



EST 1892

**London  
South Bank**  
University

# **ACCESS AGREEMENT**

## **2018/19**

**Become what you want to be**

## Contents

|  |    |
|--|----|
| 1) INSTITUTIONAL OVERVIEW, CONTEXT & INDICATORS.....         | 2  |
| 1.1) WIDENING PARTICIPATION INDICATORS (HESA 2015-2016)..... | 2  |
| 1.2) ACCESS SUCCESS (STUDENT RECORDS 2016-2017).....         | 3  |
| 2) STRATEGIC AIMS, AREAS OF FOCUS & TARGET GROUPS .....      | 5  |
| 2.1) TARGET GROUPS .....                                     | 5  |
| 3) PROJECTS, INITIATIVES AND ACTIVITY .....                  | 8  |
| 3.1) ACCESS ACTIVITY .....                                   | 8  |
| 3.2) STUDENT SUCCESS ACTIVITY .....                          | 12 |
| 3.3) PROGRESSION ACTIVITY.....                               | 15 |
| 3.4) ADDITIONAL PROJECTS.....                                | 16 |
| 4) FEES, FINANCIAL SUPPORT & EXPENDITURE .....               | 19 |
| 4.1) FEE STRUCTURE.....                                      | 19 |
| 4.1) FINANCIAL SUPPORT .....                                 | 19 |
| 5) MONITORING, EVALUATION AND INCLUSION .....                | 23 |

## 1) INSTITUTIONAL OVERVIEW, CONTEXT & INDICATORS

In its 125<sup>th</sup> year London South Bank University continues to focus its work on transforming lives, communities and businesses. With a proud history of supporting access to education, this agreement demonstrates the University's ongoing commitment to ensuring continued support 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.

### 1.1) WIDENING PARTICIPATION INDICATORS (HESA 2015-2016)

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

- **98%** of our full-time first degree students came from state schools
- **57%** of our students were over the age of 21 on entry to the University

| Young Students who attended a school or a college in the state sector (POLAR3 definitions)                     |        |        |                             |
|--|--------|--------|-----------------------------|
| 2015/16  | No.    | LSBU % | London Adjusted Benchmark % |
| FT First Degree  | 13,090 | 97.9   | 95.3                        |
| FTUG   | 1,495  | 97.6   | 95.3                        |
| Other FTUG   | 105    | 94.6   | 95.1                        |
| Young Students who come from low participation neighbourhood (as denoted by its postcode - POLAR3 definitions) |        |        |                             |
| 2015/16  | No.    | LSBU % | London Adjusted Benchmark % |
| FT First Degree  | 135    | 9.2%   | 7.1%                        |
| FTUG   | 140    | 8.9%   | 7.0%                        |
| Other FTUG   | 5      | 5.3%   | 8.5%                        |

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| Mature students who have no previous HE qualification and come from a low participation neighbourhood (as denoted by its postcode-POLAR3 definitions) |     |        |                             |
|---|-----|--------|-----------------------------|
| 2015/16   | No. | LSBU % | London Adjusted Benchmark % |
| FT First Degree   | 75  | 5.3%   | 4.3                         |
| Other FTUG  | 0   | 2.3%   | 3.6                         |

## 1.2) ACCESS SUCCESS (STUDENT RECORDS 2016-2017)

The majority of our 2016/17 students are female (51%). 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.

| Gender             | Count         | %              |
|--------------------|---------------|----------------|
| Female             | 9,015         | 51.24%         |
| Male               | 8,576         | 48.75%         |
| Other              | 2             | 0.01%          |
| <b>Grand Total</b> | <b>17,593</b> | <b>100.00%</b> |

The majority of our students continue to be above the age of 21 on enrolment (57%), with the largest group falling into the 25-39 age range (30%).

| Age Range          | Count         | %              |
|--------------------|---------------|----------------|
| 21 or under        | 7,521         | 42.75%         |
| 22 TO 24           | 2,858         | 16.25%         |
| 25 to 39           | 5,288         | 30.06%         |
| 40 and over        | 1,926         | 10.95%         |
| <b>Grand Total</b> | <b>17,593</b> | <b>100.00%</b> |

There is no ethnic majority on campus. 44% of students come from non-white backgrounds. White students are however the largest single group (22%). 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                            | Count | %     |
|--------------------------------------|-------|-------|
| Arab                                 | 319   | 1.81% |
| Asian or Asian British - Bangladeshi | 665   | 3.78% |
| Asian or Asian British - Indian      | 562   | 3.19% |
| Asian or Asian British - Pakistani   | 515   | 2.93% |

|   |              |                |
|---|--------------|----------------|
| Black or Black British - African                          | 2767         | 15.73%         |
| Black or Black British - Caribbean                        | 739          | 4.20%          |
| Chinese   | 184          | 1.05%          |
| Gypsy or Traveller  | 0            | 0.00%          |
| Information refused                                       | 351          | 2.00%          |
| Irish Traveller   | 1            | 0.01%          |
| Mixed - White and Asian                                   | 110          | 0.63%          |
| Mixed - White and Black African                           | 165          | 0.94%          |
| Mixed - White and Black Caribbean                         | 189          | 1.07%          |
| Not known   | 2864         | 16.28%         |
| Other Asian background                                    | 734          | 4.17%          |
| Other Black background                                    | 177          | 1.01%          |
| Other Ethnic background                                   | 358          | 2.03%          |
| Other Mixed background                                    | 273          | 1.55%          |
| Other White background                                    | 290          | 1.65%          |
| White   | 3944         | 22.42%         |
| White - English, Welsh, Scottish, Northern Irish, British | 645          | 3.67%          |
| White - Irish   | 1720         | 9.78%          |
| White - Scottish  | 21           | 0.12%          |
| <b>Grand Total</b>  | <b>17593</b> | <b>100.00%</b> |

Approximately 11% of LSBU students enrolling in 2016/17 consider themselves disabled and the rate of students in receipt of DSA (7%) is in line with our subject mix and entry qualifications.

| Disability  | Count        | %              |
|---|--------------|----------------|
| In receipt of Disabled Students' Allowance              | 1190         | 6.76%          |
| Information About Disabled Students' Allowance Declined | 85           | 0.48%          |
| No Disability   | 15443        | 87.78%         |
| Not in receipt of Disabled Students' Allowance          | 875          | 4.97%          |
| <b>Grand Total</b>                                      | <b>17593</b> | <b>100.00%</b> |

**Note:**

A full profile of our 2016/17 enrolment data can be found in Appendix I. Please note that this is correct as at April 2017, but should be treated as indicative (pending final LSBU HESA return).

## 2) STRATEGIC AIMS, AREAS OF FOCUS & TARGET GROUPS

Our 2017/18 Access Agreement set out a clear strategic direction, balancing fee income against targeted investment in student support focused on retention, progression and attainment.

In 2018/19 we continue 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 continued widening access and participation activity to ensure we are 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, students with disabilities and other target groups
- **Increase** recruitment and progression of low participation neighbourhood students
- **Deepen** our relationships with partner colleges and our 'family' of education institutions through outreach and collaboration
- **Grow** numbers of applicants and entrants to HE from Partner Schools and Colleges

In addition to the above, we also recognise that simply supporting students into higher education is not enough. Our 18/19 Access Agreement also significantly focusses on much more detail 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.

Our key strategic aims supporting success and progression of student from target groups include:

- **Increase** academic success, with more students successfully completing year one of their course and moving into year two
- **Understand** better the barriers to success between different groups of students
- **Grow** the numbers of students achieving a 'good degree'
- **Develop** our approach to inclusive teaching practice ensuring all students receive fair, balance, inclusive and representative teaching experience
- **Support** students in developing their employability skills, enabling progression into graduate level roles

### 2.1) TARGET GROUPS

London South Bank University has always taken an open armed approached to student recruitment and support. 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, to ensure our work remains focussed; there are a number of specific groups that we target and monitor to ensure we are providing the necessary additional support in terms of access, student success and progression. These are 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 particular focus for London South Bank University and in-line with sector-wide guidance include:

### **2.1.1) 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 attend Access HE and Aim Higher Care Leaver forums 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 boroughs to identify any additional support and resource we can offer care leavers via their pre-planned activity

### **2.1.2) STUDENTS FROM BLACK, ASIAN OR MINORITY ETHNIC BACKGROUNDS**

Although our location in London means that in terms of Access, and as demonstrated through our student demographic details in Appendix 1, we have performed consistently well for a number of years. However, within the broad classification of BAME, when considering multiple layers of disadvantage e.g. black Caribbean boys from a low-income family, there is still work to do in terms of Access, as well as in Success and Progression.

Deepening our outreach work in areas where these complicated issues are prevalent continues to be a priority in terms of access, and more detail analysis and investigation into the barriers for these specific students in terms of progression and success now takes a priority across the institution.

### **2.1.3) STUDENTS WITH DISABILITIES**

As well as specific outreach activity with students with disabilities, led by LSBU and in collaboration with partners, we know from our evaluation forms that around 2% of those who attend our events declare a disability. In line with our ethos to offer opportunity to those who wish to take it, we also ensure that our outreach activity is inclusive with BSL interpreters and ambassador guides available for those who need it.

Staff from LSBU's department for Student Support and Employability 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.

Our Student Wellbeing service comprises Disability and Dyslexia Support and Mental Health and Wellbeing. We provide information, guidance and specialist support to students who have a disability, specific learning difficulty, long term medical condition, or mental health condition. Prospective students can contact the team for advice about support and study at the university including meeting with an adviser one to one. The team contacts all students who declare a disability on their application and works closely with applicants in the months leading up to their enrolment to ensure that they have access to appropriate support. The team is based at the main Southwark campus with a regular presence and appointments at our Havering campus. Figures for

2015/16 show that failure rate was halved to 6% for disabled students with whom the service works to provide DDS support, compared with 12% for those without support.

Our Mental Health and Wellbeing team work one to one with students offering short term advice and support, including referrals to specialist counselling, as well as coordinating a range of workshops and events across the University, and offering training and workshops to staff. The LSBU also benefits from the support of a link psychiatrist. In 2016, the Student Wellbeing service has focussed on enhancing the support available to students, particularly mental health support. An online emotional self-help tool, SilverCloud, has been purchased – between October 2016 and March 2017, nearly 200 students have accessed SilverCloud, over 75% of whom self-referred (not via traditional 1:1 adviser signposting). This demonstrates the need for alternative paths to emotional support and ensures that support is available to all students, including those who would not want to meet with the team face to face. Additionally, the Mental Health team have very recently become trained trainers under Student Minds' 'Look After Your Mate' scheme in order to give our students the knowledge, confidence and skills they need to support their friends at university.

#### **2.1.4) MATURE LEARNERS AND RETURNERS TO EDUCATION**

London South Bank University has a high proportion of mature learners who often balance study with caring commitment. 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.

#### **2.1.5) STUDENTS FROM LOW PARTICIPATION NEIGHBORHOODS**

A proactive approach to supporting students from London, low participation neighbourhoods (LPN) will be central to LSBU's outreach work over the next few years via work with our collaborative partners but also independently.

Via LSBU lead outreach activity we will continue to work with schools based within LPN localities offering a range of tailored activity which supports learners in those schools from Year 6 through to Year 11.

To complement this work we are working collaboratively with AccessHE, Aim Higher London South and Linking London with their National Collaborative Outreach Programme activities which are also targeting young people from LPN neighbourhoods in London.

#### **2.1.6) 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:

- Working class students, particularly white British males
- Young carers and those with significant caring responsibilities
- Females in areas of historical low participation (construction / STEM subjects)



### **3) PROJECTS, INITIATIVES AND ACTIVITY**

#### **3.1) ACCESS ACTIVITY**

Outreach will 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 based primarily in our home borough of Southwark although our work with the Children's University stretches across into Lambeth. Our main aim in this area is to raise the aspirations of children who come from families with little or no experience of higher education.

Our Vice President (Development) is the Chancellor of the Lambeth 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.

An extensive development of our standard outreach work for primary students now includes group mentoring activities, and longer programmes of engagement focussed around building – confidence and resilience through activities like sports, creative writing, applied careers workshops and activity around applied maths and literacy skills.

In addition to this, our recent collaboration with Into University gives LSBU an opportunity to work with primary school aged children through long-term engagement. This 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.

#### **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.

Through our London based support of the new National Collaborative Outreach Programme we will re-focus a significant part of our outreach activity on reach those specific pockets of disadvantage,

providing opportunity to students in low participation neighbourhoods.

We are also working collaborative with Lambeth College and Lambeth Council on a two year project focussed specifically on improving attainment for young people in Lambeth. With a full programme of activity both wide-reaching and tailored for specific target groups including care-experienced children, BME underachievers, 'gifted and talented' young people and those with special education needs, this work will enable LSBU to deepen its relationships across the borough and support students in terms of access to education post-16.

### **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 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 which are supported by pre-enrolment workshops to help ease the transition into University and pre-enrolment library access

### **BUILDING CAPACITY AND RAISING ATTAINMENT**

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.

We are focusing more of our outreach work with local schools around supporting initiatives to raise attainment rather than just raise aspiration. In 18/19, working predominantly with our two sponsored schools (University Academy of Engineering Southbank and University Technical College Southbank) LSBU will be working closely with staff to identify benchmarks, targets and appropriate activity to make a step change. During 15/16 and 16/17 we have been testing out various initiatives to explore what types of interventions make a difference including:

- Mentoring students (group and one-to-one) with a focus on study skills and exam preparation
- Providing opportunity for students to use University facilities guided by University lecturers

Initial pilot projects include group mentoring pre-SAT's with a local year 6 group of students from a local school and a partnership with a local college which enabled them teach elements of their curriculum in LSBU facilities supported by LSBU staff and students. Success measures will include:

- Student engagement in class – anecdotal pre and post intervention
- Absence levels – recorded pre and post intervention
- Improvement in attainment - recorded pre and post intervention with
- Student feedback – personal journey reflection
- Parental feedback - recorded pre and post intervention

Over the next sixth months, as well as evaluating the activity already delivered in terms of improved attainment we will be formalising additional activity to be delivered during 17/18 and beyond so we can begin our journey to supporting attainment raising through intervention which complements formal teaching.

Through our Access and Widening Participation Working group we will also be inviting other Universities and Schools to share with us what activity is working for them which will enable us to develop our own work.

#### **PARTNERSHIP AGREEMENTS (PA's)**

Partnership 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 partnership agreement demonstrate that agreements are effective vehicles for increasing access, creating stronger aspiration to higher education where this may have been in doubt.

During 18/19, to further strengthen our relationships with local colleges and school our PA's, which have traditionally focused on a wide range of support for students at level 3, will extend to include support for students at Key stage 3 and 4 with support for year 6 students wherever possible.

PA's also encourage staff from HE and FE to share expertise in curriculum design and in some cases teaching. Throughout 2016/2017 we have hosted a number of groups from partner colleges on campus to teach using LSBU facilities with support from LSBU staff and students. 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 an ongoing 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 for BTEC students.

### **STUDENT AMBASSADOR SCHEME**

Student ambassadors support much of our outreach work, and we will continue to recruit, train and employ around 160 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 LSBU's 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 London South, 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**.

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 17/18 and 18/19 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, Ta Chi, 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.

Our **Library and Learning Resources team** also collaborate across the borough to assist those starting or considering starting a degree programme. In 2017 a pilot set of workshops will be delivered collaboratively with 12 Southwark libraries which will be enhanced and continued if successful.

### 3.2) STUDENT SUCCESS ACTIVITY

#### **TRANSITION**

A number of projects have been developed focussing on the start of a student's time at LSBU. This includes a transformed Welcome Week, ensuring that students get the information they need to feel comfortable and confident in their university. 85% of students found the revised 'welcome to school' activity in 2016/17 a positive experience. Our Library and Skills for Learning teams have introduced a range of pre-enrolment workshops to help ease the transition into University with over 100 workshops delivered over the summer of 2016, in collaboration with Skills for Learning. Students were also given pre-enrolment access into the library in order to prepare for their courses.

#### **LEARNER ANALYTICS AND STUDENT DASHBOARD**

Our engagement interns (new graduates working in each of our schools) and personal tutors use the student dashboard to contact and support individuals at risk more effectively. Student engagement data will be incorporated into student profiles in order to improve the university's ability to identify students at risk earlier, and intervene via personal tutors and the student engagement interns. The final phase of the dashboard development will allow us to predict student cohorts at greatest risk of non-progression and increase integrated support to them.

#### **WITHDRAWALS AND INTERRUPTIONS**

In 2015/16 438 students interrupted their studies and 605 students withdrew entirely by completing a form and submitting it to their school office. The lack of a University-wide process for interruption and withdrawal that included a face to face meeting with an appropriate member of staff and advice on the options available was acknowledged.

During 2016/2017 a new process was put in place to offer more personalised support to students who were considering interrupting their studies or withdrawing all together.

Working closely with course teams and schools, students were offered detailed advice and guidance about the additional support available to them if they were struggling with their course, and also advised on the different consequences of their decision.

Often small, simple changes, like additional support with maths or signposting to appropriate financial or wellbeing support made a significant impact on students' decision-making about continuing their study. In 2016 121 students used this service and 34% remained enrolled on their programme. Comparing data from September 2015 to March 2016 and from September 2016 to March 2017 there has been a 14% reduction in withdrawals.

## **STUDENT SUPPORT**

The Department of Student Support and Employment provides a 'one stop shop' approach to student support currently housed in the Student Life Centre, a dedicated student space shared with the Students' Union. Fronted by a team of expert-generalists, specialist teams include: accommodation advice; fees and bursaries advice; funding, finance, budgeting and debt advice; disability and dyslexia support including access to SpLD assessment; mental health and wellbeing support including referral to counselling; conciliation. The Student Life Centre receives over 1,000 enquiries a week, and is a focal point for students – the helpdesk has early morning and evening opening times to meet the needs of part time and working students. An enquiry management project is being launched this year which includes the accessibility of and contact methods with support staff in its scope – this may lead to changes in location/opening times/modes of access for support and helpdesks, led by evidence and the needs of our students.

LSBU's Library helpdesk sees 9400 enquiries per month. In order to be accessible, for example for part time students and those on workplace based courses, the library helpdesk is open until 9pm during term-time weekdays. In 15/16, Library and Learning Resources delivered 826 information/digital literacy workshops to develop student academic skills. Although mostly delivered as part of the curriculum they were also available at evenings and weekends to be as inclusive as possible. In addition, LLR staff delivered 972 personal tutorials to support students' information/digital literacy development.

The Skills for Learning team offer embedded support in curriculum, workshops, drop-ins and 1:1 support for core academic skills from pre-enrolment to final project with a clear focus on the first, and arguably most difficult, year – this support improves students' access to their course learning, regardless of prior educational experience. Interactive learning development sessions in modules with lower pass rates are tailored to the specific discipline and assignment, and focus on academic processes like writing, analytical and evaluative thinking, mathematical reasoning or the processes involved in enquiry-based learning. A total of 39 modules across all Schools included one or more learning development session in 2015/6. There was an average of 11% improvement in first attempt pass rates compared with 2014/15. The extent of the improvement in the pass rate directly correlated with the number of embedded learning development sessions. This evidence of success is being used to consolidate and extend this approach.

## **INCLUSIVE CURRICULUM**

An inclusive curriculum, which is representative and supportive of the whole student body is an area of strategic focus for the University. 44% of our student body identifies as being from a non-white background, yet on the whole these students do not perform as well as their white counterparts in terms of student success and student progression.

Having identified a clear disparity in student success, academic achievements and progression, between differing ethnic groups, particularly between white and non-white students, coupled with a very diverse student population London South Bank University is committed to achieving a bronze award through the Race Equality Charter in the next 18 months.

Providing us with a much deeper understanding of the current challenges for all of our students,

particularly those from non-white backgrounds, this work will aid us in developing a well-rounded and inclusive teaching practice giving more opportunity for students to thrive.

Not only will work in this area allow teaching and planning staff to evaluate the breadth of our teaching practice in terms of fair representation of all ethnic backgrounds, it will also give opportunity to review and effect change in approaches to teaching and learning styles acknowledging that all of our students learn in different ways.

It will also aim to address any inequality amongst teaching and support staff at the university, bolstering progression of staff from underrepresented ethnic backgrounds to more senior and visible roles, creating clear role models for our student community

Throughout this piece of work we will be identifying areas of underperformance across the student body and monitoring how the changes we make impacts those different groups with the key aim of vastly reducing the gaps between students from all ethnic backgrounds in terms of achievement.

### **STUDENTS' UNION**

The Students' Union Advice Service, offers free confidential and impartial advice to any student facing a difficulty related to their student experience. SUAS between March 2016 and March 2017 supported 647 clients, who faced significant difficulties with their studies. 81% of whom who shared their ethnicity, were from a non-white background. Of those who shared data around disabilities 32.4% of the clients we supported declared they had a disability



### 3.3) PROGRESSION ACTIVITY

#### **GRADUATE LOYALTY SCHEME**

Aimed at supporting students to progress onto further study, once they have completed their undergraduate degree course, LSBU's Graduate Loyalty Scheme aims to reduce the financial burden of postgraduate study costs and encourage academic excellence at undergraduate level.

The scheme offers undergraduate students progressing onto a postgraduate course at LSBU a 10% tuition fee discount which rises to 25% for those students who achieve a good degree (2:1 or higher).

It also offers similar discounts for students progressing from taught to research based postgraduate study.

#### **EMPLOYABILITY**

As part our 2020 vision, we are committed to giving our students opportunities to meet and learn from the experiences of professionals in their sector and entrepreneurs running their own businesses. The University works closely with its students to equip them with the skills and experience they need to help with their future careers. We work with a range of businesses to develop routes for students to access placements, internships, industry insight, professional work experience and graduate opportunities.

In 2016, LSBU introduced a placements commitment to all undergraduate students, of the guaranteed offer of a placement, internship or professional experience opportunity during their studies and in 2017 will be launching a Recruitment Agency on site, to work closely with students to gain part time work in the University and in the local borough. This will complement the placement promise with a focus on giving our student's real world employment experience and starting the development of networks through which they will find future career opportunities as a key part of our academic delivery.

LSBU students are actively encouraged to participate in our paid and volunteering schemes as these types of activity help students to develop their skills, improve confidence, strengthen engagement with their course of study and ultimately improve their academic attainment during their study.

Critically, support from the Employability Service is available to LSBU alumni for up to two years after graduation.

#### **ENTERPRISE AND BUSINESS SUPPORT**

Student Enterprise run start up programmes, talks and workshops, competitions and challenges to internships and consultancy. All these opportunities develop our students' employability and confidence, creating future leaders whether they set up their own business, or work for someone else. Opportunities continue after graduation, supporting graduate progression. For example, the Graduate Entrepreneurship Scheme (GES) is open to LSBU graduates who have a business idea they've validated and/or are at the early stages of running their business or social enterprise, running alongside an International Graduate Entrepreneur Scheme.

#### **DIGITAL SKILLS TRAINING TEAM**

Our Digital Skills Training Team offer training and assessment for recognised IT qualifications, such as Microsoft Office Specialist, to improve student employability. In 17/18, we plan to open a Digital Skills Centre that will be open to the public and offer a broader range of qualifications, from entry level to more advanced skills.



## **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

## **3.4) ADDITIONAL PROJECTS**

### **LONDON SOUTH BANK EDUCATION GROUP**

The University's long term commitment to access and raising aspiration within the local community is clearly demonstrated by an increasing approach to continued life-long learning.

The **London South Bank Education Group** brings together a family of likeminded, specialist educational providers that share a single goal - to transform lives, businesses and communities through the development and delivery of high quality, innovative courses that provide access to opportunity for learners of all ages in South London and beyond.

With distinct provision spanning technical, vocational and academic pathways, the London South Bank family enables learners to develop their knowledge, skills and experience in an environment best suited to their learning needs, whilst benefiting from collaborative working, shared services and additional support delivered by the group.

The family consists of **London South Bank University**, a Multi Academy Trust (comprising a **University Technical College** and an **Academy School**), **Lambeth College** and a commercial arm, **South Bank University Enterprises LTD**.

By working together to deliver enterprising, applied learning that both educates and develops real world skills, the London South Bank family will shape the future of education, industry and our learners.

The University Engineering Academy South Bank, 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. The South Bank Engineering UTC (University Technical College) in Brixton opened in September 2016 with an initial intake of 150 students and is already oversubscribed for September 2017. 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.

### **SATURDAY CLUBS**

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 predominately in areas of our local boroughs 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.

### **SUMMER FESTIVAL**

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 2017. If successful this will become an annual fixture in our outreach plans.

### **HIGHER APPRENTICESHIPS**

LSBU is one of the leading modern Higher Education institutions offering Degree Apprenticeships, having welcomed our first cohort in in September 2015. From 2017 we are expanding our apprenticeship provision with 8 new apprenticeships being developed in Engineering, Construction, and Business. Key to the success of the project at LSBU will be the strengthening of its relationships with its network of further education colleges, including Lambeth College and Lewisham and Southwark College as well as with industry. This benefits students for whom traditional modes of higher educational delivery may not fit their needs, particularly adult learners and students with dependents.

### **ACADEMY OF SPORT**

LSBU's Academy of Sport is a critical part of LSBU's community outreach, using sport and wellbeing to offer fitness, social, and educational opportunities to children, young people and adults at the same time as an opportunity to experience an HE environment. The Academy of Sport are registered with the Inclusive Fitness Initiative (IFI) programme and in collaboration with the English Federation of Disability Sport to ensure access to people with disabilities. We are committed to find further opportunities to bring together sport and higher education as an outreach and access activity through the Academy of Sport.

### **ARMED FORCES COVENANT**

In the academic year 2016/17 LSBU not only signed the Bronze Armed Forces Covenant but were also nominated for the Silver Award. The Armed Forces Covenant is a promise from the nation to those who serve. It says we will do all we can to ensure they are treated fairly and not disadvantaged in their day-to-day lives. This includes offering injured servicemen and women and bereaved families extra support where appropriate. As part of our commitments and with a view to aiding our widening participation strategy, LSBU has pledged the following:

- We will work closely with military families whose children attend LSBU's associated FE colleges, local schools, sixth forms and University Technical College Years 10-12 to ensure we are providing them preferential access opportunities to Higher Education.
- We will honour Enhanced Learning Credits (ELCs) across a range of LSBU courses.
- LSBU will commit to support the Armed Forces Community including Cadets, Spouses and families with developing their enterprise skills either through access to our internal

entrepreneurship events or through our wider external enterprise partners including European funded initiatives.

- Endeavour to work with the Armed Forces Community to offer teaching opportunities to our students across multiple disciplines and build on the work currently undertaken through our Occupational Health and Workplace Health Degrees.
- Provide an internal staff and student network for those who fall into the scope of the Armed Forces Community including families and spouses

#### **4) FEES, FINANCIAL SUPPORT & EXPENDITURE**

In 2018/19 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.

##### **4.1) 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 £6,935 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 now that the changes to NHS bursary provision have been confirmed.

##### **4.1) FINANCIAL SUPPORT**

Finance remains a significant challenge for our students. Knowing the major challenge that finance poses for our student's affects the support we offer and we are planning to deliver an extended range of 'in-year' financial support focussed on assisting students succeed in their studies.

In the 16/17 year we have continued our professional collaboration with the Citizens' Advice Bureau, providing our students access to an expert CAB debt adviser. We have simplified the process through which students can apply for additional financial support during their studies, with just one application needed to access a range of LSBU funding through our Student Life Centre. Information about support is clearly communicated to students at enrolment and throughout study and our Student Life Centre has strong referral routes with the Students' Union to ensure that wherever a student seeks advice, they are directed to support.

##### **ACCESS BURSARY**

Our 2018/19 support package will provide up to 100 £1,000 scholarships for students beginning their higher education in 18/19, paying fees of £9,250 (or the maximum in regulated fees) from our target groups.

These awards will be made automatically towards the end of year 1, semester 1 and will be allocated at the beginning of year 1 semester 2.

We will give priority to the following applicants in the first instance:

- a. Care experienced applicants
- b. Those with a family income of £25,000 or less, starting from a zero base

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.

Whilst the University has decided to scale back the amount of financial support available up front, we will be investing in our provision of financial support to ensure students are able to access financial support at the most critical times throughout their study. This decision has been made in line with recommendations and best practice from across the sector coupled with our own evaluation of the impact of up-front financial support for students from disadvantaged groups.

### **CARE LEAVER TRAVEL GRANT**

In addition to the Access Bursary, Care experienced students are eligible to apply for up to £1,000 per year to cover travel costs to and from LSBU. Care students are identified as those students who have been in the care of a Local Authority for at least 13 weeks during which they reached their 16<sup>th</sup> birthday. Students must be under the age of 25 at the time they started their course and should have applied for their full student support entitlement. The annual fund is £60,000. In addition, a further £30,000 of operational expenditure is targeted at support that will have particular benefit to care leavers in terms of retention and attainment.

### **HARDSHIP FUND**

The Hardship Fund exists to provide financial support to students who experience events outside of their control that directly contribute to financial hardship. The University defines hardship as lacking funding to the extent that a student cannot afford the basics of life, for example accommodation, food, childcare, and has none of their own savings. The fund is £112,000 per annum and the limit on awards is £500, though this can be increased at the discretion of the Hardship Panel.

### **ENRICHMENT FUND**

To further support student success, particularly for those students who have caring and other financial commitments on top of their studies, a new fund focussed on providing additional support to students wishing to undertake career enhancing activity will be introduced. £100,000 per annum will be available to support students looking to engage in various activities such as internships and travel overseas to participate in educational activity.

Although some funding via programmes like Erasmus already exists, this often does not account for potential lost earnings or additional caring responsibilities which students at LSBU have to consider.

Access to supplementary funding to assist with these additional costs will enable LSBU's most financially restricted students an opportunity to broaden the activity they undertake alongside their studies. This will improve attainment during study as well as improve graduate outcomes.

### **EMERGENCY FUND**

All students can apply for a discretionary payment that enables them to continue with their studies. Support can be requested for travel expenses, living costs, emergencies and certain debts. Students will be offered a package of support and advice to ensure that they have the best possible chance of

staying and succeeding at LSBU. The fund is £105,000 per annum and the limit on awards is £500, though this can be increased at the discretion of the Director of Student Support and Employment.

### **DSA EQUIPMENT CONTRIBUTION FOR STUDENTS WITH DISABILITIES**

LSBU provides means-tested support for the £200 student contribution to a laptop through DSA via the University's Student Advice team. This ensures that no student has to go without key support because of their financial situation. Additionally, by applying via the Student Advice team, students are linked in with other financial support that may be available to them. To receive the contribution, students must have had their DSA support approved by their funding body and meet the same definition of hardship used to determine emergency and hardship funding.

### **ADDITIONAL FINANCIAL SUPPORT**

Currently LSBU also offers a range of bursaries and funding including targeted and universal support. For example, the **Lawrence Burrows Scholarship** is awarded through the Lawrence Burrows Educational Trust and is open to applications from full-time, undergraduate students from a West Indian or Asian background. The **British and Foreign School Society** make an annual allocation to LSBU to support good quality students, up to the age of 30, training to be teachers, in financial need (includes the BFSS and Alfred Bourne Trusts). LSBU's **Academy of Sport** runs one of the largest sports scholarship programmes in the UK, with a scholarship of up to £3,000 open to students playing basketball at a defined high level of performance, and a bursary of up to £1,500 open to students participating in any sport. The **Vice-Chancellor's Scholarship** programme is open to applicants with a conditional or unconditional offer on an LSBU post-graduate programme who can demonstrate academic excellence and commitment to their future career, ensuring that the cost of further study does not deter students and our alumni from a potentially life-changing opportunity.

**WIDENING PARTICIPATION EXPENDITURE**

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

| <b>Estimated Widening Participation Expenditure</b>                |                    |
|--|--------------------|
| <b>Activity</b>  | <b>Expenditure</b> |
| 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            |
| <b>Total</b>   | <b>11,667,837</b>  |

In terms of OFFA countable spend we anticipate spends of around £1.088m on access opportunities, £100k on up-front financial support and £2.270m on student success and progression initiatives, totalling £3.459m. This is equal to 15% 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.

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.

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.

To support this new working group, led by Pro Vice Chancellor (Student Experience) will assume responsibility for tracking and monitoring activity at an operational level, as well as preparing future Access Agreements and monitoring returns. Membership of this working group has breadth across the University including professional support services, academic staff and the Students' Union. It will seek to invite guests as appropriate from within the University and across the sector to facilitate sharing of best practice and identify potential collaborative work.

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.

The financial support offered through this agreement to our students is monitored and evaluated to ensure we are providing the appropriate levels of support at the point when it is needed most, to ensure students are able to succeed here. There has been a significant move away from up-front financial support across the sector which has been reflected in this access agreement. Although we have reduced the amount of up-front financial support, financial support for students when they are here is more robust than ever. To help us make this decision, as well as anecdotal evidence, our own evaluation has shown that despite up-front financial support, one of our key target groups of students has made less progress in terms of student success over a three year period. The progress in term of student success for students outside of this group has improved over the same three year period. We are now rolling out this evaluation more widely to all students who have received up-front, as well as on-board financial support to give us a better steer on future financial support packages.



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.

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:

- a. Investment in advanced Learner Analytics capability
- b. Student Attendance Monitoring (utilising 'swipe card' technology to track attendance)
- c. VLE and library system log-in data analysis to assess engagement
- d. 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.

## **EQUALITY AND DIVERSITY**

Inclusivity is one of LSBU's five core values and we continue to work to promote an inclusive and equitable environment for all. Our other values are Excellence, Professionalism, Integrity and Creativity.

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.

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.

LSBU is committed to equal access to our campus and students, staff and visitors can read access guides via DisabledGo to see summaries of our venues' accessibility and key features.

### **RACE EQUALITY CHARTER MARK**

As mentioned, LSBU is working towards achieving the Race Equality Charter Mark. We have begun to measure our current practice against required standards and work to enhance access, progression and outcomes for specific groups is aligned to our targets in this access agreement and to our commitment to address disparities between different groups of students.

### **EQUALITY AND DIVERSITY COMMITTEE**

Our Equality and Diversity Committee is chaired by a member of our Executive team, demonstrating the commitment within senior leadership to the E&D agenda. This committee oversees all our work in this area and some key highlights are articulated below. Learners at LSBU comment that regularly seeing academics at every grade representing diversity demonstrate that LSBU is a place where everyone can succeed. We are proud that of the 90 Black African Caribbean Professors in the UK that two hold positions among our seven Executive Deans.

### **EQUALITY NETWORKS**

We currently have four thriving Staff Equality Networks which provide social activities and are advocacy networks working in partnership with the University to foster a culture of equality and respect. Networks have senior staff champions and present students with role models and access to events which celebrate diversity.

- Equinet – black and minority ethnic network.
- Gendernet – network for all gender identities
- SONET – sexual orientation network
- dNet – disability network

These networks ensure that we are able to ensure that role models are available to the communities we work with both inside and outside of the University, 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

#### **STONEWALL**

LSBU maintains a robust position in Stonewall's annual workplace equality index and our participation in the programme reflects our commitment to equality and inclusion for lesbian, gay, bisexual and trans people.

## **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 DfE 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.

The Students' Union have been consulted on the 2018/19 Access Agreement through comment and contribution at its draft stage.

As our corporate strategy emphasises that students are participants in their learning and that student voice must be listened to we have a well-developed student representation system with student representatives on all our committees. Students are partners in the monitoring and evaluation of commitments in our Access Agreement. More than half the members of the Student Experience Committee (chaired by the Deputy Vice Chancellor) are students. The Students' Union President is a member of the annual professorial promotions panel.

Students' Union sabbatical officers are members of the Board of Governors.

This allows student representation an overarching understanding of the University's access, success and progression activity as well as full involvement in individual projects. For example, students have worked collaboratively with staff in the design of LSBU's 'Graduate Attributes' and 'Education Framework', initiatives with life-cycle student success and student partnership at their core. Our 'Students as Partners' project has already redesigned the student appeals process and led to a rapid resolution of most student complaints, as evidenced by a dramatic 84% reduction in issuing 'Completion of Procedures letters'.

In this, our 2018/19 Access Agreement, we recognise the need to return to a full consultation process with our students and Students' Union, as well as partner schools and colleges, from the early stages of designing access, success and progression activity through to implementation and monitoring. Therefore, and with recognition of best practice in the sector, we propose to create a 'Strategy for Access and Success Committee' (SASC) which will be responsible for planning, designing, writing, and monitoring LSBU's Access Agreement and activity in the future. The committee will be set up during the 17/18 academic year in order to plan and deliver LSBU's 2019/20 agreement. The Committee will

comprise students, Students' Union representatives, and colleagues from across the institution at all levels from Executive and governance to frontline academic and support staff, alongside representation from partner schools and colleges.

Professor David Phoenix OBE

Vice Chancellor and Chief Executive April 2016

**APPENDIX I: LSBU ENROLMENT DATA (INDICATIVE)**

**LSBU 2016-17 ENROLMENT INDICATORS (STUDENT RECORDS 2016-2017, AS AT APRIL 2017)**

| <b>Gender</b>                        | <b>Count</b>  | <b>%</b>       |
|--------------------------------------|---------------|----------------|
| Female                               | 9,015         | 51.24%         |
| Male                                 | 8,576         | 48.75%         |
| Other                                | 2             | 0.01%          |
| <b>Grand Total</b>                   | <b>17,593</b> | <b>100.00%</b> |
| <b>Student Status</b>                | <b>Count</b>  | <b>%</b>       |
| EU                                   | 1,412         | 8.03%          |
| Home                                 | 12,150        | 69.06%         |
| Overseas                             | 4,016         | 22.83%         |
| Not Classified                       | 15            | 0.09%          |
| <b>Grand Total</b>                   | <b>17,593</b> | <b>100.00%</b> |
| <b>Age Range</b>                     | <b>Count</b>  | <b>%</b>       |
| 21 or under                          | 7,521         | 42.75%         |
| 22 TO 24                             | 2,858         | 16.25%         |
| 25 to 39                             | 5,288         | 30.06%         |
| 40 and over                          | 1,926         | 10.95%         |
| <b>Grand Total</b>                   | <b>17,593</b> | <b>100.00%</b> |
| <b>Ethnicity</b>                     | <b>Count</b>  | <b>%</b>       |
| Arab                                 | 319           | 1.81%          |
| Asian or Asian British - Bangladeshi | 665           | 3.78%          |
| Asian or Asian British - Indian      | 562           | 3.19%          |
| Asian or Asian British - Pakistani   | 515           | 2.93%          |
| Black or Black British - African     | 2,767         | 15.73%         |
| Black or Black British - Caribbean   | 739           | 4.20%          |
| Chinese                              | 184           | 1.05%          |
| Gypsy or Traveller                   | 0             | 0.00%          |
| Information refused                  | 351           | 2.00%          |
| Irish Traveller                      | 1             | 0.01%          |
| Mixed - White and Asian              | 110           | 0.63%          |
| Mixed - White and Black African      | 165           | 0.94%          |
| Mixed - White and Black Caribbean    | 189           | 1.07%          |

|   |               |                |
|---|---------------|----------------|
| Not known   | 2,864         | 16.28%         |
| Other Asian background                                    | 734           | 4.17%          |
| Other Black background                                    | 177           | 1.01%          |
| Other Ethnic background                                   | 358           | 2.03%          |
| Other Mixed background                                    | 273           | 1.55%          |
| Other White background                                    | 290           | 1.65%          |
| White   | 3,944         | 22.42%         |
| White - English, Welsh, Scottish, Northern Irish, British | 645           | 3.67%          |
| White - Irish   | 1,720         | 9.78%          |
| White - Scottish  | 21            | 0.12%          |
| <b>Grand Total</b>  | <b>17,593</b> | <b>100.00%</b> |
| <b>Study Level</b>  | <b>Count</b>  | <b>%</b>       |
| First Degree  | 12,021        | 68.33%         |
| Other Undergraduate                                       | 1,560         | 8.87%          |
| Post Graduate   | 4,012         | 22.80%         |
| <b>Grand Total</b>  | <b>17,593</b> | <b>100.00%</b> |
| <b>Disability</b>   | <b>Count</b>  | <b>%</b>       |
| In receipt of Disabled Students' Allowance                | 1,190         | 6.76%          |
| Information About Disabled Students' Allowance Declined   | 85            | 0.48%          |
| No Disability   | 15,443        | 87.78%         |
| Not in receipt of Disabled Students' Allowance            | 875           | 4.97%          |
| <b>Grand Total</b>  | <b>17,593</b> | <b>100.00%</b> |
| <b>School</b>   | <b>Count</b>  | <b>%</b>       |
| Applied Science   | 1,232         | 6.88%          |
| Arts And Creative Industries                              | 1,384         | 7.75%          |
| Built Environment & Architecture                          | 3,062         | 17.11%         |
| Business  | 3,491         | 20.37%         |
| Engineering   | 2,647         | 15.30%         |
| Health & Social Care                                      | 3,600         | 20.40%         |
| Law And Social Science                                    | 2,177         | 12.19%         |
| <b>Grand Total</b>  | <b>17,593</b> | <b>100.00%</b> |

**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         | 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 | 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.