



EST 1892

**London
South Bank**
University

ACCESS AGREEMENT

2017/18

Become What You Want To Be

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1. INSTITUTIONAL OVERVIEW, CONTEXT & INDICATORS

London South Bank University has been transforming lives, communities and businesses for over 120 years and has a proud history of supporting access to education, which stretches back to its foundation in 1892. Schedule A of the ‘Scheme of the Charity Commissioners’ for the Borough Road Polytechnic Institute, of 23rd June 1891 states that:

‘The object of the Institute is the promotion of industrial skill, general knowledge, health and well-being of young men and women belonging to the poorer classes ...’

As outlined above, the aims of this new institution were to improve the social mobility of the people of south-east London by improving their employment opportunities and to support the community by providing access to the applied skills and knowledge that would advance their businesses.

Today, our vision and mission remains largely unchanged, we aim to be:

‘London’s top Modern University by 2020, transforming lives, businesses and communities’

This Access Agreement focuses on maintaining our tradition, reputation and achievement in widening access and participation for students from non-traditional backgrounds, whilst concentrating our efforts on enabling students to achieve their professional and academic goals.

WIDENING PARTICIPATION INDICATORS (HESA 2014-2015)

LSBU’s record in the higher education of students from non-traditional backgrounds speaks for itself:

- **97%** of our full-time first degree students come from state schools
- **72%** of our students are over the age of 21 on entry to the University
- **56%** of our students are non-white in origin
- **50%** of our young full-time degree entrants come from the lowest socio-economic groups

Young Students who attended a school or a college in the state sector (POLAR3 definitions)			
2014/15	No.	LSBU %	London Adjusted Benchmark %
FT First Degree	13,010	97.8	95.7
FTUG	1,475	97.9	95.7
Other FTUG	165	99.4	97
Young students who come from categories 4 to 7 of the new National Statistics age adjusted Socio-economic Classification (NS_SEC) (POLAR3 definitions)			
2014/15	No.	LSBU %	London Adjusted Benchmark %
FT First Degree	500	50.7%	43.3
FTUG	555	50.8%	43.8
Other FTUG	55	51.4%	52.8

Young Students who come from low participation neighbourhood (as denoted by its postcode - POLAR3 definitions)			
2014/15	No.	LSBU %	London Adjusted Benchmark %
FT First Degree	115	8.4%	7.6
FTUG	130	8.4%	7.4
Other FTUG	115	8.4%	6.7
Mature students who have no previous HE qualification and come from a low participation neighbourhood (as denoted by its postcode-POLAR3 definitions)			
2014/15	No.	LSBU %	London Adjusted Benchmark %
FT First Degree	75	4.3%	3.8
Other FTUG	10	5.4%	6.4

ENROLMENT INDICATORS (STUDENT RECORDS 2015-2016)

The majority of our 2015/16 students are female (57%). This is typical of the sector, where female students are the majority in almost all institutions and at all levels of study, although they remain a minority in certain subject areas (as can be seen in the breakdown by School in Appendix II).

Gender	No.	%
Female	10,100	57.6%
Male	7,423	42.4%
Other	2	0.0%

The majority of our students continue to be above the age of 21 on enrolment (70%), with the largest group falling into the 25-39 age range (38%).

Age	No.	%
21 or under	5237	29.9%
22 TO 24	2891	16.5%
25 to 39	6673	38.1%
40 and over	2724	15.5%

There is no ethnic majority on campus as 54% of students come from non-white backgrounds. White students are however the largest single group (46%). There are differences between academic schools, although these are less marked than with respect to gender.

This level of ethnic diversity is not typical of the sector as a whole, but is not untypical of the London new universities, which do tend to be more diverse in their ethnic mix, reflecting the diverse population of London itself.

Ethnicity	No.	%
Arab	272	1.6%
Asian or Asian British - Bangladeshi	711	4.1%
Asian or Asian British - Indian	651	3.7%
Asian or Asian British - Pakistani	515	2.9%
Black or Black British – African	3157	18.0%
Black or Black British - Caribbean	893	5.1%
Chinese	195	1.1%
Gypsy or Traveller	2	0.1%
Information refused	504	2.9%
Mixed - White & Asian	129	0.7%
Mixed - White & Black African	193	1.1%
Mixed - White & Black Caribbean	201	1.1%
Not known	287	1.6%
Other Asian background	905	5.2%
Other Black background	197	1.1%
Other Ethnic background	388	2.2%
Other Mixed background	320	1.8%
White	8005	45.7%
Grand Total	17,525	100%

Approximately 13% of LSBU students enrolling in 2015/16 consider themselves disabled and the rate of students in receipt of DSA (8.2%) is in line with our subject mix and entry qualifications.

Disability	No.	%
In receipt of Disabled Students' Allowance	1440	8.2%
Information About Disabled Students' Allowance Declined	123	0.7%
No Disability	15,179	86.6%
Not in receipt of Disabled Students' Allowance	783	4.5%
Grand Total	17,525	100%

Note:

A full profile of our 2015/16 enrolment data can be found in Appendix I. Please note that this is correct as at April 2016, but should be treated as indicative (pending final LSBU HESA return).

2. STRATEGIC AIMS, AREAS OF FOCUS & TARGET GROUPS

Our 2015/16 Access Agreement set out a clear strategic direction, balancing fee income against targeted investment in student support focused on retention, progression and attainment.

In 2016/17 we continued to build upon this strategy, maintaining our commitment to access and participation and to supporting students who are the most disadvantaged and/or vulnerable.

As outlined in section one, London South Bank University has a proud history of supporting students from non-traditional and disadvantaged backgrounds in accessing opportunities in higher education.

Our current student profile is evidence of our success in this arena, however, like all HEIs, we recognise the ongoing importance of Widening Access and Participation and are committed to providing continued opportunities and support for all students.

Our key widening access and participation aims and objectives remain:

- **Enhance** the aspirations and achievements of students in local schools and colleges
- **Support** care leavers, young carers, students with disabilities and other target groups
- **Increase** recruitment and progression of low participation neighbourhood students
- **Deepen** our relationships with partner colleges through outreach and collaboration
- **Grow** numbers of applicants and entrants to HE from Partner Schools and Colleges

In addition to the above we recognise that simply supporting students into higher education is not enough, therefore our strategic focus is on retention, progression and attainment, ensuring that our students are supported from enrolment to graduation with consistent, targeted and well-resourced support across key areas that impact student success: financial, academic and personal.

London South Bank University is developing rapidly in the field of learner analytics, with the implementation of our Progression Analysis Tool (a repository of progression data at course and module level, which feeds annual monitoring and planning processes across the University).

Over recent years the University has seen incremental improvements in progression rates across our undergraduate student body, with year 1 progression moving from 69% in 2012/13 to 72% in 2014/15. We have also seen improvement in final year attainment figures, moving from 73% in 2011/12 to 85% in 2014/15. Clearly we still have work to do to reach our 2020 targets.

Student Progression Rates	11/12	12/13	13/14	14/15	Stretch 2020 Target
Year 1 to 2 (level 4)	70.1%	69.1%	69.5%	71.9%	80%
Year 2 to 3 (level 5)	80.2%	80.9%	79.8%	80.6%	85%
Year 3 or 4 to award (level 6)**	73.2%	73.7%	77.9%	85.8%	90%

NB: Population includes full time, first degree students on a course lasting three years or greater. Progression is defined as returning in year 2 and 3 at a higher level than in year 1 and 2 and achieving an award at the end of year 3.

*** Includes students who are on a one-year sandwich course.*

To deliver these objectives, our strategic widening access and participation areas of focus will be:

- 1) Improved **Learner Analytics** and Interventions
- 2) Enhanced **Skills for Learning and Success** Activity
- 3) Enhanced **Student Services** and Support
- 4) Redefined **Mentoring and Coaching** Programmes
- 5) Increased **Outreach and Collaborative** Work

For full details on each of these please see section three.

TARGET GROUPS

London South Bank University takes an open armed approach to student recruitment and support, but our historical mission and natural recruiting grounds enable us to take a widening participation approach to almost all of our outreach and recruitment work.

That said, there are a number of specific groups that we target defined by both POLAR3 LPN definitions and by socio-economic markers, as well as gaps in participation and employment.

The following text is used in all communications with schools and colleges that we work with:

'In line with guidance from OFFA, we particularly welcome to our events mature students, students studying vocational courses, care leavers, young carers and students with disabilities.'

This is also stated in the Schools and Colleges Outreach booklet, which contains a menu of our activities which we run throughout the year. The groups of special interest to London South Bank University include:

1) CARE LEAVERS:

We encourage and support the staff at the institutions we work with to identify and prioritise care experienced participants when considering who they select to attend our outreach activities.

We continue to attend the South East London Care Leavers Group, and a similar group which covers South West London which bring together local authorities, FE colleges and universities to work towards a seamless service for care leavers locally.

We work directly with teams in our local borough's to identify any additional support and resource we can offer care leavers via their pre-planned activity

Our Buttle UK Quality Mark, exemplary level, was recently renewed until 2017. The staff members in our Student Services team are fully trained in supporting care leavers.

2) YOUNG CARERS

Although they can be difficult to identify, the University is committed to supporting young carers in entering into higher education, we are in the process researching ways to reach this group and are actively developing activities to make contact with young carers and identify their needs.

In turn this will feed into our student support strategy as the University identifies ways to meet the needs of this group whether this is in terms of delivery modes, additional academic support or more pastoral / personal support.

3) STUDENTS WITH DISABILITIES

The University does not currently carry out any outreach work which is specific to students with disabilities, bar our collaborative work, although we know from our evaluation forms that around 2% of those who attend our events declare a disability.

That said, we intend to work with staff in our Student Services to identify ways of using their expertise to put on outreach events, starting with regular workshops for support staff from FE to share with our support staff the challenge of supporting students to successful progression to higher education and beyond.

The LSBU Student Services team have been invited to attend a recently established Special Needs Teachers forum in Lambeth, which will increase their understanding of HE and the support available for their pupils.

Staff members in our Student Services team are fully trained in supporting students with disabilities and we employ a substantial DDS Team, Mental Health Team and contracted Counselling Service and Psychiatrist Service.

The University invests substantially in this area, over the Disabled students funding allocations, and has this year equipped special residential facilities for disabled students.

4) STUDENT PARENTS & ADULT LEARNERS

London South Bank University has a high proportion of Student Parents and Adult Learners. These are groups that we will continue to support both in terms of our outreach activity, community engagement events and via on campus support during study.

Specific activities and support for these groups include face to face information, advice and guidance sessions, click to chat (online) sessions and extended hours within our course enquires and student life centres.

5) OTHER SPECIFIC UNDER REPRESENTED GROUPS

In addition to the above broader groups, where possible, we also target specific activity and support to a range of groups currently under represented in higher education, these include:

- BME communities
- Working class students, particularly white British males
- Refugees and asylum seekers
- The traveller community
- Females in areas of historical low participation (construction / STEM subjects)

Each year we review our outreach activity both to ensure that we are able to address the needs of all of the groups we serve via our University led and collaborative outreach and to ensure that we are providing support for key discreet groups within larger cohorts who fulfil a number of key WP criteria.

We are currently in the process of reviewing activities targeted at the above groups and will be developing a number of pilot scheme and programmes to more effectively target all groups, particularly those listed under section five during 2016/17 and 2017/18.

3. PROJECTS, INITIATIVES AND ACTIVITY

This section outlines our current and planned projects, initiatives and activities relating to widening access and participation work, and specifically to each of the strategic areas of focus outlined above.

LEARNER ANALYTICS

Further investment in the development of data systems which monitor performance indicators which have a real impact on progression, achievement and satisfaction.

This will enable the provision of focused, effective interventions and impactful support for 'at risk' student groups, whilst widening to other characteristics (linked to analysis of our longitudinal 'Student Success' research project) and our general student population.

London South Bank University has developed a predictive learning analytics system in conjunction with IBM. The system uses machine learning to access ten years of data and create student profiles that can be matched to current students and used to predict the students' probability of completing their course.

Once a student has been in their course for three weeks, fluid data including attendance and VLE access is included in the predictions. Predictions become more accurate as more real time data is available. Views of individuals, modules and courses are available.

SKILLS FOR LEARNING AND SUCCESS

Developing consistent and enabling academic "wrap-around" services that support students before and after enrolment, and throughout their study, with a clear focus on the first (and arguably) most difficult year. This will include greater investment in advice and guidance services, as well as increased concentration on individual learning needs.

Our broader plans include; pre-enrolment activity based around key academic skills for those students deemed most 'at risk' giving them the confidence to succeed in their first semester, amends to our withdrawal and study interruption process ensuring students are counselled before making any final decisions; stronger embedding of study skills support within the curriculum and clearer signposting for those students who need additional support.

Focus for study skills support will move from an 'add-on' service to activity which runs in parallel to core study delivered via a number of avenues including academic tutoring and mentoring.

LSBU's new placements promise, guaranteeing all students the opportunity to attend a placement, internship or professional experience opportunity during their studies is another example of the additional "wrap-around" activity to support student success. Giving all of our student's real world employment experience and starting the development of networks which they will find future career opportunities through is a key part of our academic delivery from September 2016 onwards.

Complementing the placement promise with a focus on building aspiration during studies, improving confidence levels and ensuring successful progression, LSBU students are actively encouraged to participate in our volunteering schemes. As with work placements, these types of activity also help students to develop their skills, strengthen engagement with their course of study and ultimately improve their academic attainment during their study.

STUDENT SUPPORT

Underpinning the above is the continued development of the University's Student Services department which provides students with help, advice, guidance and support on a wide range of issues relating to University experience, professional goals and personal life. Although providing support and services to our entire community of students, LSBU's student population consists of higher than benchmark numbers of students from lower socio-economic background and low participation backgrounds. The work our Student Services department undertakes is targeted to support under-represented groups of students, as this in turn, benefits our whole student community.

The Student Services department will also manage the key area of financial support for student once enrolled via an enhanced Hardship fund. This increase has been generated by reducing the amount of up-front cash bursaries available to students and concentrating financial support during studies. This allows financial support to be more targeted and more effective, enabling students to overcome financial barriers during their time at University. This change, will also contribute to enhance procedures for managing retention, progression, attainment and success.

Our Student Centre was developed in 2012 with a capital investment of a little over £7M.

The Student Centre hosts our Students' Union and Student Services (within the 'Student Life Centre') alongside catering and entertainment venues in a purpose-built environment, with space for individual counselling sessions as well as more generally-accessible meeting space. A 'Career Gym' opened in May 2013, enabling an enhanced service, focused on employment and volunteering, to complement the current offering. A heavy focus through the Career Gym is to provide advice guidance and support to final year undergraduate students looking for graduate employment after graduation or considering postgraduate study options.

Our Student Services provides a 'one stop shop' approach to student support, which takes on all professional services support, including housing advice, fees and bursaries (and general financial) advice, health and wellbeing and generalized academic support (including the receipt of academic appeals). The Student Life Centre caters for over 1000 enquirers a week, and is a focal point for students.

Alongside the 'human' aspect of student support, we have implemented a 'Student Tracker' as a part of the Academic Support Framework for all students. This software enables tracking of on-going

student issues and management of the, often difficult, interface between academic and personal support needs which is at the core of our advice framework (locating the source of advice at the correct point within the University).

We have also considerably developed our engagement with the Students' Union, who have themselves, completely re-structured in order to provide a clearer, more accessible service to LSBU's student community. This has resulted in much improved ratings for the Students' Union in the National Student Survey

In the learning and teaching environment, we are targeting blended support and learning as a key means of enhancing engagement and building progression. In 2015/16 the University made a major investment in technology-enhanced learning, building on the development of our virtual learning environment, this work will continue in 16/17 and 17/18.

A key part of this will focus on blended support – enabling greater tutor/student (and student/student) interaction and engagement, thus ensuring that we keep in contact with students by a greater range of mechanisms (and on a greater range of devices) than at present.

For a university such as London South Bank, the targets and milestones within our development of progression and retention are key to our evaluation of success in the development of focused activity in this area.

The University's current internal Key Performance Indicators (used at departmental level, with quarterly evaluation, as well as regularly reported to our Board) include measures which focus on retention, progression and achievement (as well as on wider aspects, such as student satisfaction).

MENTORING AND COACHING

To support academic performance, build confidence and enhance individual student experience the University is investing in the development of peer to peer mentoring scheme, as well as piloting as professional coaching scheme. These interactions / interventions will be supported by current students, alumni, University staff, industry and our Students' Union and will comprise of a mix of 121 and group sessions. We will be tracking success of these activities throughout the 16/17 academic year with a view to widening their reach and effectiveness in 17/18 and years to come.

The University is currently developing a pilot agreement with **INTO University** who will support us in developing a long-term (external) outreach programme for mentoring and coaching agreed groups of students throughout their academic journey from Year 6 through to Year 13. This will start with a group of around 300 students drawn from schools and colleges in deprived areas and will be based at the INTO University centre in Newham. It will give us a deeper understanding of the educational journey of students from primary through to the end of key stage 3 and an opportunity to track long-term engagement.

During the 15/16 academic year we also piloted mentoring with Year 6 and Year 10 groups in Southwark which was well received. We are hoping to extend this activity across the borough over the next 18 months.

In addition to the above we are also reviewing our internal mentoring offering and assessing the best way to take this forward to ensure we are meeting the needs of each participant.

HIGHER APPRENTICESHIPS

As a university involved in a number of trail-blazer initiatives to support the development of a number of new Higher Apprenticeships, predominately in the areas of health and Social Care, Engineering and Architecture and The Built Environment, LSBU has another avenue to explore engagement activities. Our work here will strengthen both our relationships with Industry and with local Schools and College, benefitting those students for whom traditional modes of higher education delivery may not be appropriate, specifically adult learners and students with dependents

OUTREACH & COLLABORATIVE WORK

Outreach will of course remain a strategic priority for the University and is being continually reviewed and invested in to ensure that we are able to reach and support as many individuals as possible each year.

In addition to standard schools, colleges, careers networks and industry work we undertake, the University is actively developing new programmes that target key groups and focus on long term and collaborative outreach approaches.

PRIMARY

Our approach to primary work is to work with the Children's University and enhance the work that they do to raise the aspirations of children who come from families with little or no experience of higher education. One of our Vice President (Development) is the Chancellor of our local Children's University and hosts graduation ceremonies on campus. We provide extra activities for the students who take part in it and actively encourage parents to take part in activities. In addition to this and our standard provision, our recent collaboration with Into University gives LSBU an opportunity to work with primary school aged children through long-term engagement.

SECONDARY

Many schools in the local area have been successful in increasing GCSE attainment. We have made a commitment to a number of local schools, in Lambeth and Southwark, which demonstrate exceptional added value for their students. They have high numbers of students who qualify for free school meals and who come from areas of deprivation, yet achieve good grades.

We work with students in these schools through years 7 to 11 and into the sixth form if appropriate to support their students' aspiration and achievement. We will continue to arrange outreach activities for other schools in the London boroughs, as listed in our previous Access Agreements, which we identify as also containing areas of deprivation.

We also remain committed to the principles of the London Engineering Project which we hosted some years ago by continuing to use the activities which research showed to be effective in challenging gender and ethnic stereotypes associated with STEM subjects and jobs.

In addition, ongoing support for LSBU's extended family, which includes the South Bank Engineering Academy and South Bank Engineering University Technical College, runs through our Partnership and Progression Agreement (see below) plus additional activity throughout the year.

FURTHER EDUCATION

At level 3, our outreach activities focus particularly on students who are studying BTEC and Access to HE courses, as our data shows that these students do less well than others once they are studying here. We offer taster days specifically for these students, and for Access students, we tailor our interventions to appropriate moments during the academic year, supporting them through UCAS and SFE application processes, providing information, and supporting the development of skills they will need once they get to university.

Students from our partner colleges are invited to join the LSBU Access scheme, giving them access to the University's library and other facilities. We will provide these students with a programme of preparation for higher education as well as the opportunity to get involved in the wider life of the University through gym sessions and mandarin classes for example. Students on this scheme who join the University can be tracked through their time with us and beyond so that we can measure the impact our interventions have on their success and employability.

Further interventions to support transition and to build a sense of belonging to the University include Applicant, Offer Holder and Headstart days which help students get a sense of what it will be like to be studying their chosen subject at LSBU and a three day summer school for students accepted onto nursing and midwifery.

BUILDING CAPACITY

We hold workshops for local careers advisers and teachers who advise on higher education choices to inform them of the University's offer. Events for lecturers from partner colleges teaching on Access to HE courses, BTEC courses, student advisers, and those supporting their students' employability will continue to be held.

We will encourage staff to take part in outreach activities and will formally acknowledge staff members that have made significant contributions to widening participation. We recently set up a support group for those staff who are school governors and will encourage more staff to get actively involved in their local schools.

PARTNERSHIP & PROGRESSION AGREEMENTS (PPA)

Progression agreements with local colleges and schools offer students discounted entry criteria and a programme of activities which support the transition of level 3 students to higher education and to LSBU where appropriate, which continues through application, induction, into the first year here and beyond, contributing to improved access, student experience and ultimately performance.

Qualitative data including a number of case studies of students who came to us as a result of a progression agreement demonstrate that agreements are effective vehicles for increasing access, creating stronger aspiration to higher education where this may have been in doubt.

Progression agreements also encourage staff from HE and FE to share expertise in curriculum design and in some cases teaching. We want to deepen our engagement with our local colleges through the delivery of more level four modules to level three students, offer more work on curriculum development, and explore further opportunities for more in-depth collaboration.

Arrangements with partner colleges for students to “top-up” HNDs and Foundation Degrees enable access, particularly where teaching is shared between FE and HE (on the Access to Electrical Engineering run with Lambeth College for example).

Our Extended Degrees in Engineering and Business enable students who for whatever reason missed out on a level three qualification to start their journey to higher education at a level appropriate for them. We intend to develop more courses that straddle the traditional level three/four divide.

The University has recently signed a partnership agreement with OCN London, the awarding body for Access courses, which covers all Access Learners from their validated Colleges across London.

We are working with Pearson’s education currently with a view to setting up a similar agreement.

STUDENT AMBASSADOR SCHEME

Student ambassadors support much of our outreach work, and we will continue to recruit, train and employ around 100 ambassadors a year. This enhances these students’ engagement and retention while offering them relevant work experience and a stable income throughout their degree.

Many of our ambassadors are mature students or have come to university via non-traditional routes and the ambassador scheme builds their confidence and enhances their employability. It also builds relationships across institutions and with the local community as many were educated locally.

In addition, we have a separate Sports Ambassador Scheme which employs students to deliver sports coaching and mentoring in local schools and sports clubs.

The scheme plays a key role in delivering our widening access and participation strategy, by establishing and maintaining close links with the local community, where schools have low rates of progression into further and higher education.

COLLABORATIVE WORK

In addition to the work we undertake as part of LSBUs standalone recruitment and outreach work, we will continue to host and contribute to outreach activities organised with other London universities through our membership of collaborative outreach organisations. We are currently members of **AimHigher, AccessHE, London Higher** and **Linking London**.

The experience of taking part in these collaborative networks has shown that sharing expertise and learning from staff in other universities and colleges, who are working to extend access and participation is valuable. It also gives us the possibility of sharing the monitoring and evaluation of collaborative activities, and allows funding to be shared for useful research such as that commissioned by Linking London on the progression of London FE learners.

We will also continue to collaborate on outreach activities with organisations such as **The Salters Institute, Institution of Engineering and Technology, Thames Water, Lend Lease, and Transport for London**. We also host the **South Bank Employers Group** and are working with members to develop a local progression strategy which will aim to highlight local progression routes which will include ways into higher education and local graduate jobs.

With the City of London Development Office, TimeBank and Team London we deliver the **City Opportunities Project** which won the Times Higher Education Widening Participation Initiative of the

year in 2012. The project aims to introduce care leavers to graduate opportunities in the City of London. It involves collaboration with various City firms and Brokerage Citylink. Recruitment is through the Virtual Schools and other contacts in the local authorities that fringe the City.

Funding for this project is currently under review, should funding be cut, we will look to reinvent this project as part of our own outreach for Care Leavers. We remain committed to this collaborative initiative for as long as the shared funding continues as we can show that many care leavers have benefited greatly from the experience.

In order to enhance our collaborative efforts the University is in the process of setting up a new collaborative outreach project with Roehampton University which will run throughout 16/17 as a pilot. The project will be called, **UCAN London** (Universities Collaborative Access Network London).

The aim of UCAN London is to provide London HEIs with a focused inter-institution network for the delivery of targeted collaborative projects that meet the needs of underrepresented groups, areas and communities within the Greater London region.

Funded and directed by its HEI members UCAN London will develop and deliver inspirational programmes and activities for children, young adults, specific target groups and the wider community which raise awareness, understating and aspirations in relation to higher education and career destinations.

Member institutions will agree and fund a number of annual or one off projects that aim to remove barriers, widen access and participation, and have measurable impact on individuals and deliver value for the member institutions.

The work of our Sports Academy is also important in reaching out to the local community on the issue of sport, and drawing people into the University and thus into HE environments. We work with Sportivate (London Sport) on sport for people with disabilities and with Silverfit for the over 45s.

During the 16/17 and 17/18 academic years we will be exploring opportunities to collaborate further on bringing together elements of sports and higher education adding value to activity run by the Sports Academic and providing another avenue into exploring further and higher education for participants.

Our **Confucius Institute (CI)** supports over 50 London schools with the teaching of Mandarin and Chinese culture, 17 secondary schools and 34 primary schools. Approximately 7,750 students are currently learning Mandarin across the network.

13 local schools have been given “Confucius Classroom” status, which means they act as a hub within their own local community for teaching and learning of Chinese language and culture.

Confucius Classrooms attract 1-2 free Chinese teachers, additional funding, resources and support. The Confucius Institute has an active learning approach to language learning, and children are also offered kung fu, taiji, dance, music, and art from the resident (40 strong) Chinese team at the Institute. The Institute offers school assemblies, workshops, lectures and classroom sessions.

Alongside working in some of the most socio-economically challenged boroughs in London the CI work with LSBU’s outreach and engagement team using mandarin language teaching and Chinese

culture as a tool to engage under-represented groups. These sessions bolt onto LSBU's standard outreach and engagement activity to showcase the scope of University education and enable us to work with schools and colleges using an alternative channel.

In addition, through the CI, a number of LSBU students access funding to travel to China to develop their academic and social skills each year.

The University's long term commitment to access and raising aspiration within the local community is clearly demonstrated by our sponsorship of the **University Engineering Academy South Bank**, which opened in September 2014 with 150 Year 7 places and a 25 place resourced unit for children with Special Educational Needs. The school is in the heart of Southwark and is part of the Elephant and Castle regeneration project.

In addition, the University has also established **South Bank Engineering UTC** (University Technical College) in Brixton, opening in September 2016, our UTC is already oversubscribed and is expecting to take an initial cohort of 150 students. Our UTC offers the best of both worlds - high academic standards enriched with a focus on developing technical and employability skills. This unique offer is clearly popular with young people and their families across London.

To further support our local community and the families and individuals within it, we are currently in the process of setting up a series of pilot **After School and Saturday Clubs**.

In collaboration with The Sorrell Trust we will be piloting Saturday clubs for the local community during the 16/17 academic year. Focussing on two key strands of our Academic provision, and with the aim of bringing closer together the study of Art and Design and Science and Engineering, this activity will again re-enforce our ability to provide an opportunity for long-term engagement.

Working in areas of the Borough where attainment is lower than expected according to POLAR classifications our aim is to provide a safe and secure place for young people to explore different careers and industries, find out more about further and higher education and support families and communities around us.

Finally, the university is developing plans for a **South Bank Summer Festival**. This aspirational and interactive event will aim to engage current / prospective students, their families and the local community, as well as Schools, Colleges and other partners in a celebration of student success, access and diversity. Our Sports Academy and Student's union will also support the event.

Comprised of cultural, social and entertainment based activities; this event will also include IAG sessions, workshops, prize giving and end of year shows.

A pilot event will be held in the summer of 2016, with larger scale activity celebrating our 130 year anniversary in 2017. If successful this will become an annual fixture in our outreach plans.

4. FEES, FINANCIAL SUPPORT & EXPENDITURE

In 2017/18 our focus will continue to be placed upon extensive outreach work, building ever more effective partnerships (in particular at FE level), in providing some scholarship support and on developing detailed, long term schemes to support student retention, progression and attainment.

Individual financial support will of course continue to be an underpinning part of our provision, however our major will be on investing in longer term support and solutions.

FEE STRUCTURE

The University is committed to maintaining a simple pricing structure for our courses (reflecting both the current commitments to continued funding for strategically important and vulnerable subjects and to maintaining funding for widening participation and teaching enhancement, alongside the fees paid by students) with fees set at **£9,250** for all full-time undergraduate courses delivered by the University.

The part-time fee for undergraduate courses will be pro-rata based depending on study mode and number of credits being taken against the equivalent full-time fee up to a maximum of £6,750 per year.

The fee for students on Postgraduate Certificate of Education (PGCE) courses, leading to an initial teacher training qualification, will also be **£9,250**. The University may apply inflationary fee increases in future years (where permitted).

Both part-time students and PGCE students will be able to access our targeted support for care leavers (please see below). Health and Social Care students will also be eligible for financial support should the planned cuts to NHS bursaries come to fruition

FINANCIAL SUPPORT

Our 2017/18 support package will provide scholarship funding for students paying fees of £9,250 (or the maximum in regulated fees) from our target groups at a level of **£1,000**, payable as a cash bursary.

Limits on the number of scholarships will depend on the volume of fee income required to be allocated (in line with the requirements of the Office of Fair Access) but will, necessarily, reflect any further changes to the funding landscape for higher education.

The University will seek to provide funding to enable **up to 350** scholarships to be awarded for new entrants, again, this will allow the University to respond to changes in the NHS funding system which may no longer offer support for those wishing to pursue a careers in Health and Social Care.

As in previous years, applicants will not need to apply for these scholarships as they will be awarded through the application of criteria focused on need. We will give priority to the following applicants:

- Care Leavers and other target groups
- Those in receipt of a Special Support Grant
- Those from an LSBU PPA (Partnership and Progression Agreement) college or school LPN

Awards will be in the form of cash bursaries for the first year of study only, with the exception of funding for Care Leaver travel which will remain a key part of our financial support offering for this group. This funding will continue to be available for the duration of the student's time studying with LSBU. This funding will only be available to full-time home students who have applied to Student Finance England and have received the maximum support available to them

Whilst the University has decided to scale back the amount of financial support available up front, we will be investing in our hardship fund to ensure students are able to access financial support at the most critical times throughout their study.

Additional financial support through our hardship funding will be available to specifically care leavers to assist with travel expenses and should changes to financial support for NHS funded courses go ahead we will investigate the option of providing a number of travel bursaries for those students who have compulsory work-based practice elements within their course.

The university is also investigating ways of repurposing this money in the development of new support schemes aimed at addressing the core reasons behind poor progression as outlined in our strategic priorities. All financial support measures will be assessed on an annual basis, and the University will look at participation, engagement, progression and attainment rates as key indicators of success in this area (in addition to formal and informal student / staff feedback).

WIDENING PARTICIPATION EXPENDITURE

Typical annual expenditure on core widening participation and outreach activity is as follows:

Estimated Widening Participation Expenditure	
Activity	Expenditure
Support for current students	9,766,000
Support for disabled students	178,000
Support for progression from HE (employment or postgraduate study)	675,000
Outreach work with schools and/or young people	269,000
Outreach work with communities/adults	40,000
Outreach work with disabled students	15,000
WP staffing and administration	724,837
Total	11,667,837

In terms of OFFA countable spend we anticipate spends of around £1.048m on access opportunities, £350k on up-front financial support and £1.920m on student success and progression initiatives, totalling £3.319n. This is equal to 16% of our higher fee income.

We already work collaboratively with other organisations, wherever that is feasible, and seek both to extend this work and to identify further external funding sources. However, in so doing, we will continue to ensure that the balance of our activity maintains a clear commitment to enhancing retention and progression, which remains our key strategic priority.

5. MONITORING, EVALUATION AND INCLUSION

As outlined above, all support measures will be assessed on an annual basis, and the University will look at **participation, engagement, progression** and **attainment** rates as key indicators of success in this area (in addition to formal and informal student / staff feedback). Evaluation obviously gives us the opportunity to reflect and amend our provision of support where needed and is key in our planning. Evidence based practice is at the heart of planned programme of delivery and recent proposed changes are based on this reflective practice e.g. changes from upfront funding to post enrolment financial support focussed where it is needed more.

MONITORING AND EVALUATION

The University has embedded monitoring of these measures within our existing governance, executive and deliberative structures, as well as developing specialised mechanisms for evaluating the success of certain core activities (See Learner Analytics outline in section Three).

The University and the Board of Governors are kept regularly informed regarding progress against key performance indicators. The Audit Committee has oversight of monitoring mechanisms, in their totality, and will approve (and maintain) any such that are put into place for these measures.

The Educational Character Committee (a relatively recent innovation in the Board structure) receives regular reports on Student Demographics, Progression and Achievement, Appeals and Complaint, External Examining and Faculty Quality Processes, as well as having oversight of the general educational character of the University, on the Board's behalf.

Within the executive, operational and deliberative spheres of the University, our existing management and committee structures allow for appropriate monitoring of individual activities, with the University Executive, and the Academic Board, maintaining strategic oversight.

The University has developed regular School and departmental planning meetings, which scrutinise budgetary expenditure as well as operational goals, and which use the same forms of performance measure against which we evaluate ourselves institutionally. We also have developed a uniform process of project development and delivery, which includes the operation of a project board and the regular reporting of progress up to Executive level.

Students are an important part of our committee structure, with student membership of the Board of Governors (and its key sub-committees), Academic Board, Quality and Standards Committee and Learning and Teaching Committee. Students are also actively involved at School and course level, and within some project groups.

In line with our proposal to maintain current participation levels (within benchmark) whilst improving student progression and retention (above and beyond benchmark) the emphasis of our monitoring processes is on tracking and improving retention.

Individual projects within the overall Student Transition and Retention programme (STAR) are monitored through the monthly meetings of the University Executive, and reported to the Board of Governors on a regular basis. Projects in support of the University's Academic Strategy (of which STAR is a key contributor) are also reported to Academic Board and its main sub-committees (Learning and teaching Committee and Quality and Standards Committee).

In addition to this the Student Recruitment Committee and Widening Participation Committee are working on both firmly embedding the monitoring of applications to ensure that our more 'targeted' approach to admissions support is as effective as that provided through AimHigher and on promoting the development and delivery of progression accords within our target group of partner institutions, to better enable smooth transition from level 3 to level 4 and beyond.

Activity is tracked and monitored using a variety of mechanisms, including anecdotal feedback and participant self-evaluation for pre-16 work and for post-16 through key University stats based around feeder schools and colleges. In addition intensity and spread of activity is monitored via a heat mapping exercise undertaken throughout the year ensuring our activity is as targeted as possible and ensures cold spots are identified early.

As outlined in earlier sections, the investment we have made in understanding and addressing progression as a key strategic issue for the University has had a moderate effect in an area which it is difficult to 'turn around' swiftly, so our continued focus is on making steady progress towards our benchmark targets, particularly in level 4 to level 5 progression, where our primary focus lies.

In refining our general approach to student success, we will use our analytical data to target those groups who are most 'at risk' of withdrawal, both in terms of day-to-day performance (assessment, attendance, logging onto key systems, performance/achievement) and in terms of general categories of students who are known to be 'high risk' (mature learners, students from disadvantaged backgrounds, students with particular entry profiles, particular ethnic groups).

This enables us to, not only, establish 'exception reports' which focus our attention on particular student groups, but also to target activities to support particular students, as well as providing some level of support for students as a whole. Our activity is closely focused on level 4 progression (our main challenge).

This has included the development of:

- Investment in advanced Learner Analytics capability
- Student Attendance Monitoring (utilizing 'swipe card' technology to track attendance)
- VLE and library system log-in data analysis to assess engagement
- Monitoring coursework submissions, marking turnaround and feedback

In terms of monitoring and tracking student progression into work or further study, over recent years our DLHE survey results have shown promising results for our student population. We are now monitoring this against key characteristics. Baseline data from 12/13 shows that the percentage of NSSEC 4-7 categories achieving a final award is 73.7%. Stretch targets up to 19/20 aim to get this figure up to 90% with ongoing monitoring and evaluation. In addition, new tracking to monitor what percentage of our BAEM students successfully progress onto further work or study, currently sitting at 20% based on 13/14 data, will hopefully show an increase of 5% by 19/20.

Over a number of years LSBU has administered various iterations of 'up-front' financial support for students who meet WP criteria. This has almost exclusively been in the form of 'up-front' financial support paid directly to the student in instalments throughout their study. In addition, smaller cash incentives have been trialled for those students succeeding successfully from year one to two and

two to three of their course. As you can see from the progress against our stretch targets for student success this financial incentive has made very little difference to success. As a result for this for 17/18 we will be reducing the amount of upfront cash available however this funding will be passed back to support the ongoing student success work detailed above.

EQUALITY AND DIVERSITY

In producing this agreement, the University has been careful to consider fully issues of equality and diversity, conducting a 'desk top' impact analysis of the package under consideration.

Our work with schools and colleges and with mature learners across our partners is targeted to work with students from low participation neighbourhoods and our support package is predicated on identifying those students in highest social and financial need and providing them with dedicated financial support.

In constructing the financial support package within this agreement, we have concentrated on the provision of bursaries, rather than fee waivers, giving direct financial support to students, rather than lowering their eventual debt and on supporting students during their study via hardship funds.

Our allocation system concentrates on students with the highest levels of social and financial need, irrespective of gender, age, or ethnicity, though (as the data provided as an appendix to this document shows) we are very aware of the correlation between economic and social factors within our student body.

This agreement is targeted on providing a level of support for all students from lower income households, with higher levels for those who have the greatest opportunity to succeed within their chosen courses.

Scholarship provision is focused upon those with the greatest levels of need, with a strong concentration on local students from the poorest backgrounds. The allocation of funding will be to those in greatest need, irrespective of other demographic indicators.

Our work on retention and progression identifies which groups of students are most 'at risk' – either by age group, ethnicity, entry profile, gender, disability or a combination of these factors. Work to-date has enabled us to focus on particular social factors and to engage with partner organisations to better understand barriers to progression and achievement.

Our 'Student Success' project continues to track groups of students and to analyse barriers to progression arising from a range of circumstances, such as social background, ethnicity, age-group and disability, and this is enabling us to build a more sophisticated picture of student engagement and achievement, and to target our activities in such a way as to benefit those in greatest need.

DIVERSITY AND INCLUSION NETWORKS

Strong networks throughout LSBU's staff and student community also provide an additional element to the outreach work we deliver.

With support from SONET (Sexual Orientation Network), EQUINET (Equality and Diversity Network) and ATHENA SWAN (removing barriers and developing careers to bring about gender equality network) we are able to ensure that role models are available to the communities we work with and that our activity is truly representative. LSBU's commitment to equality and diversity is exemplified through a number of activities including open days, talks, lectures, debates and activity such as Black History Month.

This gives us the opportunity to reach out and engage with discreet groups across our local boroughs and raise aspiration for a wider range of individuals

PROVISION OF INFORMATION

The University is committed to ensuring that all promotional materials, and information made available on University or other sites (for example, through UNISTATS and the Key Information Set) make clear how we are continuing to invest appropriately in access, whilst focusing additional activity on student success.

Once this Access agreement is approved, we will include both the specifics of our fee structure and the investments made by the University, both in recruitment materials and activities, and in communications with all our stakeholders, including current and prospective students.

CONSULTING WITH STUDENTS

The key elements of this Access Agreement have been reviewed and developed in consultation with student representatives. The general terms of the current agreement have also been discussed with the University's Board of Governors, which includes student governors amongst its members.

In addition, the University will continue its programme of personal communication with our partner schools and colleges about the changes in general, in line with BIS communications; this will ensure that students are not deterred from coming to University because of concern over the perceived impact of changes in the funding mechanism for higher education.

Professor David Phoenix OBE

Vice Chancellor and Chief Executive

April 2016

APPENDIX I: LSBU ENROLMENT DATA (INDICATIVE)

LSBU 2015-16 ENROLMENT INDICATORS (STUDENT RECORDS 2015-2016, AS AT APRIL 2016)

Gender	Count	%
Female	7423	42.4%
Male	10100	57.6%
Other	2	0.0%
Grand Total	17525	100.0%
Student Status	Count	%
EU	1138	6.5%
Home	13557	77.4%
Overseas	1574	9.0%
Not Classified	1256	7.2%
Grand Total	17525	100.0%
Age Range	Count	%
21 or under	5237	29.9%
22 TO 24	2891	16.5%
25 to 39	6673	38.1%
40 and over	2724	15.5%
Grand Total	17525	100.0%
Ethnicity	Count	%
Arab	272	1.6%
Asian or Asian British - Bangladeshi	711	4.1%
Asian or Asian British - Indian	651	3.7%
Asian or Asian British - Pakistani	515	2.9%
Black or Black British - African	3157	18.0%
Black or Black British - Caribbean	893	5.1%
Chinese	195	1.1%
Gypsy or Traveller	2	0.0%
Information refused	504	2.9%
Mixed - White & Asian	129	0.7%
Mixed - White & Black African	193	1.1%
Mixed - White & Black Caribbean	201	1.1%
Not known	287	1.6%
Other Asian background	905	5.2%
Other Black background	197	1.1%
Other Ethnic background	388	2.2%
Other Mixed background	320	1.8%
White	8005	45.7%
Grand Total	17525	100.00%

Study Level	Count	%
First Degree	9824	56.1%
Other Undergraduate	3616	20.6%
Post Graduate	4085	23.3%
Grand Total	17525	100.0%
Disability	Count	%
In receipt of Disabled Students' Allowance	1440	8.2%
Information About Disabled Students' Allowance Declined	123	0.7%
No Disability	15179	86.6%
Not in receipt of Disabled Students' Allowance	783	4.5%
Grand Total	17525	100.0%
Students by School	Count	%
School Of Applied Science	1303	7.4%
School Of Arts And Creative Industries	1164	6.6%
School Of Built Environment & Architecture	2559	14.6%
School Of Business	2764	15.8%
School Of Engineering	1880	10.7%
School Of Health & Social Care	5777	33.0%
School Of Law And Social Science	2078	11.9%
Grand Total	17525	100.0%

APPENDIX II: LSBU SCHOOLS ENROLMENT DATA (INDICATIVE)

APPLIED SCIENCES (STUDENT RECORDS 2015-2016, AS AT APRIL 2016)

Gender	Count	%
Female	898	68.9%
Male	405	31.1%
Grand Total	1303	100.00%
Student Status	Count	%
EU	97	7.4%
Home	1146	88.0%
Overseas	60	4.6%
Grand Total	1303	100.00%
Age Range	Count	%
21 or under	689	52.9%
22 TO 24	219	16.8%
25 to 39	268	20.6%
40 and over	127	9.7%
Grand Total	1303	100.00%
Ethnicity	Count	%
Arab	24	1.8%
Asian or Asian British - Bangladeshi	56	4.3%
Asian or Asian British - Indian	67	5.1%
Asian or Asian British - Pakistani	49	3.8%
Black or Black British - African	195	15.0%
Black or Black British - Caribbean	74	5.7%
Chinese	7	0.5%
Information refused	30	2.3%
Mixed - White & Asian	11	0.8%
Mixed - White & Black African	21	1.6%
Mixed - White & Black Caribbean	22	1.7%
Not known	18	1.4%
Other Asian background	71	5.4%
Other Black background	17	1.3%
Other Ethnic background	36	2.8%
Other Mixed background	34	2.6%
White	571	43.8%
Grand Total	1301	100.00%
Study Level	Count	%
First Degree	978	75.1%
Post Graduate	177	13.6%

Other Undergraduate	148	11.4%
Grand Total	1303	100.00%
Disability	Count	%
In receipt of Disabled Students' Allowance	148	11.4%
Information About Disabled Students' Allowance Declined	8	0.6%
No Disability	1083	83.1%
Not in receipt of Disabled Students' Allowance	64	4.9%
Grand Total	1303	100.00%

ARTS & CREATIVE INDUSTRIES (STUDENT RECORDS 2015-2016, AS AT APRIL 2016)

Gender	Count	%
Female	677	58.2%
Male	486	41.8%
Other	1	0.1%
Grand Total	1164	100.00%
Student Status	Count	%
EU	102	8.8%
Home	879	75.5%
Overseas	183	15.7%
Grand Total	1164	100.00%
Age Range	Count	%
21 or under	843	72.4%
22 TO 24	160	13.7%
25 to 39	125	10.7%
40 and over	36	3.1%
Grand Total	1164	100.00%
Ethnicity	Count	%
Arab	12	1.0%
Asian or Asian British - Bangladeshi	24	2.1%
Asian or Asian British - Indian	20	1.7%
Asian or Asian British - Pakistani	27	2.3%
Black or Black British - African	73	6.3%
Black or Black British - Caribbean	46	4.0%
Chinese	11	0.9%
Information refused	40	3.4%
Mixed - White & Asian	15	1.3%
Mixed - White & Black African	18	1.5%
Mixed - White & Black Caribbean	23	2.0%
Not Known	12	1.0%
Other Asian background	21	1.8%

Other Black background	8	0.7%
Other Ethnic background	27	2.3%
Other Mixed background	32	2.7%
White	755	64.9%
Grand Total	1164	100.00%
Study Level	Count	%
First Degree	943	81%
Post Graduate	67	5.8%
Other Undergraduate	154	13.2%
Grand Total	1164	100.00%
Disability	Count	%
In receipt of Disabled Students' Allowance	116	10.0%
Information About Disabled Students' Allowance Declined	20	1.7%
No Disability	964	82.8%
Not in receipt of Disabled Students' Allowance	64	5.5%
Grand Total	1164	100.00%

BUILT ENVIRONMENT & ARCHITECTURE (STUDENT RECORDS 2015-2016, AS AT APRIL 2016)

Gender	Count	%
Female	481	18.8%
Male	2077	81.2%
Other	1	0.0%
Grand Total	2559	100.00%
Student Status	Count	%
EU	142	5.5%
Home	2256	88.2%
Overseas	161	6.3%
Grand Total	2559	100.00%
Age Range	Count	%
21 or under	649	25.4%
22 TO 24	625	24.4%
25 to 39	1070	41.8%
40 and over	215	8.4%
Grand Total	2559	100.00%
Ethnicity	Count	%
Arab	51	2.0%
Asian or Asian British - Bangladeshi	37	1.4%
Asian or Asian British - Indian	79	3.1%
Asian or Asian British - Pakistani	59	2.3%
Black or Black British - African	253	9.9%

Black or Black British - Caribbean	78	3.0%
Chinese	17	0.7%
Information refused	79	3.1%
Mixed - White & Asian	20	0.8%
Mixed - White & Black African	22	0.9%
Mixed - White & Black Caribbean	25	1.0%
Not known	32	1.3%
Other Asian background	103	4.0%
Other Black background	18	0.7%
Other Ethnic background	56	2.2%
Other Mixed background	45	1.8%
White	1585	61.9%
Grand Total	2559	100.00%
Study Level	Count	%
First Degree	1235	48.3%
Post Graduate	837	32.7%
Other Undergraduate	487	19.0%
Grand Total	2559	100.00%
Disability	Count	%
In receipt of Disabled Students' Allowance	148	5.8%
Information About Disabled Students' Allowance Declined	13	0.5%
No Disability	2267	88.6%
Not in receipt of Disabled Students' Allowance	131	5.1%
Grand Total	2559	100.00%

BUSINESS (STUDENT RECORDS 2015-2016, AS AT APRIL 2016)

Gender	Count	%
Female	1359	49.2%
Male	1405	50.8%
Grand Total	2764	100.0%
Student Status	Count	%
EU	362	13.1%
Home	1800	65.1%
Overseas	602	21.8%
Grand Total	2764	100.0%
Age Range	Count	%
21 or under	867	31.4%
22 TO 24	596	21.6%
25 to 39	1001	36.2%
40 and over	300	10.9%

Grand Total	2764	100.0%
Ethnicity	Count	%
Arab	50	1.8%
Asian or Asian British - Bangladeshi	264	9.6%
Asian or Asian British - Indian	151	5.5%
Asian or Asian British - Pakistani	141	5.1%
Black or Black British - African	557	20.2%
Black or Black British - Caribbean	128	4.6%
Chinese	84	3.0%
Information refused	118	4.3%
Mixed - White & Asian	19	0.7%
Mixed - White & Black African	31	1.1%
Mixed - White & Black Caribbean	17	0.6%
Not known	77	2.8%
Other Asian background	184	6.7%
Other Black background	33	1.2%
Other Ethnic background	81	2.9%
Other Mixed background	42	1.5%
White	787	28.5%
Grand Total	2764	100.00%
Study Level	Count	%
First Degree	1336	48.3%
Other Undergraduate	272	9.8%
Post Graduate	1156	41.8%
Grand Total	2764	100.00%
Disability	Count	%
In receipt of Disabled Students' Allowance	120	4.3%
Information About Disabled Students' Allowance Declined	9	0.3%
No Disability	2550	92.3%
Not in receipt of Disabled Students' Allowance	85	3.1%
Grand Total	2764	100.00%

ENGINEERING (STUDENT RECORDS 2015-2016, AS AT APRIL 2016)

Gender	Count	%
Female	299	15.9%
Male	1581	84.1%
Grand Total	1880	100.00%
Student Status	Count	%
EU	121	6.4%
Home	1453	77.3%

Overseas	306	16.3%
Grand Total	1880	100.00%
Age Range	Count	%
21 or under	709	37.7%
22 to 24	378	20.1%
25 to 39	646	34.4%
40 and over	147	7.8%
Grand Total	1880	100.00%
Ethnicity	Count	%
Arab	106	5.6%
Asian or Asian British - Bangladeshi	58	3.1%
Asian or Asian British - Indian	80	4.3%
Asian or Asian British - Pakistani	98	5.2%
Black or Black British - African	451	24.0%
Black or Black British - Caribbean	70	3.7%
Chinese	25	1.3%
Gypsy or Traveller	1	0.1%
Information refused	79	4.2%
Mixed - White & Asian	15	0.8%
Mixed - White & Black African	30	1.6%
Mixed - White & Black Caribbean	13	0.7%
Not known	38	2.0%
Other Asian background	158	8.4%
Other Black background	38	2.0%
Other Ethnic background	68	3.6%
Other Mixed background	39	2.1%
White	513	27.3%
Grand Total	1880	100.00%
Study Level	Count	%
First Degree	1479	78.7%
Other Undergraduate	188	10.0%
Post Graduate	213	11.3%
Grand Total	1880	100.00%
Disability	Count	%
In receipt of Disabled Students' Allowance	147	7.8%
Information About Disabled Students' Allowance Declined	13	0.7%
No Disability	1665	88.6%
Not in receipt of Disabled Students' Allowance	55	2.9%
Grand Total	1880	100.00%

HEALTH & SOCIAL CARE (STUDENT RECORDS 2015-2016, AS AT APRIL 2016)

Gender	Count	%
Female	4939	85.5%
Male	838	14.5%
Grand Total	5777	100.00%
Student Status	Count	%
Not Classified	1256	21.7%
EU	155	2.7%
Home	4301	74.5%
Overseas	65	1.1%
Grand Total	5777	100.00%
Age Range	Count	%
21 or under	703	12.2%
22 TO 24	573	9.9%
25 to 39	2912	50.4%
40 and over	1589	27.5%
Grand Total	5777	100.00%
Ethnicity	Count	%
Arab	14	0.2%
Asian or Asian British - Bangladeshi	75	1.3%
Asian or Asian British - Indian	176	3.0%
Asian or Asian British - Pakistani	50	0.9%
Black or Black British - African	1193	20.7%
Black or Black British - Caribbean	347	6.0%
Chinese	37	0.6%
Information refused	97	1.7%
Mixed - White & Asian	33	0.6%
Mixed - White & Black African	38	0.7%
Mixed - White & Black Caribbean	68	1.2%
Not known	74	1.3%
Other Asian background	284	4.9%
Other Black background	51	0.9%
Other Ethnic background	68	1.2%
Other Mixed background	84	1.5%
White	3088	53.5%
Grand Total	5777	100.00%
Study Level	Count	%
First Degree	2528	43.8%
Post Graduate	961	16.6%
Other Undergraduate	2288	39.6%
Grand Total	5777	100.00%

Disability	Count	%
In receipt of Disabled Students' Allowance	559	9.7%
Information About Disabled Students' Allowance Declined	47	0.8%
No Disability	4863	84.2%
Not in receipt of Disabled Students' Allowance	308	5.3%
Grand Total	5777	100.00%

LAW & SOCIAL SCIENCES (STUDENT RECORDS 2015-2016, AS AT APRIL 2016)

Gender	Count	%
Female	1447	69.6%
Male	631	30.4%
Grand Total	2078	100.00%
Student Status	Count	%
EU	159	7.7%
Home	1722	82.9%
Overseas	197	9.5%
Grand Total	2078	100.00%
Age Range	Count	%
21 or under	777	37.4%
22 to 24	340	16.4%
25 to 39	651	31.3%
40 and over	310	14.9%
Grand Total	2078	100.00%
Ethnicity	Count	%
Arab	15	0.7%
Asian or Asian British - Bangladeshi	197	9.5%
Asian or Asian British - Indian	78	3.8%
Asian or Asian British - Pakistani	91	4.4%
Black or Black British - African	435	20.9%
Black or Black British - Caribbean	150	7.2%
Chinese	14	0.7%
Gypsy or Traveller	1	0.0%
Information refused	61	2.9%
Mixed - White & Asian	16	0.8%
Mixed - White & Black African	33	1.6%
Mixed - White & Black Caribbean	33	1.6%
Not known	36	1.7%
Other Asian background	84	4.0%
Other Black background	32	1.5%

Other Ethnic background	52	2.5%
Other Mixed background	44	2.1%
White	706	34.0%
Grand Total	2078	100.00%
Study Level	Count	%
First Degree	1325	63.8%
Post Graduate	674	32.4%
Other undergraduate	79	3.8%
Grand Total	2078	100.00%
Disability	Count	%
In receipt of Disabled Students' Allowance	202	9.7%
Information About Disabled Students' Allowance Declined	13	0.6%
No Disability	1787	86.0%
Not in receipt of Disabled Students' Allowance	76	3.7%
Grand Total	2078	100.00%

Table 7 - Targets and milestones

Institution name: London South Bank University

Institution UKPRN: 10004078

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	HESA T1a - State School (Young, full-time, first degree entrants)	Young students who attended a state school or college in the state sector	No	2013-14	97%	99%	99%	99%	99%		Improve performance above benchmark
T16a_02	Access	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Young students who come from categories 4-7 of NSSEC	No	2013-14	51%	52%	53%	54%	55%		Improve performance above benchmark
T16a_03	Access	HESA T1b - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	Young students who come from a LPN using revised POLAR data	Yes	2013-14	7.6%	8.5%	8.5%	9%	9.5%		Long term outreach activity work with two external collaborative partners
T16a_04	Access	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Young students who come from a low-participation neighbourhood	No	2013-14	7%	7.5%	7.5%	8%	8%		Improve performance above benchmark
T16a_05	Student success	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Students no longer in HE	No	2012-13	13.7%	13%	12.5%	12%	12%		Improve performance above benchmark
T16a_06	Student success	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Students no longer in HE	No	2012-13	13.9%	13%	12.5%	12%	12%		Improve performance above benchmark
T16a_07	Student success	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	Students no longer in HE	No	2012-13	13.8%	13%	12.5%	12%	12%		Improve performance above benchmark
T16a_08	Student success	Other statistic - Completion/Non continuation (please give details in the next column)	FTUG students progression: level 1	No	2009/10	51%	70%	70%	75%	75%		Improve performance above benchmark
T16a_09	Student success	Other statistic - Socio-economic (please give details in the next column)	Completion to final award by young students who come from categories 4-7 of NSSEC	No	2012-13	73.7%	80%	83%	87%	90%	92%	Improve performance above benchmark
T16a_10	Progression	Other statistic - Progression to employment or further study (please give details in the next column)	Percentage of UG students progressing onto further work or study (DLHE) from a BAEM background	No	2013-14	20%	21.5%	22.5%	23.5%	25%	26%	Improve performance above benchmark

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	Outreach / WP activity (other - please give details in the next column)	Participants of outreach activities year 11 and below who come from LPN 1/2	Yes	2012/13	16%	28%	32%	35%	40%		Long term outreach activity work with two external collaborative partners

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

New collaboration with Into University and Sorrell Foundation will be LSBU's opportunity to engage in long-term, marked and monitored outreach activity with young people from the NSSEC Categories 4-7 and LPN schools and colleges at both pre and post 16.