



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by London South Bank University against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

London South Bank University's ambition and strategy as detailed in the 2019-20 access and participation plan:

LSBU's 19/20 Access & Participation Plan ambition aligned with our Corporate Strategy (2015-2020) in identifying key outcomes: Student success, real world impact, and access to opportunity. The 19/20 Access & Participation Plan identified part of our mission to be recognised as an enterprising civic university that addresses real world challenges, empowering enterprising individuals from any circumstances by providing them access to top class higher education and a path to real employment. Led by the Director of Student Support and Employment, the Access & Participation Strategy Steering Group was set up in 2017 to develop a data-led strategy for access and participation.

Key performance targets and ambitions for 19/20 were set across all stages of the student life cycle, with a particular focus on ethnicity, socio-economic disadvantage (including care leavers), mature students, and disabled students.

LSBU's 19/20 Access and Participation Plan prioritised student representation and the development of an evidence-based approach to evaluating impact. Key targeted activities within the plan included the enhancement of student safeguarding activity particularly related to hate crime and sexual violence, establishing a framework to reduce the gap in award between students who identify as B.A.M.E. and students who identify as White, and targeted mental health provision, financial support, and employment activities.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by London South Bank University of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of London South Bank University's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Young students who attended a state school or college in the state sector	2013-14	97%	99%	99%	Percentage	2019-20	97.7	Limited progress
T16a_02 (Access)	Young students who come from a LPN using revised POLAR data	2015-16	7.1%	9.5%	9.7%	Percentage	2019-20	6	Expected progress
T16a_03 (Access)	Young students who come from a LPN using revised POLAR data	2013-14	7.6%	9%	9.5%	Percentage	2019-20	6	Expected progress
T16a_04 (Student success)	Students no longer in HE	2012-13	13.7%	12%	12%	Percentage	2018-19	12	Expected progress
T16a_05 (Student success)	Students no longer in HE	2012-13	13.9%	12%	12%	Percentage	2018-19	13	Limited progress
T16a_06 (Student success)	Students no longer in HE	2012-13	13.8%	12%	12%	Percentage	2018-19	12.5	Limited progress
T16a_07 (Student success)	FTUG students progression: level 1	2009/10	51%	75%	75%	Percentage	2019-20	80.3	Expected progress
T16a_08 (Progression)	Percentage of FTUG students progressing into graduate level employment (DLHE)	2014-15	68%	79%	80%	Percentage	2017-18	87.7	Expected progress
T16a_09 (Access)	BAME Good Honors	Other (please give details in Description column)	53%	60%	61%	Percentage	2019-20	63.6	Expected progress

T16a_10 (Student success)	BAME Progression Y1 to Y2	Other (please give details in Description column)	68%	82%	84%	Percentage	2019-20	79.2	Limited progress
T16a_11 (Student success)	Care leaver progression Y1 to Y2	Other (please give details in Description column)	63%	75%	80%	Percentage	2019-20	82.3	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Participants of outreach activities year 11 and below who come from LPN 1/2	Other (please give details in Description column)	16%	35%	40%	Percentage	2019-20		Limited progress
T16b_02 (Access)	Key stage performance outcomes	2016-17	50%	57%	65%	Percentage	2019-20		Limited progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£1,288,000.00	£3,671,000.00	185%
Financial Support	£200,000.00	£446,000.00	123%

### 4. Action plan

Where progress was less than expected London South Bank University has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	<p>To meet our commitments and ambitions in our 20-25 Access &amp; Participation we have strengthened and enhanced our Programme structure. One of our first year priorities was established as The Racial Awarding Gap. We have created an Action Group made up of LSBU staff and the Students' Union and have recruited a student Steering Group.</p> <p>We have set the foundation that the ultimate degree award is not an isolated event but rather is the culmination of the full student life cycle. As a result, we have looked at progression / non-continuation as well as final award and have hypothesised what the root cause of the barriers at LSBU and have proposed a set of interventions to address these root causes.</p> <p>We are engaging with a third party specialist supplier to support us in developing a co-production strategy with students.</p> <p>LSBU has signed up to the NERUPI network and will be embedding this framework to all planned interventions. We are also establishing an evaluation strategy and applying the Theory of Change to our work.</p>

T16a_05	<p>To meet our commitments and ambitions in our 20-25 Access &amp; Participation we have strengthened and enhanced our Programme structure. One of our first year priorities was established as The Racial Awarding Gap. At time of writing, we have created an Action Group made up of LSBU staff and the Students' Union and have recruited a student Steering Group.</p> <p>We have hypothesised what the root cause of the barriers to progression and award are at LSBU and have proposed a set of interventions to address these root causes.</p> <p>We are engaging with a third party specialist supplier to support us in developing a co-production strategy with students and have a specific arm looking at the inequality of outcome and progression for mature students from a BAME background.</p> <p>LSBU has signed up to the NERUPI network and will be embedding this framework to all planned interventions. We are also establishing an evaluation strategy and applying the Theory of Change to our work.</p>
T16a_06	<p>To meet our commitments and ambitions in our 20-25 Access &amp; Participation we have strengthened and enhanced our Programme structure. In the first of the 5 year programme, we have set our priority focus areas on the Racial Awarding Gap, outcomes for Disabled Students, Socio-economic Disadvantage and Access. At time of writing, we have created Action Groups for each made up of LSBU staff and the Students' Union and have recruited a student Steering Group.</p> <p>We have set the foundation that ultimate degree awards and graduate outcomes are not isolated events but rather are the culmination of the full student life cycle. As a result, we have focussed on key progression / non-continuation stages and have hypothesised what the root cause of the barriers at LSBU are and have proposed a set of interventions to address these root causes.</p> <p>LSBU has signed up to the NERUPI network and will be embedding this framework to all planned interventions. We are also establishing an evaluation strategy and applying the Theory of Change to our work.</p>
T16a_10	<p>To meet our commitments and ambitions in our 20-25 Access &amp; Participation we have strengthened and enhanced our Programme structure. One of our first year priorities was established as The Racial Awarding Gap. At time of writing, we have created an Action Group made up of LSBU staff and the Students' Union and have recruited a student Steering Group.</p> <p>We have set the foundation that the ultimate degree award is not an isolated event but rather is the culmination of the full student life cycle. As a result, we have looked at progression / non-continuation as well as final award and have hypothesised what the root cause of the barriers at LSBU and have proposed a set of interventions to address these root causes.</p> <p>We are engaging with a third party specialist supplier to support us in developing a co-production strategy with students.</p> <p>LSBU has signed up to the NERUPI network and will be embedding this framework to all planned interventions. We are also establishing an evaluation strategy and applying the Theory of Change to our work.</p>

T16b_01	<p>To meet our commitments and ambitions in our 20-25 Access &amp; Participation we have strengthened and enhanced our Programme structure. One of our first year priorities was established as Access/Recruitment into LSBU. At time of writing, we have created an Action Group comprising LSBU staff and the Students' Union and have recruited a student Steering Group.</p> <p>We have set target groups for widening participation activities, hypothesised what the root cause of the barriers to access are at LSBU and proposed a set of interventions to address these root causes.</p> <p>We are adapting our priorities based on student feed-in and co-producing detailed designs for interventions hypothesised to see us progress against our targets and commitments in our 20-25 APP.</p> <p>LSBU has signed up to the NERUPI network and are embedding this framework to all planned interventions, establishing an evaluation strategy and applying the Theory of Change to our work.</p>
T16b_02	<p>To meet our commitments and ambitions in our 20-25 Access &amp; Participation we have strengthened and enhanced our Programme structure. One of our first year priorities was established as Access/Recruitment into LSBU. At time of writing, we have created an Action Group comprising LSBU staff and the Students' Union and have recruited a student Steering Group.</p> <p>We have set target groups for widening participation activities, hypothesised what the root cause of the barriers to access are at LSBU and proposed a set of interventions to address these root causes.</p> <p>We are adapting our priorities based on student feed-in and co-producing detailed designs for interventions hypothesised to see us progress against our targets and commitments in our 20-25 APP.</p> <p>LSBU has signed up to the NERUPI network and are embedding this framework to all planned interventions, establishing an evaluation strategy and applying the Theory of Change to our work.</p> <p>Outcomes of the pioneering UTC Year 14 will be tracked and monitored, to evaluate the impact of the intervention.</p>

## 5. Confirmation

London South Bank University confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
London South Bank University has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor David Phoenix OBE
Position	Vice Chancellor and CEO



## Annex A: Commentary on progress against targets

London South Bank University's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_01</b>
How have you met the commitments in your plan related to this target?
<p>When viewing 19/20 performance against a location-adjusted benchmark of 94.7%, the proportion of entrants from state schools (Column T) is 3 percentage points favourable. Covid has had a significant impact to planned outreach and widening participation activities. As a result, we have not met all of the listed commitments related to Access, particularly those planned for face to face delivery. We continued to foster a range of partnerships with surrounding boroughs and delivered taster and experience days for children 7-13 across various subject areas and provided support for those applying to university. We enabled discounted entry criteria, guaranteed interview and transition support into LSBU for all learners within the LSBU Group. A diverse representation of current students, alumni and staff supported open days, school workshops and Q&amp;A sessions. We supported local learners from KS4 + KS5, hosting large events on-site and continued as members of Linking London. We delivered a range of outreach and community activity including Coach Education and Vocational Training opportunities, a youth and community programme, partnerships with local schools, and 4,000 hours of community sport.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>Our Student Recruitment &amp; Outreach team have established membership with UniConnect and set up active partnerships for collaborative access and outreach activity: for example delivering a mentoring project with Middlesex University through Linking London's UniConnect programme for learners at Westminster Kingsway College. A range of online access and outreach content was developed over the 19/20 year with safe and robust mechanisms for delivery.</p> <p>We are committed to ensuring that our access and outreach activity is impactful, removing barriers for underrepresented groups, and are committed to evaluating our activity to understand the approaches that are most effective. The impact of the pandemic on planned and scheduled outreach activity, a pause of some planned activity, has been used to fully review, evaluate and improve our activities/practices, to embed solid pedagogy in our work, and set out a theory of change process against a sound evaluative framework.</p>

<b>Target reference number: T16a_05</b>
How have you met the commitments in your plan related to this target?
<p>We have made positive progress against the baseline, with performance 1pp away from the 19/20 target amid a year of significant disruption to the student experience due to the pandemic. We have met our commitments relating to this target with some small amends to plans due to Covid. Our Employability service increased its online resource and expanded operating hours beyond M-F 9-5 to make it more accessible for part time students and students needing flexibility around child and other caring responsibilities.</p> <p>We ensured diverse recruitment to our student ambassador role with 40% of ambassadors being mature students. Student ambassadors played a key role in engaging year 1 students before and during the pandemic response.</p>

Our Learning, Library Resources provision continued to give access to a range of services 7 days a week to meet the needs of all students but particularly those requiring flexibility to support their learning such as mature students.

The Academy of Sports, led by Sports Ambassadors, delivered 8-week in-person Sports Camps to 2000 children, supporting our mature students with childcare commitments. The delivery moved to virtual sessions during lockdown. Further Junior Activities were paused while we moved location on campus.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

A pilot scheme for peer mentoring is underway in the Business School and evidence from their monitoring will be taken into account when considering similar schemes for our other schools. Our Centre for Research Informed Teaching conducted a hybrid learning impact assessment and delivered a series of interventions in support of academics adjusting to COVID-19. Alongside standard delivery of webinars, the team created and delivered new content such as 'Using MS Teams in your teaching' 'Hybrid Delivery at LSBU' and 'Camera's off, all muted?'. An online Hybrid learning hub was established as a focus for engagement. The TESTA framework (Transforming the Experience of Students Through Assessment) has seen improved progression rates in the School of Applied Sciences with two further Schools adopting TESTA.

**Target reference number: T16a\_06**

How have you met the commitments in your plan related to this target?

We have made positive progress against the baseline, with performance 0.5pp away from the 19/20 target amid a year of significant disruption to the student experience due to the pandemic. We have met our commitments relating to this target with some small amends to plans due to Covid. The Digital Skills Centre supported students on its Microsoft Office Specialist certificated course which ran alongside the in-house training offered across the board. We paused our plans to launch the Centre publicly with open access to the local community and local businesses due to the impact of COVID-19. LSBU's Graduate Entrepreneur Scheme was replaced by IdeaHack and IdeaHub which are open to students and graduates (up to 5 years from graduation). IdeaHack and IdeaHub are shorter, sharper programmes which focus on building skills to quickly test and validate a business idea. Following the conclusion of the programme, participants receive individualised supports to grow their business/idea.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

A pilot scheme for peer mentoring is underway in the Business School and evidence from their monitoring will be taken into account when considering similar schemes for our other schools. Our Centre for Research Informed Teaching conducted a hybrid learning impact assessment and delivered a series of interventions in support of academics adjusting to COVID-19. Alongside standard delivery of webinars, the team created and delivered new content such as 'Using MS Teams in your teaching' 'Hybrid Delivery at LSBU' and 'Camera's off, all muted?'. An online Hybrid learning hub was established as a focus for engagement. The TESTA framework (Transforming the Experience of Students Through Assessment) has seen improved progression rates in the School of Applied Sciences with two further Schools adopting TESTA.

<b>Target reference number: T16a_10</b>
How have you met the commitments in your plan related to this target?
<p>While the progression rate of 79.2% has come slightly under the target set, the improvement against the baseline is significant. B.M.E. progression improvement is greater than that of the overall population over the same time period. B.M.E. progression has improved by 13.5% between 2013/14 and 2019/20, compared to an All students improvement of 10.8% and White students improvement of 9.5%. The gap between B.M.E. and All students progression has narrowed from 3.6% to 0.9% over the same period. We have met the commitments made in the 19/20 APP including pre-enrolment and transition programmes, embedded learning development activity in courses with high numbers of students entering from non-traditional routes, diverse student ambassador programmes, rolling workshops, embedded mental health delivery in health courses, the launch of What Works for LSBU – Racial Awarding Gap Project (formerly BAME Attainment Gap Project) in October 2019, active work to increase B.M.E. academic representation, working with large employers to support them to increase the diversity of their recruitment practices and workforce, and diverse alumni role models participating in curricular and extra-curricular activities with students.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>We are piloting a school-based positive action strategy in School of Arts and Creative Industries to increase the representation of B.M.E. students. Initiatives include: Year 2 and 3 B.M.E. student video blogs. Diverse marketing material within the ACI prospectus. Unconscious bias training for all staff. Inclusive teaching workshops. A pilot scheme for peer mentoring is underway in the Business School and evidence from their monitoring will be taken into account when considering similar schemes for our other schools. The TESTA framework (Transforming the Experience of Students Through Assessment) has seen improved progression rates in the School of Applied Sciences with two further Schools adopting TESTA.</p>

<b>Target reference number: T16b_01</b>
How have you met the commitments in your plan related to this target?
<p>Covid has had a significant impact to planned outreach and widening participation activities. As a result, we have not met all of the listed commitments related to this target namely collaborative partnerships via NCOP. We continued to foster a range of partnerships with surrounding boroughs and delivered taster and experience days for children 7-13 across various subject areas and provided support for those applying to university. We enabled discounted entry criteria, guaranteed interview and transition support into LSBU for all learners within the LSBU Group. A diverse representation of current students, alumni and staff supported open days, school workshops and Q&amp;A sessions. We supported local learners from KS4 + KS5, hosting large events on-site and continued as members of Linking London. Our Academy of Sports delivered a range of outreach and community activity including Coach Education and Vocational Training opportunities, a youth and community programme, partnerships with local schools, and 4,000 hours of community sport.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Our Student Recruitment & Outreach team have established membership with UniConnect and set up active partnerships for collaborative access and outreach activity: for example delivering a mentoring project with Middlesex University through Linking London's UniConnect programme for learners at Westminster Kingsway College. A range of online access and outreach content was developed over the 19/20 year with safe and robust mechanisms for delivery.

We are committed to ensuring that our access and outreach activity is impactful, removing barriers for underrepresented groups, and are committed to evaluating our activity to understand the approaches that are most effective. The impact of the pandemic on planned and scheduled outreach activity, a pause of some planned activity, has been used to fully review, evaluate and improve our activities/practices, to embed solid pedagogy in our work, and set out a theory of change process against a sound evaluative framework.

**Target reference number: T16b\_02**

**How have you met the commitments in your plan related to this target?**

19/20 data not available. Due to the Covid-19 pandemic, no school performance data based on tests, assessments or exams have been published for 2020. Other sources of data from which we can infer an understanding of 19/20 performance include destinations of Year 13 cohorts with 54% securing a spot at University, 20% an apprenticeship and 22% joining a Year 14 HNC offer at the UTC. This data represents a very strong picture of access to Higher Education for students of the UTC. Covid has had a significant impact to planned outreach and widening participation activities. As a result, we have not met all of the listed commitments related to this target. Planned activities with the UTC were unable to take place due to Covid-19 restrictions. Targeted support for UTC students remained in place through enabled discounted entry criteria, guaranteed interview and transition support into LSBU for all learners within the LSBU Group. Additional steps undertaken to support access related to this target are outlined in Column W.

**Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?**

When the pandemic saw apprenticeships cancelled, risking the future plans of UTC students, LSBU's School of Engineering and the UTC designed and launched a pioneering Year 14 HNC course delivered at the UTC and accredited by Pearsons. This offered engineering students the chance to stay on for an extended diploma and an HNC, studying a curriculum mapped to degree apprenticeship first year, and the ability to seamlessly transfer to higher education. This nationally leading example of innovative access activity has, at no cost to them, supported pupils who would have otherwise been significantly disadvantaged during the pandemic.

Our Student Recruitment & Outreach team have established membership with UniConnect and set up active partnerships for collaborative access and outreach activity: for example delivering a mentoring project with Middlesex University through Linking London's UniConnect programme for learners at Westminster Kingsway College. A range of online access and outreach content was developed over the 19/20 year with safe and robust mechanisms for delivery.

## Annex B: Optional commentary on targets

London South Bank University's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	Performance has improved against the baseline though not reaching the target set for 19/20. When viewing 19/20 performance against a location-adjusted benchmark of 94.7%, the proportion of entrants from state schools is 3 percentage points favourable.
T16a_02	POLAR3 was replaced by POLAR4 in 2018/19. The 2019/20 actual performance using POLAR4 is therefore not comparable to the target. Using a location adjusted-benchmark as a proxy target, actual performance is 0.7 pp above the 2019/20 location-adjusted benchmark and showing expected progress.
T16a_03	POLAR3 was replaced by POLAR4 in 2018/19. The 2019/20 actual performance using POLAR4 is therefore not comparable to the target. Using a location adjusted-benchmark as a proxy target, actual performance is 0.7 pp above the 2019/20 location-adjusted benchmark and showing expected progress.
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	The reported actual refers to the last year of the DLHE survey in order to be consistent with the target definition. DHLE has since been replaced by the Graduate Outcomes Survey which is not directly comparable, as guided by HESA.
T16a_09	
T16a_10	Progress against the baseline has been significant and the gap between B.M.E. and All students progression has narrowed to 0.9%.
T16a_11	
T16b_01	
T16b_02	19/20 data not available. Due to the Covid-19 pandemic, no school performance data based on tests, assessments or exams have been published for 2020. Other sources of data from which we can infer an understanding of 19/20 performance include destinations of Year 13 cohorts with 54% securing a spot at University, 20% an apprenticeship and 22% joining a Year 14 HNC offer at the UTC.