativity and enterprise
- UTC in its current form unlikely to be viable - conversion to a 11-18 school?
- Apprenticeships
- Introduction of T Levels
- Seamless pathways from school to HE and the world of work.

LSBU & MAT Partnership Programme



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Engineering UTC

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Contents

- Current Situation
- Mutual Benefit Model
- Partnership Programme
- Steering Group
- Support for Students
- Branding Considerations
- Timeline and Actions

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Current Situation

Engagement Activities

- Current informal arrangement to partnership activities
- LSBU engagement primarily through Outreach team
- MAT needs identified through 2 wide ranging planning meetings
- Activities needs to include interaction across several LSBU schools

Branding & Communications

LSBU contribution as sponsor is unclear in offer to parents / students

Current school and college visual branding is a half way house

- Limited references to LSBU benefit within parent facing comms
- MAT as an entity unclear (to external audience)



Missed opportunity to leverage LSBU to create strong point of difference

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Mutual Benefit Model

Our ambition is to create a mutual benefit model where all three institutions benefit from a more formal academic partnership

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**South Bank
Engineering UTC**



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- Differentiation within market
- Enhanced student academic experience
- Access to enhanced facilities – staff and students
- Joint research projects
- Secure HE pathway for students
- Staff development

- Intake of UG students
- Access to new funding streams
- Joint research projects
- Placements for LSBU students

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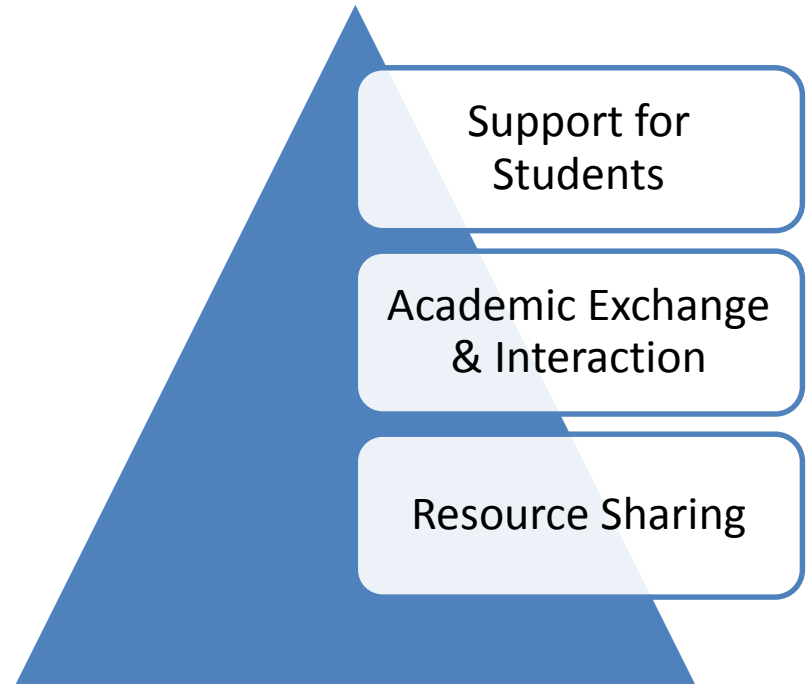
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Partnership Programme – 3 Levels

Partnership programme
covering three broad areas

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Partnership Programme Steering Group

Executive Sponsor

Nicole Louis, Chief Marketing Officer

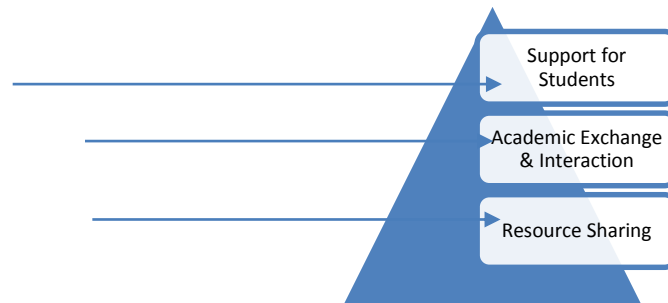
Steering Group

- Sarah Gordon, Head of Outreach and Engagement (Chair)
- Safia Barikzai– Associate Professor School of Engineering
- Simon Francis – Head of Facilities
- Dan Cundy, Head - University Technical College
- John Taylor, Head - University Academy of Engineering South Bank

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Workstreams

- Support for Students, led by Sarah Gordon
- Academic Exchange, led by Safia Barikzai
- Resource Sharing, led by Simon Francis



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University Ready: Support for Students

- **Support for post-16 students preparing for UCAS Applications**

- Transition into further study, employment or apprenticeships
- Development of interview skills, portfolio development, personal branding
- CV writing, taster sessions, experience days
- Coaching support from current LSBU students
- Alumni stories / presentations



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- **Bespoke support for students applying specifically to LSBU**

- Assisted application through Outreach team
- Dedicated admissions contact (RPA support)
- Favourable entry tariff based on teacher recommendations
- Guaranteed interview/audition where application requires



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University Ready: Support for Students

- **Interventions for specific groups in KS3 and KS4 who need additional help to achieve**

- Coaching and longer-term engagement programmes delivered by LSBU Widening Participation Team

Coaching Programme

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- **Priority access to flagship LSBU widening participation programmes**

- Summer school
- Experience days
- How-to-apply evenings

1:1 Support

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Academic Exchange: Support for Students

- **School-wide work to inform and raise aspiration to higher education for students and parents**
 - Subject specific guest lectures delivered by LSBU Deans / Senior Lecturers
 - Shared 'best practice' in terms of educational development/assessment planning/research/insight
 - Opportunity for subject specific collaboration and discussion around curriculum development
 - Visits from alumni and alumni story sharing
 - LSBU on campus subject specific activity days

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Resource Sharing: Support for Students

- Staff access to LSBU academic and sports resources
 - Access to LSBU library and general campus facilities as ‘LSBU Associate Staff’
 - Staff Access to virtual learning environments and learning resource facilities
 - Access to LSBU staff development and training programmes
- Students
 - Student access to LSBU library during planned and supervised visits (by teachers)
 - Student access to LSBU Academy of Sport (gym) for students 14 years +

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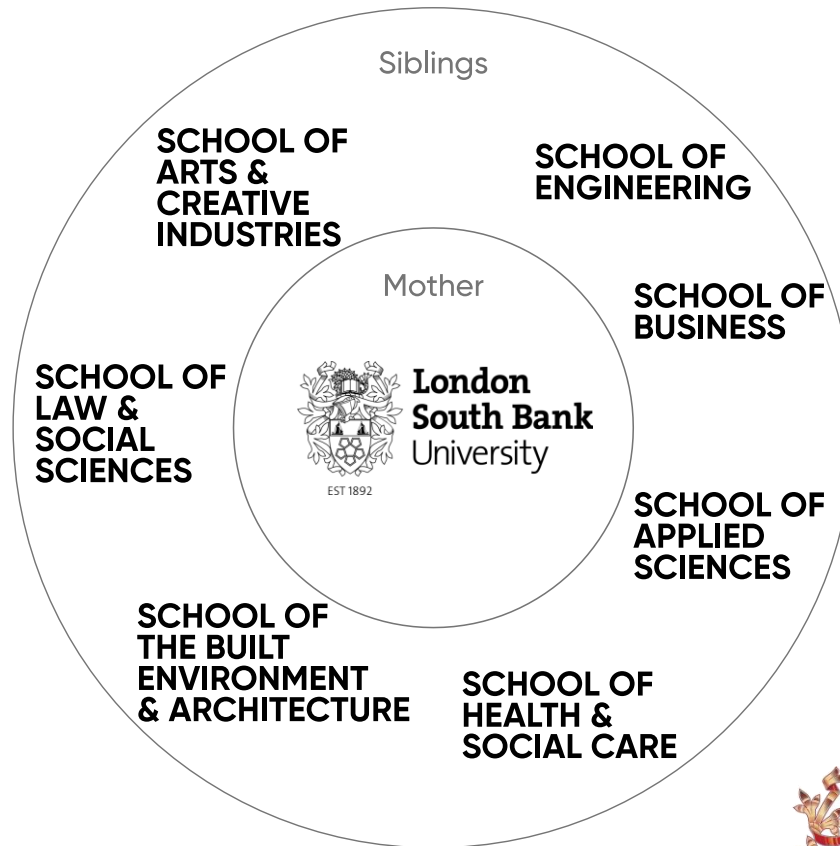


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Current Branding Model

LSBU Brand architecture:
A ONE BRAND FAMILY
(Existing situation)



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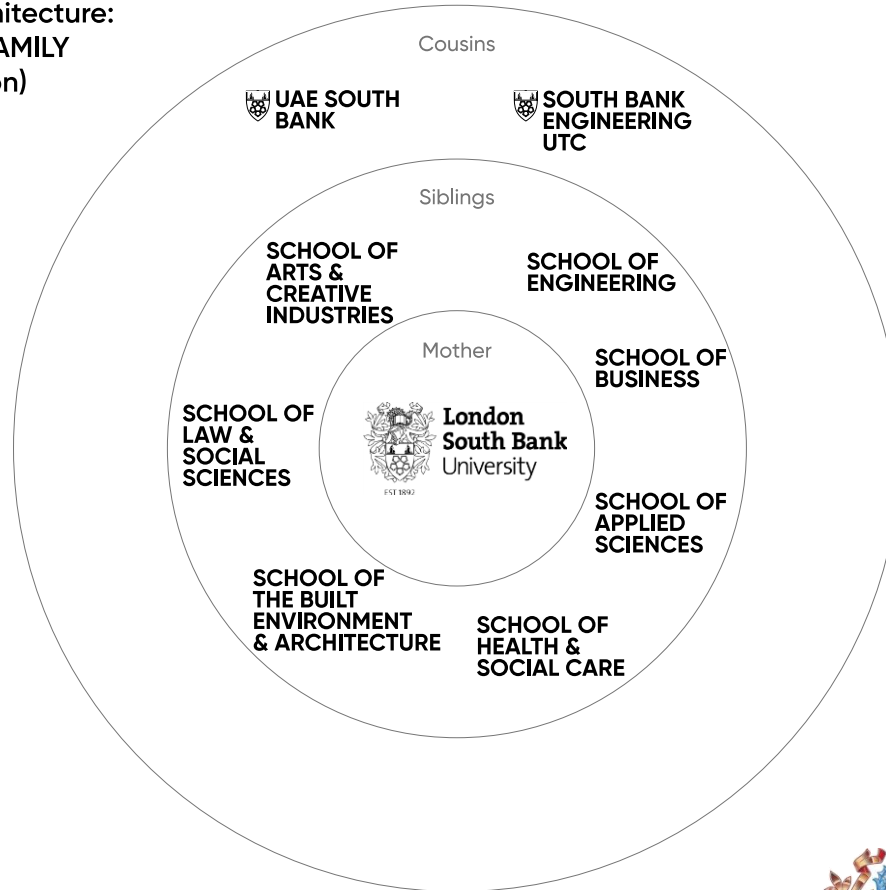


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London South Bank University

Future Branding Model

LSBU Brand architecture:
A ONE BRAND FAMILY
(Existing situation)



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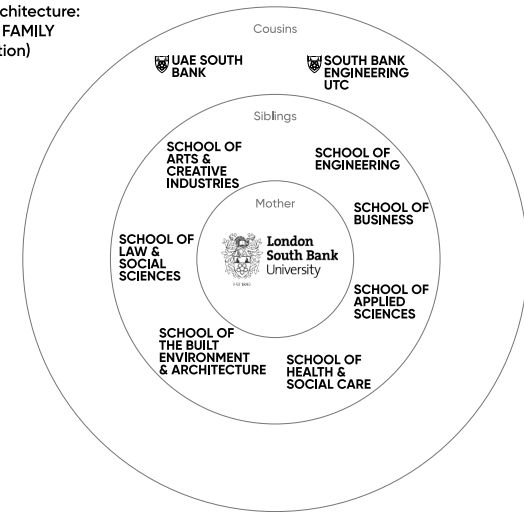
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Implications for Branding and Comms

- Potential re-development of school logos to more closely align with LSBU
- Potential re=framing school names to more closely align with university
- Development of messaging and content to reflect partnership offer
- Closer linking of institutions in marketing and comms – especially digital

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LSBU Brand architecture:
A ONE BRAND FAMILY
(Existing situation)



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Timeline and Action

- Review of and approval of Engagement Plan at MAT Board Meeting – 21st November
- Formalise Partnership Agreement - December
- Meeting to formalise activity plans, evaluation and final Partnership Agreement – w/c 4 December / w/c 11th December
- Monthly meetings in place – January onwards
- Immediate 7 week activity action for post-16 support in place – Friday 24 November 2017 for delivery before UCAS deadline
 - Personal statement sessions
 - UCAS 'how-to-apply' activity
 - Introduction to HE for students and parent
 - Campus/School tour and talks for key academic disciplines

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End

Discussion

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