LSBU 2019-20 access and participation plan

Provider's name: London South Bank University

Provider's UKPRN: 10004078

Contents

1. Introduction

At London South Bank University, we have been creating professional, real-world opportunities for our students since 1892. We are champions of social mobility, providing teaching excellence that transforms the lives of both students and graduates from many different backgrounds. The University is located in a vibrant and ethnically diverse area of London that includes pockets of deprivation. Traditionally, there has been a low participation in higher education. As part of our mission 'to be recognised as an enterprising civic university that addresses real world challenges', we empower enterprising individuals from any circumstances by providing them access to top class higher education and a path to real employment.

The LSBU family of educational institutions offers learners the opportunity to transfer between technical, vocational and academic pathways, increasing access and participation in higher education. The LSBU family consists of:
- South Bank University Academy of Engineering (11-18 year olds)
- South Bank University Engineering UTC (14-19 year olds)
- South Bank University Enterprises Ltd
- We anticipate being joined by Lambeth College (subject to approval by both Boards.)

The latest addition to the family will provide an opportunity for local communities in south London, who will now be able to progress from secondary education into further education, higher education and postgraduate study.

LSBU's Corporate Plan 2015-2020 has identified four key outcomes: Student success, real world impact, access to opportunity, and strategic enablers. Led by the Director of Student Support and Employment, the Access and Participation Strategy Steering Group was set up in 2017 to develop a data-led strategy for access and participation.

In 2017 the Access and Participation Strategy Steering Group was set up and is chaired by the Director of Student Support and Employment.

2. Assessment of Current Performance

LSBU data focuses on five student lifecycle stages:
1. Access to University
2. Progression (Yr1 to Yr2 UG and Yr2 to Yr3 UG)
3. Retention rates
4. Degree attainment
5. Employment Outcomes (positive outcomes and graduate level outcomes)

Our data analysis includes examining:
a. Disparities between groups/cohorts with particular characteristics at each stage of the student lifecycle, and;
b. Progress of a particular group/cohort through their student lifecycle.
c. This enables us to improve our understanding of our student population and to set priorities for access and participation activities.

We have analysed our data for the following groups identified by the Office for Students as under-represented:

- Students from areas of low higher education participation
- Students with low household income and/or low socio-economic status
- Students of particular ethnicities
- Mature Students
- Disabled students
- Care Leavers
- People with specific learning difficulties and mental health problems
- Religion and Belief
- Sexual Orientation
- Gender reassignment

We have looked at the experience of students who have a combination of characteristics where we have access to data.

We do not currently gather data for the following: Carers, People estranged from their families, Refugees, Children of military families, Marriage and Civil Partnership, and Pregnancy and Maternity.

Our data on religion and belief, sexual orientation and gender reassignment is incomplete and needs to be developed. We hope our work on creating a safe and inclusive environment will improve engagement with questions relating to these areas.

2.1 Summary of LSBU identified issues

We have analysed information relating to differential outcomes, the level of difference from university average, size of cohort and trend over three years as key data drivers for identifying priorities. Other considerations include:
1) National Student Survey Data
2) Student Voice via our Students' Union, LSBSU
3) School and Subject level Data Analysis
4) Student Service feedback, service usage and evaluation
5) 18/19 Access Agreement Priorities.

The provision of management information is integral at LSBU, and staff are able to self-serve individual data requirements through the Management Information Knowledge Exchange (MIKE). This tool allows for the analysis of performance against a number of metrics including progression, continuation, DLHE and attainment through numerous student dimensions (gender, age, ethnicity etc.). This can be analysed at Institutional, School, Divisional or even course level and allows staff to understand relative performance levels in the areas of the institution relevant to themselves. As part of this tool, a pre-built dashboard allows for the analysis of student performance by School by a number of student demographic attributes.

POLAR data is an important proxy for measuring students with potential disadvantage. This however does not work well in London, particularly for institutions that recruit a large proportion of students from the local area. LSBU recruits 68.3% of its students from London and in total only 16.9% from POLAR 1 and 2 postcodes.

Issues identified as high priority are represented below alongside targets for each area.

3. Ambition and Strategy

Our highest priority issues, ambitions and key performance targets are articulated in this section of our report.

HESA non-continuation data shows our non-continuation rates for students from low-participation neighbourhoods is 15% against a benchmark of 9.9%, however this population only relates to 120 students (young, full-time, first degree, UK domiciled, POLAR 1 students) and the change from our previous non-continuation rate of 7.3% (under benchmark) demonstrates an increase of non-continuation (in student numbers) of 10 to 20 students. This has low statistical significance but we will be tracking the trend.

Cohort	Measure	2016/17 LSBU %	2016/17 LSBU Overall %	Difference from LSBU Avg	2016/17 Benchmark %(London Moderns with >5000 FTE) (where available)	Difference from Benchmark	2019/20 Target %
POLAR Band 1 and 2	Good Honours	66.5%	69.1%	-2.6%			+/- 2% of LSBU Average
BME	Progression Year 1 (FT First Degree)	72.7%	74.9%	-2.2%			+/- 2% of LSBU Average
BME	Good Honours	60.7%	69.1%	-8.4%	59.7%	1.0%	Within 5% of LSBU average
BME	Positive Outcomes	91.8%	94.4%	-2.6%	92.1%	-0.3%	+/- 2% of LSBU Average
BME	Graduate Outcomes	78.3%	82.2%	-3.9%	63.4%	14.9%	+/- 2% of LSBU Average
Black British African	Progression Year 1 (FT First Degree)	73.2%	74.9%	-1.8%			+/- 2% of LSBU Average
Black British Caribbean	Progression Year 1 (FT First Degree)	68.5%	74.9%	-6.4%			+/- 2% of LSBU Average
Black British Caribbean	Progression Year 2 (FT First Degree)	78.3%	84.2%	-5.9%			+/- 2% of LSBU Average
Asian British Pakistani	Progression Year 2 (FT First Degree)	81.5%	84.2%	-2.7%			+/- 2% of LSBU Average
Asian British Bangladeshi	Good Honours	51.8%	69.1%	-17.4%	62.6%	-10.8%	Within 10% of LSBU average
Black British Caribbean	Good Honours	60.2%	69.1%	-9.0%	56.7%	3.5%	Within 5% of LSBU average
Male BME	Progression Year 1 (FT First Degree)	65.5%	74.9%	-9.4%			Within 5% of LSBU average
Male BME	Progression Year 2 (FT First Degree)	75.3%	84.2%	-8.9%			Within 5% of LSBU average
Female BME	Good Honours	58.1%	69.1%	-11.0%	59.6%	-1.4%	Within 5% of LSBU average

Group	Measure						Target
Male BME	Positive Outcomes	87.9%	94.4%	-6.5%	91.0%	-3.2%	Within 3% of LSBU average
Male BME	Graduate Outcomes	72.3%	82.2%	-9.9%	63.3%	9.0%	Within 5% of LSBU average
Male and POLAR 1 and 2	Progression Year 1 (FT First Degree)	73.3%	74.9%	-1.6%			+/- 2% of LSBU Average
Male and POLAR 1 and 2	Progression Year 2 (FT First Degree)	77.7%	84.2%	-6.5%			+/- 3% of LSBU Average
Mature Students	Progression Year 2 (FT First Degree)	82.5%	84.2%	-1.7%			+/- 2% of LSBU Average
Disabled	Good Honours	66.4%	69.1%	-2.7%	66.8%	-0.3%	+/- 2% of LSBU Average
Specific Learning Difficulty	Good Honours	65.6%	69.1%	-3.6%	66.0%	-0.4%	+/- 2% of LSBU Average
Care Leaver	Progression Year 1 (FT First Degree)	59.0%	74.9%	-16.0%			Within 10% of LSBU average
Care Leaver	Progression Year 2 (FT First Degree)	82.8%	84.2%	-1.4%			+/- 2% of LSBU Average
Female BME in STEM	Access - % New Entrants	28.4%			41.0%	-12.6%	33.0%
Mixed Ethnicity	Access - % New Entrants	4.3%					7.0%
Care Leaver	Access - % New Entrants	0.5%					1.0%

Note: Introduction of Graduate Outcomes survey will make direct comparison to results under DLHE problematical.

3.1 Evaluation

LSBU takes an evidence-based approach to evaluation to ensure that access and participation activity is impactful. We employ a range of monitoring and evaluation activities to support this across access, success, progression into graduate level employment.

We have embedded reporting within our governance structure. The University Executive and the Board of Governors having oversight of plans and progress against milestones. In addition, at the start of the 17/18 academic year we set up a new decision making working group, reporting into University Executive. Chaired by the Pro Vice Chancellor, Student Experience, the Access and Participation Strategy Group not only shapes and develops LSBU's access and participation work, but working more strategically, aims to articulate clearly the University aims and objectives and develop a broad 'Theory of Change' to demonstrate long-term gains as well as shorter term success. This will ensure that although having a framework to accommodate annual changes to activity, our overall aims are not lost.

Evaluation methods vary, dependent on the activity or research undertaken. We use both quantitative and qualitative information to guide our work, however we will use the OFFA toolkit in assessing the impact of financial support.

Many of the measures referenced in our targets above (progression, employment outcomes etc.) are institutional KPIs and are therefore regularly reviewed at all levels of the organisation. These measures are also reviewed by protected characteristics. Academic staff are encouraged to self-serve information through a management information tool, and look to improve outcomes at local level, where variances of outcomes are identified by protected characteristics. Analysis of outcomes e.g. good honours attainment gap; is reviewed by the Quality & Standards Committee, which reports to Academic Board. Moving forward, the institution is looking to align quality assurance and performance management frameworks with the Teaching Excellence Framework (TEF), Race Equality Chartermark (REC) and Access and Participation Plan, to ensure a level of consistency in approach in reviewing measures that reflect the outcomes of LSBU students. This will also ensure an alignment with our approach to equality and access.

We are implementing the use of equality impact assessments as part of course monitoring and approval of new course provision. This was an action in our recent submission for the Bronze Race Equality Chartermark. We anticipate receiving the result of our Race Equality Chartermark submission in November 2018. We are increasing the integration of our Equality, Diversity and Inclusiveness Steering Group with our Race Equality Steering Group, to ensure alignment. There is already overlap, with the same staff leading across the areas, including our Pro-Vice Chancellor for Education & Student Experience and our Head of EDI, and common targets being set. Our commitments to narrowing the gap and promoting the equality of outcomes across protected characteristics were derived from our consideration of the Equality Act 2010.

The student voice is also an important part of the monitoring and evaluation work we carry out. As well as student membership of the Board of Governors (and its key sub-committees), Academic Board, Quality and Standards Committee, and Student Experience Committee. Students are also actively involved at School and course level, as course reps. Students' Union representatives participate in Access and Participation Working Group meetings, helping LSBU articulate wider aims for access and participation work, and input into shaping local delivery aiming to meet shorter-term goals.

We have a student body, which is representative of the local population in South London. Consequently student focus group activity, even where we do not specify its makeup, tends to be diverse. We consult specific groups about their experience too, for example in our preparation for the Bronze Race Equality Charter Mark submission, we surveyed all our students about their experiences of race and ethnicity at LSBU, analysing responses by respondents' ethnicity, and we also ensure that we consult with specific student societies. An example of this; is our Pro-Vice Chancellor for Education & Student Experience, meeting with our LGBT Society to garner their views about studying at London South Bank University.

4. Access, student success and progression activity and measures

Below is an overview of the activities and support measures we will undertake in 2019-20. We have divided these into general and regular activities and benefit a range of student groups and those that target particular cohorts.

4.1 General Activities

LSBU identifies priorities for activities, which are university-wide and designed to improve experience and outcomes for all students. Our expectation is that by undertaking general activities we will make both:

- improve experience and outcomes for individual access and participation groups alongside the wider student population; and
- reduce disparities of outcomes between groups.

4.2 Student Services

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. The focus of development is widening access to services via instant messaging and interactive frequently asked questions tools.

4.2.1   Student Wellbeing and Disability Services

Specialist advisers offer one to one appointments and drop-in sessions for students with disabilities and specific learning difficulties, and for those experiencing mental health issues.
LSBU collaborates with Brent Wandsworth and Westminster Mind to provide talking therapy to students. BWW Mind's Talking Therapies and Wellbeing Service is an IAPT-compliant, stepped care model using Cognitive Behavioural Therapy, with a solution based focus. In a supportive, trusting environment, students are able to explore challenges and difficulties with their counsellor and work towards achieving their goals. BWW Mind brings together the strength, expertise and diversity of three local charities with established roots in their respective communities, supporting mental health recovery and wellbeing and improving the lives of local people by offering responsive and innovative services. This is the first partnership between the University and a London local Mind: we are proud of this positive partnership with our local community, offering expert support to the benefit of our students.

LSBU employs the services of a clinical psychologist (via Brent Wandsworth & Westminster Mind) to ensure the safe running of the MHWB team – the link clinical psychologist offers second opinion assessments of LSBU students and regularly meets with the MHWB team, offering supervision, case advice, training and service development.

LSBU is reviewing and developing its student safeguarding activity including specific focuses (hate crime, sexual violence). This work includes development awareness and training for staff who support students, improving the way in which potentially vulnerable students and student groups are supported and signposted to services that will be of most benefit to them.

Wellbeing provide workshops with academics and schools on developing inclusive practice. This links to exam/assessment review, curriculum development, course review and validation, and the PG Cert HE for LSBU staff.

4.2.2   Library and Learning Services
The Library and Learning Resources Team provides access to a range of services, managed learning spaces, technology and learning materials to support the student journey, seven days a

week. A series of embedded workshops, drop-in sessions and over 1,300 one-to-one support tutorials are available to develop the key skills of information and digital literacy. The Digital Skills Centre launched in February 2018 to offer students and alumni a broader range of IT qualifications to enhance employability, with a public launch planned in 2019, opening access to the local community and local businesses.

4.2.3   Sport

LSBU's Academy of Sport uses the power of Sport and Physical Activity as the catalyst to enhance the lives of our students and local community. With an offer of participation opportunities in a wide ranging programme of sports, fitness and physical activities delivered on campus and in the community. Our Coach Education and Vocational Training opportunities provide access to enhance learning and employability prospects through the provision of 'short' courses delivered throughout the year, while our support of a strong and vibrant network of community partners offering participation opportunities for all students and members of our community ensures a wide presence of LSBU across the sporting community.

Academy of Sport registration with the Inclusive Fitness Initiative (IFI) programme and in collaboration with the English Federation of Disability Sport to ensure access to people with disabilities is available across all our services. We have evidence that shows that Academy of Sports membership is linked to increased retention.

4.3 General Access and Outreach Activities

4.3.1   Primary

LSBU has sponsored Lambeth Children's University (LCU) for 6 years now, with executive staff taking on the role of Vice Chancellor and several ceremonies per year on campus. Through this collaboration with LCU and the South London Schools Partnership LSBU is able to play a key role in providing broad support to children and their families across the borough. Secondary and Further Education.

Our Academy of Sport, Junior Activity and Holiday Sports Camp programmes provide a range of activities to inspire local primary school children to adopt a more physically active lifestyle, while developing physical literacy and developing familiarity with the University Campus in sessions led by our Sports Ambassadors.

4.3.2   Secondary and Further Education

Predominantly working in our surrounding boroughs of Lambeth, Lewisham, Southwark, Wandsworth, Croydon, Merton, Tower Hamlets, Greenwich, Newham, Bexley, Barking and Dagenham and Havering, LSBU fosters a range of partnerships with schools and colleges. These agreements facilitate delivery of both general supportive activities around progression to university, into employment and degree apprenticeships and IAG/CPD for staff alongside specific interventions that tackle both wider UK issues, identified by the Office for Students, and local issues we experience ta LSBU.

Activities include:
- Taster and experience days for children in years 7 through to year 13 across various subject areas
- Support for those applying to university
- Employability and degree apprenticeship focussed activity

- Access to LSBU study areas, skills for learning team, wellbeing and student services for those over the age of 18 on level 3 courses
- Events for staff from partner colleges working in both teaching and professional support roles providing IAG, workshops, networking and collaborative working opportunity
- Discounted entry criteria, guaranteed interview and transition support for students progressing to LSBU
- Access to LSBU facilities for teaching purposes, often supported by LSBU technicians, teaching staff and current students
- Current students, alumni, teaching and professional service staff supporting school activity in school through workshops and Q and A sessions
- The Academy of Sport's Youth and Community programme offers young people the opportunity to attend regular sports sessions such as our 'Hoops league' and 'Youth Gym' which provide a diversionary programme for local youths and the opportunity to regularly engage with University staff and students braking down many preconceived perceptions of University life.
- Our Elite Sports Scholarship offer provides athletes who are performing on the national and international stage with the opportunity to combine their high-level sports performance with academic studies improving access for athletes who may not have considered continued education. Our programme provides funding support, academic flexibility, training/coaching support and access to national and international competition.

4.3.3 Evaluation of Access Activities

Monitoring and evaluation of our Access takes place throughout the year and varies from project to project following OFFA recommended guidance.

Level one evaluation activity takes places as standard with our access activity and includes tracking engagement levels, obtaining basic data such as ethnicity or gender, and quantitative and qualitative student, staff and facilitator feedback. This approach allows us to make decisions on what type of activity is most popular, most useful and when this activity is most useful. It gives us an opportunity to sense check with partner institutions, make tweaks where necessary and identify delivery approaches that give us the opportunity to be as effective as possible.

Level two activity takes place often. Building on the basic evaluation activity, using tools such as before and after evaluation allows us to identifying changes in attitudes and understanding of key themes, following participation in activity. As our access work aims to either raise aspiration or improve attainment, our evaluation methods are linked back to answering questions which link to those two themes e.g. did participation in our Year 8 taster day improve participate understanding of how education can help solve real world problems in the community.

Level three evaluation activity is the next step for LSBU as it implements more complex, long-term collaborative access work. Ethics approval and detailed data collection will enable the evaluation of this type of access activity and aims to demonstrate cause and effect of a range of engagements.

4.4 General Progression Activities

4.4.1 Transition

Our Library and Skills for Learning teams have introduced a range of pre-enrolment workshops to help ease the transition into University with 101 workshops delivered over a three-week period, both at Southwark and Havering, in collaboration with Skills for Learning. Students have pre-enrolment access into the library in order to prepare for their courses.

The Centre for Research Informed Teaching (CRIT) incorporates Learning Development, Academic Development and Digitally Enhanced Learning. The Centre takes an inclusive approach to embedded learning development and to its opt-in workshops, drop-ins and 1:1 support, improving students' access to their course learning, regardless of prior educational experience. Targeted embedding focuses on courses with high numbers of students who have entered through non-traditional routes.

Other CRIT activities include a workshop series, an external speaker series and webinars designed to improve progression and attainment by developing academic staff in the areas of course design, teaching practice and assessment and feedback. Staff development opportunities aim to improve inclusivity within the curriculum.

4.4.2 Student and Sports 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.

Our Sports Ambassador Scheme offers students and community members the opportunity to graduate our programme with a range of accredited qualifications, transferrable skills, improved confidence and practical experience of sport delivered across the academy and the wider sporting community. The programme will utilise our Sports Ambassadors as positive role models for local children to aspire to Higher Education. Our Ambassadors experience the delivery sports coaching, administration and event management within schools, community and club settings across London.

4.5 General Employment Outcomes Activities

The LSBU Employability Service deliver student and employer facing activities for LSBU students and LSBU alumni for up to two years after graduation. They offer the following services:
- Jobshop. A face-to-face and online service for students for help with employability skills and applications for internships, placements and graduate opportunities. The Jobshop sees an average of 400 students a month for face-to-face appointments and over a 1000 online interactions through a dedicated Employability online resource.
- Business Development: Working closely with local and national employers and professional bodies to provide employment opportunities for students. The team also work closely with Industry on careers fairs, insight days and employer visits for students.
- Workshops: Weekly face-to-face workshops and online tutorials to develop graduate attributes and employability skills including mock interviews, CV writing and Linked in profiles.
- Placements Team: Working with course tutors to identify appropriate placements for students and providing support in the application process.
- LSBU Employment: In 2017 LSBU Employment, a temporary recruitment agency, opened on our Southwark Campus. The agency provides students and alumni with temporary roles within the University and in the local Boroughs of Southwark, Lambeth and Lewisham. The

agency is accessible 24/7 and in the first 6 months had over 600 registrations from students and graduates.

- Volunteering. A joint initiative with the Student Union to deliver voluntary careers fairs and opportunities for students in their chosen career fields or civic engagement.

4.5.1 Enterprise and Business Support

Student Enterprise run start up programmes, talks and workshops, competitions and challenges to internships and consultancy. 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 have validated and/or are at the early stages of running their business or social enterprise, running alongside an International Graduate Entrepreneur Scheme.

4.5.2 Alumni

Following a research project aimed at understanding alumni experiences both pre and post university, we found that role-models were of particular significance for our students in influencing decision making to study at university and the determination needed to succeed while there. All activities within LSBU's Alumni and Development programme focus on increasing the visibility of alumni role models and access to opportunity through external networks.

We encourage LSBU's alumni members to be actively involved in the student experience and wider community engagement initiatives in the following ways:

- attending an Open Day to discuss their experiences with prospective students
- volunteering to take part in LSBU's Outreach and Engagement activities with schools
- offering to participate in curricular and extra-curricular activities where they can share their personal and professional experiences with current students; providing work placement opportunities and advertising graduate level job vacancies
- by featuring in a case study or profile, helping to raise awareness of different pathways to success and fulfilment.

In 2019/20, our alumni volunteering programme will ensure that alumni role models and their networks are a consistent part of the student journey.

Our philanthropy and fundraising strategy for 2018-2023 focuses exclusively on the Equality, Diversity and Inclusion agenda at LSBU.

5. Targeted Activities

5.1 Race Survey and Focus Groups

As part of the Race Equality Charter Mark submission, planned for July 2018, the EDI team co-ordinated and facilitated a specific Student race equality survey. Over 1700 students responded to the survey.

Focus groups were organised with students across the study body, to understand the barriers facing BME students in progressing from Year 1 to Year 2, achieving good honours i.e. a 1st or 2:1 and understanding how we can improve students' outcomes in terms of employment and postgraduate outcomes.

Key findings:
1. Over 52% of our student population is from a black, minority and ethnic background.
2. Black students are significantly less likely to be offered a place at LSBU compared to other ethnicities
3. BME students are less likely to progress from year 1 to year 2, and to achieve good honours (1st or 2:1)
4. BME students are more satisfied than white students (NSS) –Contrary to sector averages
5. BME students who complete 'A' levels perform as well compared to their White counterparts

Our Equality, Diversity and Inclusion Unit coordinated a strategy day with our Students' Union to address the key themes from the Race Equality survey, which has resulted in specific action and objectives taken forward by the SU.

- Narrow the BME attainment
- Anonymous Marking- across the institution
- Embedding an Inclusive Curriculum
- Increase BME Academic representation
- Increase the BME representation of staff in support services from grades 6- 8 and grades 9 and above

5.2 Targeted Access Activities

5.2.1   Primary
We deliver targeted primary work through our partnership with INTO University. LSBU has been supporting INTO University and their centre in Newham, East London for two years and this relationship continues to grow. Currently LSBU supports with a range of volunteers and mentors, as well as hosting regular campus visits and are working with young people. Newham's children are increasingly likely to seek a more vocational education pathway yet employment levels in young people are low. Aims for the borough include improving both educational attainment across all key stages including English and maths. LSBU is uniquely positioned to be able to support INTO University work towards solving some of these borough wide issues.

5.2.2   Secondary and Further Education
A larger majority of our targeted work focusses support to learners throughout key stage 3, 4 and 5, predominantly in our local boroughs of Southwark and Lambeth. We target this work specifically to young people who meet at least one and marker of disadvantage as defined by both national guidance as well LSBU's own evidence.

We deliver this work collaboratively with partners and much is through the LSBU Outreach and Engagement Team. We deliver this activity through a mix of regular small group interventions, large events on-site, mentoring, summer schools and specific support around key activities (e.g. UCAS).

LSBU are members of all three London based widening participation networks, Aim Higher London South, Access HE and Linking London. As well as supporting their standard programmes of activity, we are also supporting the London NCOP through operational delivery, staff on the Linking London NCOP steering group and staff on the London NCOP governing board.

5.2.3 Linking London

Linking London is a unique partnership of forty-nine partners made up of universities, colleges, sixth form colleges, schools, awarding bodies and the London Councils Young People's Education and Skills team. The core aims of the partnership are to support recruitment, retention and progression into and through higher education, in all its variety, including full and part time, higher apprenticeships and work based learning and employment. This allows us to work both collaboratively and individually, to maximise our contribution to targeted student engagement and achievement, social mobility and in pursuit of improvements in social justice through education.

One key work strands addresses the three main areas of the strategy for access and student success: namely access, retention and student success, and progression to further study or to/within employment. They support and co-ordinates a targeted outreach and collaborative partner IAG offer to enable partner institutions to meet and surpass the Access and Participation Plan in the context of collaborative targets. The offer provides practical support to level three BTEC and Access to HE Diploma college students helping them to make informed choices and effective applications to HE.

5.2.4 Aimhigher London South Ltd

Aimhigher London South Ltd works to ensure fair access to higher education for young people from non-traditional backgrounds. AHLS works in partnership with 9 universities, 23 schools and 5 further education colleges across London and the South East. The network is committed to collaboration and works together to:

- provide impartial information, advice and guidance to learners from year 8 – year 13
- share good practice at a local and regional level in order to determine what works well and that activities are effective
- develop and apply evaluation and monitoring methods to illustrate long term impact
- provide development opportunities to key adults that support the learner including staff and parents

This is achieved by:
- Providing opportunities to work collaboratively to provide impartial information, advice and guidance
- Sharing good practice at a local and regional level in order to determine what works well and that activities are effective
- Developing and applying evaluation and monitoring methods to illustrate long term impact
- Providing development opportunities to key adults that support the learner including staff and parents

5.2.5 AccessHE

Access HE is the largest regional network in England, engaging with over 300 higher education institutions, schools, colleges and local authorities across London to widen access into and through higher education. Being part of AccessHE enables LSBU to develop strong reciprocal collaborative relationships with other HEIS in London, share joint activities with common goals and achieve objectives on access and participation more effectively and efficiently.

In 2019-2002 Access HE will be convening Action Forums across a range of outreach areas. These will include working with Black, Asian and Minority Ethnic (BAME) students, supporting care

experience and estranged students, supporting student ambassador work, evaluating widening access work, support for disabled students and mature and part-time students, access HE will also convene joint projects involving its members including the National Collaborative Outreach Programme (NCOP), AccessHE Online and AccessHE Creative Networking focusing on access to the arts and creative higher education subjects.

NCOP activity through all three networks means that LSBU is supporting most London LPN's and contributing to the wider aims of the project. It is also an excellent opportunity to develop links with schools and colleges we may not have developed otherwise enhancing the likelihood of legacy work.

5.2.5 Other Activity
Our annual summer schools offer discreet opportunity for young people who identify with one or more markers of disadvantage in both year 10 and year 12. They aim to develop skills to aid improved academic performance and nurture ideas and talent, developing cultural capital and raising aspiration.

Our trained students deliver coaching and mentoring to children in school focussing on building resilience, providing opportunity for peer-to-peer discussion and often a much-needed consistency in children's lives.

Bespoke taster and experience days, taking place on campus, give young people the opportunity to explore next steps for them across a range of subject areas and career opportunities. When delivered with partners in FE, alumni and current students this can be particularly powerful, even more so when followed up by activity later in the year and in subsequent years.

Work with virtual schools in both Lambeth and Southwark allows us to target looked after children specifically providing them with a range of interventions to support their progression into further and higher education or into the employability service. This is done through a mix of on and off-campus activity and mentoring and is delivered jointly with colleagues in students services to ensure a seamless transition for those progressing directly to LSBU.

Partnerships with organisations like 'Roots and Shoots', 'My Spiral' and 'Deaf Education Advocacy Fellowship' enables us to tailor activity appropriately, providing children with additional learning needs the opportunity to participate in activity they wouldn't otherwise be able to.

We work with 'Stemettes' to deliver activity specifically focussed around encouraging girls to consider further and higher study or employment opportunities within STEM.

Measuring the effectiveness of this activity is crucial to understanding its impact and value. As well as being guided by insights form one-off activities such as participant self-evaluation of enjoyment and interest this is complemented by a range of monitoring and evaluation including longitudinal assessment on change in attitudes, opinions and beliefs, changes in behaviour, changes in measures of self-worth and self-esteem, before and after assessment on knowledge and understanding and focus groups for content.

5.3 Targeted Progression Year 1 and Year 2 Activities

5.3.1   Mental Health
In order to address poorer Year 1 and 2 progression for students disclosing a mental health difficulty (and acknowledging likely under-disclosures of this group) several targeted activities are planned.

A rolling programme of workshops co-created by teams across the University, Wellbeing, Student Advice, Skills for Learning, LRC and Library, Employability, Enterprise, Alumni – aimed at instilling confidence, resilience, and academic skills, a space to think through any areas of difficultly, to manage stress, to forge peer support networks, and to be put in direct contact with support services. These workshops will be experienced as a 'programme' by a student, who may be invited to the programme at enrolment (e.g. clearing), and students will be referred at any point during the year.

Students from Children's Nursing are a relatively high proportion of student users of the Mental Health and Wellbeing service. MHWB will be trialling embedded sessions in Children's Nursing 1st year during 18/19 – this is a pilot and with impact to be measured (progression/results/interruption stats) ahead of possibility of scaling up embedded intervention across other targeted courses and schools. If successful, this will continue in 19/20.

5.4 Targeted Degree Attainment Activities

5.4.1   BAME Degree Attainment Project
The attainment gap at LSBU widened in five Schools and narrowed in 2 between 2013/14 and 2015/16. In 2015/16 LSBU Schools, have attainment gaps varying from -4% to +35% with six Schools reporting an attainment gap greater than +17%. With BME students making up 52% of our student population, the degree attainment gap is a fundamental ethical, quality and business issue for LSBU.

School / PSG	2014/15 BME	White	2015/16 BME	White	Attainment Gap 2014/15	Attainment Gap 2015/16
School of Law and Social Sciences	52	76	52	87	24	35
School of Engineering	55	82	54	84	27	30
School of Applied Science	47	83	52	76	36	24
School of Built Environment and Architecture	63	79	59	82	16	23
School of Arts and Creative Industries	47	67	64	81	20	17
School of Health and Social Care	47	66	49	66	19	17
School of Business	59	74	67	63	15	-4

LSBU has a governance framework to report on BAME degree attainment. All BME Academic targets will be reported on a quarterly basis via the Academic Board, with an annual report, reported to the Board of Governors.

We have completed the following BME attainment activities:
- LSBU introduced an School wide Equality, Diversity and Inclusion dashboard, which includes key protected characteristic groups outcomes
- BME Attainment workshops
- School level engagement - The EDI team and Performance, Planning and Assurance team met all seven Schools and presented the outcomes based on students.

- School level action plans on Race equality for all schools.

5.5 Targeted Employment Outcome Activities

5.5.1 Employability

Part time students – Increasing our online resource to make it more accessible for part time students. This includes workshop capture and development of interactive employability sessions through our online portal. LSBU Employment delivers temporary part time employment and the Business Development Team on increasing online work experience options.

LGBTQ+ students – Working closely with Stonewall to deliver an annual PROUD Employer event to help LGBTQ+ students in navigating employment opportunities and how to manage any discrimination in the workplace. This event is co-delivered with the Student Union.

BAME Students – Working with large employers to help them with increasing the diversity of their recruitment practices and workforce. An example is an event held with the Foreign and Commonwealth Office to encourage final year BAME students to consider a career within FCO.

6. Investment Summary

Table 7a - Access and participation plan investment summary (£)	Academic year
	2019-20
Access investment	1,288,000
Success investment	1,431,900
Progression investment	661,300
Investment in financial support	200,000
Total investment	**3,581,200**

Table 7b - Access and participation plan investment summary as a proportion of higher fee income (HFI) (%)	Academic year
	2019-20
Higher fee income (HFI)	20,526,500
Access investment (as % HFI)	6.3
Success investment (as % HFI)	7.0
Progression investment (as % HFI)	3.2
Investment in financial support (as % HFI)	1.0
Total investment (as % HFI)	**17.4**

See attached Resource Plan for further detail

6.1 Fees, student numbers and fee income

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.

LSBU focuses on two main strands of financial support:

1) Hardship – aimed at supporting students to stay and succeed at times of financial difficulties
2) Enhancement – aimed at supporting students with funds to enable them to take advantage of enhancement activities, such as study abroad, placements etc.

Undergraduate support:
- [Access Bursary](#) (bursaries of £1000)
- [Sports Scholarships](#) (Academy of Sport)
- [ELCAS funding](#) (MOD-funding for current and former services personnel)
- [Early Settlement Discount](#) (self-funding PT Undergraduates only)

Postgraduate support:
- [Early Settlement Discount](#)
- [Graduate Loyalty Scheme](#) (alumni discounts of 10% and 25% in 17/18)
- [Frank Brake](#) (MSc Food Safety and Control)
- [Kevin Herriott Scholarship](#) (MSc Sustainable Energy Systems – EU/International only)
- [Stuart A Johnson Scholarship](#) (MSc Building Surveying, MSc Construction Management, MSc Quantity Surveying)
- [Sports Scholarships](#) (Academy of Sports)
- [Doctoral student loans](#) (PhD students in 18/19)

The University is committed to investing in Access and Participation initiatives beyond what is referenced above. This commitment is demonstrated by our Corporate Plan 2015-2020 http://www.lsbu.ac.uk/__data/assets/pdf_file/0014/45032/lsbu-corporate-strategy-2015-2020.pdf and is also demonstrated by our Vice-Chancellor's publications relating to Access and Participation (links below):

- https://www.theguardian.com/higher-education-network/2017/jul/18/lets-bridge-the-divide-between-academic-and-technical-education
- https://wonkhe.com/blogs/its-time-to-review-higher-education-funding-in-england/

7. Provision of Information to Students

LSBU works hard to ensure all students, current and prospective, have as much clarity as possible when it comes to information, advice and guidance about the total cost of their university experience and financial support available to them.

The LSBU website is the main source of information for prospective applicants. As well as a dedicated fees and funding section we also list course fees and associated fees on each individual course page. We list these details in our printed prospectus and they are available at open events held throughout the year through fees and funding talks.

Throughout the year, we hold regular events for both undergraduate and postgraduate prospective students that reinforce information held online about the cost of studying at LSBU and the financial support available. Our customer relationship management system also helps LSBU manage communication about costs of university and financial support available for prospective students unable to visit LSBU in person.

All of this activity means that prospective students have the opportunity to be as informed as possible about the costs associated with study at LSBU and the financial support packages that they may be entitled to before they accept their offer of study from us.

Our Student Life Team offer a comprehensive financial advice service by trained advisers. Information on managing money, access to scholarships and bursaries and where to get help is available online in our student portal. The team are also able to advise on any financial implications of changes to study plans (e.g. withdrawal and interruptions) so students have the most accurate picture before they make any final decisions which could impact future plans.

Students who experience financial difficulties during their studies can apply for the University Retention Fund, which helps students who
- may not have been able to access their full financial support package
- may be having issues with budgeting and students
- are having difficulties with rent or travel costs

The Additional Support Fund we hold at the University can also support students who experience unforeseen or exceptional financial hardship.

The University offers new students from Asian and Caribbean backgrounds the chance to apply for 10 Scholarships on offer from the Lawrence Burrow Educational Trust Fund. The University also offers Care Leavers a support package that includes a £1,000 bursary for each year of their course.

Students with disabilities receive support from the University's disability advice team that includes support in applying for disabled students' allowance where applicable. Information on all financial support available to students can be found on our website.

Our student communications team use various channels to ensure that all current students are aware of and reminded about what financial support, information, advice and guidance is available and work closely with our student services team to ensure communication is sent in a timely manner.

Our Access and Participation Plan is made available to students on our website in an accessible format.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
LSBU will not be increasing fees for 2019/20 new entrants, and the fee charged will apply throughout the duration of students' studies.		
Full-time course type:	**Additional information:**	**Course fee:**
First degree		£9,250
Foundation degree		£9,250
Foundation year / Year 0		*
HNC / HND		£9,250
CertHE / DipHE		£9,250
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		£750
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		£6,935
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (numeric where possible, however you may use text)					
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Access	State school	**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	Socio-economic	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Young students who come from a LPN using revised POLAR data	No	2015-16	7.1%	9.5%	9.7%	10%	12%		Improve performance above benchmark
T16a_03	Access	Low participation neighbourhoods (LPN)	**HESA T1b** - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Young students who come from a LPN using revised POLAR data	Yes	2013-14	7.6%	9%	9.5%	10%	11%		Long term outreach activity work with two external collaborative partners
T16a_04	Student success	Socio-economic	**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%	12%	12%	11%	10%		Improve performance above benchmark
T16a_05	Student success	Mature	**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%	12%	12%	11%	10%		Improve performance above benchmark
T16a_06	Student success	Mature	**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%	12%	12%	11%	10%		Improve performance above benchmark
T16a_07	Student success	Other (please give details in Description column)	**Other statistic** - Completion/Non continuation (please give details in the next column)	FTUG students progression: level 1	No	2009/10	51%	75%	75%	79%	80%		Improve performance above benchmark
T16a_08	Progression	Other (please give details in Description column)	**Other statistic** - Progression to employment or further study (please give details in the next column)	Percentage of FTUG students progressing into graduate level employment (DLHE)	No	2014-15	68%	79%	80%	80%	82%		Clarifying the target to focus on graduate level employment, not just employment, to align with our TEF submission and corporate KIP. Multiple layers of disadvtange as covers both BME students (more than 50% of our student body and white, low socio economic groups)
T16a_09	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	BAME Good Honors	No	Other (please give details in Description column)	53%	60%	61%	62%	63%		Improve performance above benchmark. Work stemming from project to tackle attainment gap between white and non-white student. Baseline from 12/13 data
T16a_10	Student success	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	BAME Progression Y1 to Y2	No	Other (please give details in Description column)	68%	82%	84%	85%	86%		Improve performance above benchmark. Work stemming from project to tackle attainment gap between white and non-white student. Baseline from 12/13 data
T16a_11	Student success	Care-leavers	**Other statistic** - Care-leavers (please give details in the next column)	Care leaver progression Y1 to Y2	No	Other (please give details in Description column)	63%	75%	80%	83%	86%		Improve performance above benchmark. Work stemming from project to tackle attainment gap between care leavers and non care leavers. Baseline from 13/14 data

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

<table>

	Table 8b - Other milestones and targets.												
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Low participation neighbourhoods (LPN)	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	Other (please give details in Description column)	16%	35%	40%	Will review	Will review		Long term outreach activity work with three external collaborative partners via NCOP plus LSBU led activity around Saturday clubs and after school activity. Baseline target 12/13
T16b_02	Access	Attainment Raising	Outreach / WP activity (other - please give details in the next column)	Key stage performance outcomes	Yes	2016-17	50%	57%	65%	70%	75%		Working closely with our UTC we will be delivering a number of interventions with KS4 student to improve overall performance at KS4 to a minimum of threshold of 75% by 21/22. This years data for Year 10 students show's a low-end of 50% and a top end o100% of students performing as expected or better.

</table>