

# London South Bank University

Provider's UKPRN: 10004078

## Access and participation plan 2020/21 to 2024/25

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### 1. Assessment of performance

We have analysed our performance across the student lifecycle for the groups identified by the OfS as being underrepresented, with particular focus on the OfS access and participation key performance measures.

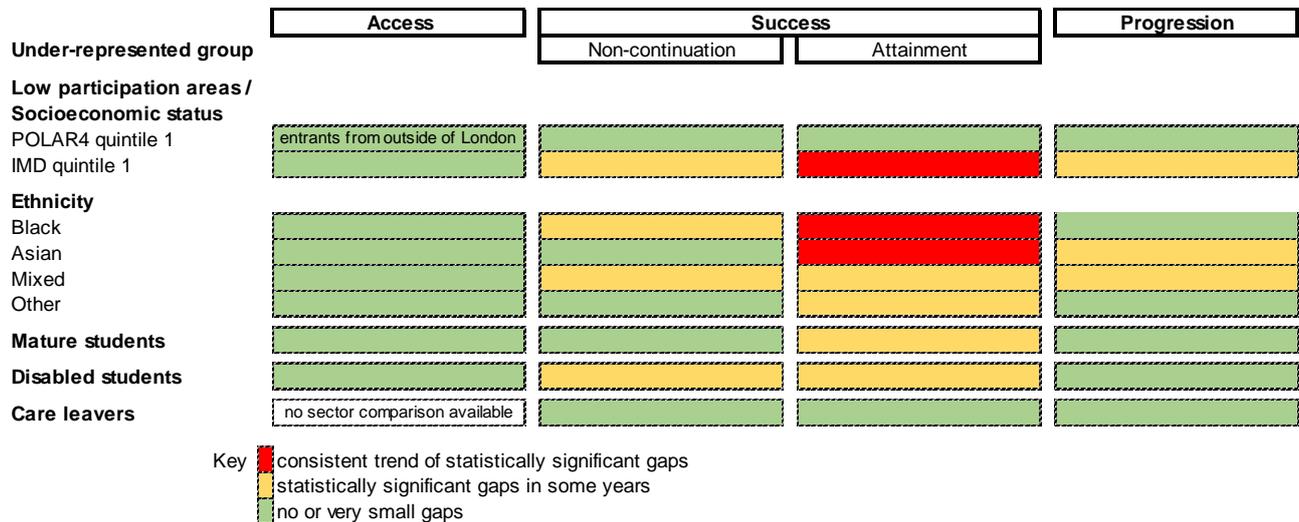
We have used the following data sources to inform our analysis:

- The OfS access and participation dataset;
- Internal data on Care Leavers;
- National Student Survey data;
- Student Voice via our Students' Union, LSBSU;
- School and subject level data;
- Student Service feedback, service usage and evaluation;
- Trend data.

The cohort sizes (by mode of study and stage of the student life cycle) of groups identified by the OfS as underrepresented are shown in the following table. These are the populations in the most recent year of the OfS dataset, with the exception of Care leaver data which was sourced internally.

Cohort sizes (FPE) in year 5	Success				Progression	
	Non-continuation		Attainment		Full-time	Part-time
	Full-time	Part-time	Full-time	Part-time		
<b>Low participation areas / Socioeconomic status</b>						
POLAR4 quintile 1	105	<10	55	<10	55	<10
IMD quintile 1	850	110	360	35	495	135
<b>Ethnicity</b>						
Black	1010	105	520	110	585	160
Asian	670	60	365	50	370	105
Mixed	210	30	105	20	110	30
Other	160	15	85	N	80	20
<b>Mature students</b>	1680	595	965	385	1075	600
<b>Disabled students</b>	525	80	400	85	385	105
<b>Care leavers</b>	86		24		23	

Our performance assessment for these groups is summarised in the schematic below. Persistent statistically significant gaps between underrepresented groups and their peers are highlighted in red while periodic statistically significant gaps and other sizeable gaps are shown as amber.



In addition to analysis of the above, we have analysed our performance in relation to 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.

### 1.1 Higher education participation, household income, or socioeconomic status

- LSBU recruits the majority of undergraduate students from London which has much higher levels of participation in higher education than other UK regions: approximately 45 per cent of local areas in London are classified as POLAR4 quintile 5 compared with 1.3 per cent classified as quintile 1<sup>1</sup>. In 2017/18, 73% of LSBU's UK domiciled, undergraduate, full-time entrants and 69% of continuing students were from London.
- Given the small number of students at LSBU from low participation neighbourhoods (LPNs) in the POLAR4 classification, our analysis across the student life cycle stages focuses on socioeconomic status as measured by the index of multiple deprivation (IMD).

<sup>1</sup> HEFCE report 2017/29 "POLAR4 classification", paragraph 11

- Access:

- POLAR4: LSBU's access rate for entrants from LPNs is skewed by the high number of students from London, as described above. When disaggregating the entrants from regions outside of London, POLAR4 quintile 1 access was 19% in 2017/18 which is well above the sector average of 12%. The proportion of 2017/18 continuing students from LPNs is similar to that of entrants:

2017/18 academic year		POLAR4 quintile				
UK domiciled, UG, FT		Q1	Q2	Q3	Q4	Q5
<b>Entrants</b>	London	2%	6%	19%	45%	28%
	Outside of London	19%	20%	22%	17%	22%
<b>Continuing students</b>	London	1%	5%	20%	43%	30%
	Outside of London	19%	20%	21%	19%	21%

- By the close of 2020/21 an intersectional analysis of POLAR4 and other under-represented groups will be undertaken to further understand if there is work that can be undertaken in relation to POLAR4 access.
  - IMD: The proportion of full-time (FT) entrants from IMD quintile 1 has been stable at c.30% over the past five years and is significantly above the sector (c.20%). The proportion of part-time (PT) entrants from this quintile is slightly lower at c.18% which is broadly in line with the sector.

- Success:

- IMD Q1 students underperform across all stages of the student life cycle compared to Q5 students, most significantly in terms of attainment.
  - For the FT cohort LSBU has smaller gaps across non-continuation, attainment and progression than the sector on a five-year average basis and in the three most recent years of the OfS dataset.
  - The gap in non-continuation for the FT IMD Q1 cohort compared to Q5 was 3.3% in 2016/17 and 4% on average over five years.
  - For the PT cohort the 2016/17 gap is slightly lower at 2.9%. It has narrowed significantly from a peak of 12.9% and is now below the sector.
  - The attainment gap of the FT cohort is statistically significant in all years of the dataset, albeit being on average 5% lower than the sector. IMD Q1 students' attainment is consistently below that of Q5 students in all Schools of the University with the exception of the School of Arts and Creative Industries.
  - PT IMD Q1 students' attainment rate is significantly lower with a >25% gap throughout the five years.
  - There were no material continuation or attainment gaps between students from POLAR4 Q1 and Q5.

- Progression:

- The progression gap of the FT IMD Q1 cohort compared to Q5 has narrowed considerably and consistently over time down to 3.1% in 2016/17.
  - The gap for the PT cohort has also narrowed throughout from a start point of 30.7% but remains at a statistically significant level of 7.5% in 2016/17.
  - FT students from POLAR4 Q1 areas had better progression outcomes than those from Q5 areas in four out of the five years in the OfS dataset.

## 1.2 Black, Asian and minority ethnic students

- The largest equality gaps are in relation to ethnicity, and most significantly in attainment. There is considerable differentiation between the BAME groups at different stages of the student life cycle, as highlighted in the schematic in Section 1.
- Access:
  - In terms of entrants, LSBU has significantly more Black and Asian entrants aged 18 than the sector in all years in the FT mode of study. The proportion of mixed ethnicity and other minority ethnic entrants is slightly above the sector.
  - Full-time Undergraduate entrants in 2018 were 33% Black, 29% White, 21% Asian and 17% Mixed, Other or Unknown.
  - Despite the highly diverse composition of entrants, our work on the OfS Transparency return 2019 has highlighted an ethnicity gap in offer-to-application rates in the UCAS process. Subjects allied to Medicine, in particular Nursing and Midwifery, are highly competitive and receive the largest

number of applications of subjects taught at LSBU. The overall offer-to-application rate for Subjects allied to Medicine was 32%, with only moderate variation between ethnic groups. However, as 48% of the 6103 applicants for Subjects allied to Medicine in 2018 were Black, the low offer rate for the subject area (due to limited number of places) distorts the offer rate for Black applicants at total LSBU level. When analysing offer rates for all other subject areas excluding those allied to Medicine, we have identified a 12% gap between White and Black applicants. There is no similar size of gap between White applicants and other ethnic minority groups.

- Success:
  - There are no continuation gaps for Asian or Other students compared to White students.
  - The non-continuation gap for Black students has grown over the period to 5.4% for FT and 13.5% for PT students in 2016/17. Black students have the highest non-continuation rates of all ethnic groups in four out of our seven Schools in the FT mode of study, but the lowest (by a small margin) in the School of Health and Social Care.
  - Students of Mixed ethnicity have the largest gap in non-continuation compared to White students in 2016/17.
  - The attainment gap between FT Black and White students has narrowed by 9% over the five-year period and is now 7% better than the sector average, but it remains at a statistically significant level of 16% in 2017/18. The average gap of 41% for PT students is significantly higher.
  - Black students have the largest attainment gap of all ethnic groups in four out of our seven Schools in the FT cohort and in three Schools in the PT cohort.
  - Disaggregation to the lowest level of ethnicity data available internally shows that the three Black groups (African, Caribbean and Other Black) achieve the lowest Good Honours rates out of all 20 ethnic groups in the FT mode of study and are in the bottom quartile in the PT cohort.
  - The attainment gap for FT Asian students has narrowed down to 5.2% in 2017/18 but this rate is not representative of the five-year average gap of 12.8%. Similar to Black students, we observe a materially higher attainment gap of 36% on average for the PT cohort.
  - Disaggregation to the lowest level of ethnicity data available internally shows significant disparity between the five Asian (Bangladeshi, Chinese, Indian, Pakistani and Other Asian) groups' attainment rates, ranking between 3<sup>rd</sup> (Chinese) and 16<sup>th</sup> (Bangladeshi) in the FT cohort. In the PT mode of study all Asian groups rank in the bottom half of the 20 ethnic groups.
  - FT students of Mixed ethnicity's attainment is above Black, Asian and Other students but still retains a 4.5% gap to White students. The small FT Other cohort's attainment gap has fluctuated over time but has directionally narrowed.
- Progression:
  - Progression of BAME students has improved very significantly and at higher rates than that of their White peers over the past five years. Progression gaps have therefore narrowed for all underrepresented groups.
  - For FT Black and Other students, the gaps have almost closed.
  - There are sizeable gaps remaining for Asian students who have the lowest average progression rate of all ethnic groups despite significantly improved performance over the period and outperformance of the sector. This underperformance compared to peers is observed consistently across all of our seven Schools. The gap for FT Asian compared to White students stood at 10% in 2016/17.
  - FT students of mixed ethnicity had the lowest progression rate out of all ethnic groups in the year 2016/17, having previously outperformed the other groups. We assume this is an outlier and will monitor the trends for mixed ethnicity students closely.
  - The 2016/17 progression rates for the PT BAME cohorts are all well above 80%. The gap to White PT students arises due to their exceptionally high progression rate of 95.9%.

### 1.3 Mature students

- Access: While the absolute number and proportion of mature entrants has been falling in last five years at LSBU, the institution remains significantly above the sector.
- Success:
  - On average, the mature cohort's continuation is slightly below the Young cohort but the size of gap is not material.
  - FT Mature students' attainment has improved over time but lags behind the Young cohort (2017/18 gap of 4%).

- PT Mature students' attainment has remained relatively constant and was ahead of the Young cohort until 2016/17 with a large -15% gap emerging in 2017/18. We will monitor this trend closely as LSBU's Mature PT cohort is four times the size of the Young PT cohort.
- Qualitative evidence suggests that Mature PT students prioritise degree completion over attainment of good honours due to their responsibilities outside of LSBU.
- Progression: The Mature cohort outperforms Young on progression, for both FT and PT students.

## 1.4 Disabled students

- Access rates of disabled students at LSBU are slightly higher in aggregate than the sector, at 14% on average over the past five years. The proportion of entrants with Cognitive and Learning disabilities is above sector by 2.5% on average while the proportions of other disability types are broadly in line.
- Our ability to reliably analyse performance over the student life cycle by disability type at a disaggregated level is limited due to small numbers. While analysis is possible for full-time students with Cognitive and Learning disabilities, who are the largest cohort at 150 to 250 per year, the other disability types and part-time disabled cohorts have populations of only 5 to 60 that fluctuate by year.
- Success:
  - Non-continuation: Continuation rates of FT and PT students with Cognitive and Learning disabilities, FT students with Sensory, Medical and Physical disabilities and Multiple Impairments are favourable to those of their non-disabled peers by 2-3% on average. However, there is a sizeable gap of 12% on average over five years and 15% in 2016/17 for the Mental Health FT cohort of 50-60 students. The other cohorts are too small to analyse reliably.
  - Attainment: At an aggregate level, the attainment gap of FT disabled students is 4.7% on average and 7.1% in 2017/18. Students with Cognitive and Learning disabilities, who constitute the largest cohort, have an attainment gap of 5.5% on average and 6.8% in 2017/18. The attainment gap of PT disabled students averages 9.1% in aggregate (further disaggregation is not possible due to small numbers). LSBU is underperforming compared to the sector both in the absolute attainment rate and in the size of gap.
- Progression:
  - Employment outcomes have improved significantly over the past five years for disabled students, in line with the outcomes for their non-disabled peers. Progression rates were above 89% for both the FT and PT disabled cohorts in 2017/18.
  - The FT cohort outperformed non-disabled peers in 2017/18 across all disability types by 4-5%, with the exception of Mental Health. For example, the 210 graduates with Cognitive and Learning disabilities had a favourable gap of 4.1%.
  - There is a small gap of <3% for the PT cohort compared to non-disabled peers who achieved an exceptionally high progression rate of 92.2%.

## 1.5 Care leavers

- Based on our internal data for the past two years we have not identified gaps in relation to Care leavers. Data prior to 2016/17 is not considered reliable given very small cohort sizes which may be due to past data capture limitations that have since been addressed.
- Access: Care leavers accounted for 3% of LSBU entrants in 2017/18.
- Success: In 2017/18, Care leavers outperformed their peers both in continuation (using progression from year 1 of study to year 2 as a proxy measure) and in attainment with positive gaps of 1.5% and 2.8% respectively.
- Progression: The number of graduates identified as care leavers in our DHLE population is very small but indicates good employment outcomes ahead of peers in 2016/17 and slightly behind peers in 2017/18. We will closely monitor the trends for care leavers in the Graduate Outcomes survey from the first data release in Spring 2020 onwards.

## 1.6 Intersections of disadvantage

- Intersectionality in the OfS data set has not highlighted additional target groups not already identified. The statistically significant gaps in this part of the dataset link back to Ethnicity (BAME students) and socioeconomic disadvantage (IMD quintiles 1 and 2). We see an elevation of the attainment gap between IMDQ345\_White and IMDQ12\_ABMO students compared to IMDQ3\_5 vs IMDQ1\_2 and White vs BAME students, however the attainment gap between White and Black students is higher.
- The attainment gap for IMD quintile 3-5 vs quintile 1 & 2 male PT students is particularly large at 26%, however the cohort size is relatively small.

## 1.7 Other groups who experience barriers in higher education

- Analysis of internal data has highlighted that entrants with BTECs underperform compared to entrants with other qualifications across all stages of the student life cycle. This cohort is of significant size at >800 across all years of study and the size of gaps has been stable over the past three years.

- We did not observe strong intersectionality between entry qualification and Ethnicity or socioeconomic disadvantage (IMD quintiles 1 and 2). The relative underperformance of full-time BTEC entrants in terms of continuation and attainment rates is observed regardless of socioeconomic status and across ethnicities, including White students. There is no clear linkage in the progression data.
- In view of the changes to post-GCSE qualifications proposed by the government we will not set specific targets specifically for entrants with BTECs in the Access and Participation Plan.

## 2. Strategic aims and objectives

Activities planned to address access, attainment and performance gaps are integral to the wider strategic aims of the university. The 2020-2025 strategy is currently in development and Access and Participation objects form an integral part of it, as articulated in section 3. Our aims and objectives are aligned to the OfS strategic priorities, particularly around access (Black applicants), gaps in non-continuation rates (ethnicity, socio-economic and disability status), and gaps in degree outcomes (ethnicity and disability status).

LSBU'S Diversity and Inclusion Strategy 2015-2020 "All People Matter" articulates a commitment to developing diversity and inclusion as an area of competitive strength, integrating diversity and equality into our strategies, policies and practice and for LSBU to be at the forefront of the access and widening participation agenda.

Our work towards gaining the Race Equality Charter Mark and Athena Swan Award is intrinsically linked to both our Diversity and Inclusion Strategy and our Access and Participation Strategy, as is the continual development of our Education Strategy.

### 2.1 Target groups

Given our assessment of performance for the groups identified by the OfS as underrepresented and the gaps highlighted in the schematic in Section 1, we will prioritise the following target groups in our access and participation work:

- Minority Ethnic students, with particular focus on Black and Asian students;
- Students from disadvantaged areas (IMD quintile 1);
- Disabled students in aggregate, given small cohort sizes, but with a focus on Mental Health.

We will target these groups holistically across the Success and Progression student life cycle stages.

LSBU has a strong track record in providing Access to groups identified by the OfS as underrepresented. We will continue our work on this area and specifically target to reduce the gap in UCAS offer-to-application rates for Black applicants.

### 2.2 Aims and objectives

Our aims and objectives submitted on the OfS template specifically refer to FT students who make up the majority of the target groups, as shown in the cohort sizes table in Section 1.

The following targets are directly linked to OfS Key Performance Metrics: PTS\_3 to KMP4 and PTS\_7 to KPM5.

Aim	Ref.	Target group	Description	Baseline year	Baseline data	2024-25 Target
Access	PTA_1	Ethnicity	Percentage difference in offer-to-application rates between White and Black applicants through UCAS for subjects other than subjects allied to medicine (all UG, FT)	2018-19	12%	6%
Success - Non-continuation	PTS_1	Socio-economic	Percentage difference in non-continuation rates between IMD quintile 5 and quintile 1 students (all UG, FT)	2016-17	3.3%	1.5%

Success - Attainment	PTS_2	Socio-economic	Percentage difference in attainment rates between IMD quintile 5 and quintile 1 students (all UG, FT)	2017-18	15.7%	10%
Success - Non-continuation	PTS_3	Ethnicity	Percentage difference in non-continuation rates between White and Black students (all UG, FT)	2016-17	5.4%	2.5%
Success - Attainment	PTS_4	Ethnicity	Percentage difference in attainment rates between White and Black students (all UG, FT)	2017-18	16% (note: five-year average =20.4%)	14%
Success - Attainment	PTS_5	Ethnicity	Percentage difference in attainment rates between White and Asian students (all UG, FT)	2016-17	16%	8%
Success - Non-continuation	PTS_6	Disabled	Percentage difference in non-continuation rates between Non-Disabled and Disability type Mental Health students (all UG, FT)	2016-17	15%	8%
Success - Attainment	PTS_7	Disabled	Percentage difference in attainment rates between Non-Disabled and Disabled students (all UG, FT)	2017-18	7.1%	1%
Progression	PTP_1	Socio-economic	Percentage difference in progression rates between IMD quintile 5 and quintile 1 students (all UG, FT)	2016-17	3.1%	1%
Progression	PTP_2	Ethnicity	Percentage difference in progression rates between White and Asian students (all UG, FT)	2016-17	10%	4%

We have set absolute targets; we would however consider that in areas with smaller populations we would consider success against a target to be where it lies within a level of statistical significance. We have defined a set of internal targets for PT students that is consistent with those for FT students. Our measures and actions will cover all modes of study and we will monitor progress against the APP targets and internal targets.

### 3. Strategic measures

#### 2020-25 Strategy & Group

LSBU is developing its 2020-25 Group Strategy. At the heart of the strategy is our mission of:

***Transforming lives, communities, businesses and society through applied education and insight.***

The 2020-25 Group strategy has four pillars. These pillars are Access to Opportunity, Student Success, Real World Impact and Fit for the Future. Core to the strategy is the impact of the University on a social (Access to Opportunity), personal (Student Success), economic (Real World Impact) level and Fit for the Future, of which our student journey transformation programme is a fundamental component. The pillars of greatest relevance to the Access & Participation Plan are Access to Opportunity and Student Success.

#### The LSBU Group

It is important to reference the LSBU Group element. This Access & Participation Plan covers the University specifically, but the Group Strategy is an important component of the University approach to Access into Higher Education in general and LSBU specifically. The approach to the Group is articulated in the 2020-25 Group Strategy Document as detailed below:

*The LSBU Family comprises South Bank Academies (South Bank Engineering UTC and University Academy of Engineering, South Bank), South Bank Colleges (Lambeth College), South Bank Enterprises and London South Bank University. These organisations work to a shared mission and values and use a shared educational framework to achieve shared outcomes. The group structure is born out of a recommitment to our original civic mission. It enables us to create strategies and pathways by which people of all*

*characteristics and talents can be supported through the education system to achieve their full potential, and so contribute their skills, energies and commitment to wider society throughout their lives.*

LSBU is pioneering an alternative solution to the issues of educational opportunity and inclusiveness, built bottom-up by educational providers and other partners at a local level. The University is convening and orchestrating a group of like-minded specialist educational providers, along with employers and civic partners, to create a Family of Educational Providers for south central London. The goal is to grow an inclusive educational group providing accessible educational opportunities from school years to workforce skills development, and facilitating life-long learning by offering straightforward progress and re-entry. The Family will offer learners, across all levels and ages, high quality education in the styles which best suit their needs when they need it. Learners will be able to transfer easily between technical, vocational and academic pathways, building a portfolio of skills, experience and qualifications.

This collaborative approach to education will benefit all members of the LSBU Group as well as contribute towards specific Access & Participation targets articulated in this plan.

### **3.1 Whole provider strategic approach**

#### **Overview**

LSBU's approach to the Access to Opportunity and Student Success pillars, including our Group approach, is detailed below.

#### *Access to Opportunity*

*We will provide high quality applied education - with a focus on professional and technical programmes - for all who can benefit. Through our Family and with our partners locally, nationally and internationally, we will provide excellent, accessible, supportive and flexible educational pathways. In doing so we will make a vital contribution to all our communities and a diverse education sector. Our public engagement will inform and inspire communities and provide opportunities for our staff and students.*

Socio-economic characteristics can affect people's progress through education and into the labour market. People who engage in education benefit from better life chances, ranging from enhanced career outcomes to improved health and well-being. Our education Family helps people transcend disadvantage. We offer non-selective entry to our schools and college, and university entry tariffs based on potential rather than past achievement. Our personalised approach to learning and support enables students to meet their personal and professional aspirations – to maximise their chances to become what they want to be.

As people live longer, changing jobs and careers more frequently, there is a growing need for continuing access to education and training for those seeking to learn more, retrain or to refresh their skills and knowledge. We provide people and employers with flexible pathways across the Group to the workplace-oriented education and skills they need when they want them.

We offer vocational programmes - those aligned to particular career pathways - which supplement theoretical understanding and the development of critical thinking with knowledge and skills relevant to a particular career.

*Goals: Using contextualised learning and assessment strategies, along with student services and support, to maximise academic achievement and minimise variations in outcome due to background.*

*Working with local partners we will provide opportunities for students and employees to enhance their development whilst facilitating widening participation and addressing issues of local need.*

#### *Student Success*

*We will offer personalised high quality applied education, professionally delivered, flexibly available, digitally enhanced, employment focused and enterprise informed. Our teaching will deliver sector-leading attainment whether that be in added value or student employment and further study. In an ever-changing job market, our Family will provide the opportunity for students to equip themselves throughout their lives with the knowledge and skills they need at the time and the attributes they need to adapt and develop.*

Our educational framework has four key components:

- Knowledge – in its applied context

- Currency - the latest insights informed by employers, professional bodies and researchers
- Competency - the skills to apply that knowledge
- Confidence – the personal attributes to put those skills and knowledge into practice in the workplace and beyond

Our acclaimed learning infrastructure, educational assistance, employment support, well-being services and extracurricular programmes provide the additional confidence and experience our students seek – helping to level the playing field for those whose opportunities have been less advantageous.

Enterprise informs our teaching across the group; providing exciting and accessible pathways into education, and programmes which build personal attributes, including the creativity, problem-solving, resilience, team-working, and communication skills, that are key to employability.

We can further serve the individual needs of our students by developing this framework, using a competency based model and digitally enhanced learning opportunities to enable everyone to move at their own pace. This approach will reinforce the power of personalised learning and better serve our diverse student body.

*Goals: Providing students with an individualised learning experience and student service that will make sure they develop the skills, personal attributes and aspirations to enable them to enter employment, further study or start their own business (Employment/further study outcomes).*

*Making sure that students are seen as participants in their learning and that student voices are both encouraged and listened to (Student engagement/satisfaction).*

### Alignment with other strategies

Underneath the Group pillars are sub-strategies with associated measures. The measures against these sub-strategies will be aligned to agreed priorities and targets in the Access & Participation Plan where appropriate; supporting internal governance and performance management frameworks to ensure progress is monitored against our Access & Participation Plan, thus embedding Access & Participation plan targets in the priorities of LSBU. The sub-strategies associated with the APP and programmes of work are detailed in the diagram below:



### Education Strategy

The LSBU Education Strategy is a clear and agreed strategic direction for undergraduate and postgraduate taught educational provision at LSBU. It aligns to the Corporate Strategy pillars of Access to Opportunity, Student Success and Real World Impact. It underpins the student journey transformation programme.

At this stage the Educational Strategy focuses on higher education provision, but will be developed to apply across the LSBU Group, with pedagogy as the first element to be applied as appropriate across the wider LSBU family of institutions.

“University attendance is not the great ‘social leveller’ that it is often made out to be - as students from richer backgrounds continue to enjoy better graduate outcomes than their counterparts from poorer ones.”

“Many of our students lack social capital and we work to help them overcome this through programmes of extracurricular activities, exposure to the workplace and volunteering, student engagement with entrepreneurship, as well as opportunities to join or lead [...] student societies and sports clubs.”<sup>2</sup>

### Equality & Diversity

LSBU is rightly proud of the diversity of its staff and students. We still have challenges though, including race equality in staff contracts and in terms of student progression and success. Building inclusivity into the teaching and learning so students with disabilities can fulfil their potential alongside their peers, ensuring LGBT students consistently feel safe and valued, and that students who become parents while studying are not disadvantaged are goals we are working towards.

This work is core to our mission, ensuring every single student and prospective student has access to opportunity and success, and all staff feel valued, able to contribute and develop. This work will be underpinned through work led by the Equality & Diversity Committee.

In terms of curriculum development, course specification documents require issues of inclusive teaching to be embedded in the course.

EDI Research Project - What Works for LSBU – Attainment Gap Research Project - This is a three-year data-driven institutional research project aimed at identifying interventions that reduce the BAME attainment gap at LSBU. The project will be coordinated through the Centre for Research Informed Teaching (CRIT) and supported by LSBU’s Inclusive Practice Working Group. This aims to be complete by 2021/22.

What Works for LSBU will tie together individual studies investigating BAME attainment under an overarching research framework. Institutional data will be used to identify areas where studies can be focused to produce the greatest impact. Both external and internal funding will be sought to support studies conducted by academics within Schools, appropriate PSGs and the Student Union. It is anticipated that the overall project will support three kinds of study: those proposing interventions directly aimed at narrowing the BAME attainment gap, those aimed at deepening the understanding of our students, their needs, and their voice, and those that explore the intersectionality with other attainment gaps for example mental health, IMD etc.

LSBU also has an approach to data which allows staff to self-serve information that relates to the curriculum and student outcomes by protected characteristic. Pre-built dashboards in an organisation-wide available BI tool, which use the measures included in this Access & Participation Plan allow staff to analyse outcomes by protected characteristics and academic area. This data is at structural, at course and module level, and is therefore useful for Deans, Course Directors and Module Leaders to understand performance by protected characteristic and design appropriate interventions to correct sub-optimal outcomes. EDI reporting is also being developed in Course Monitoring Reports to ensure academic staff address student outcome gaps against protected characteristics.

LSBU is working towards the following pledges/commitments: Care Leaver Chartermark (targeted by 2021), Stand Alone Pledge (targeted by 2020) and University of Sanctuary for Refugees (targeted by 2021).

It is expected that this work will help address gaps in attainment and continuation.

### Academic Leadership

Course leadership is central to the student experience. Course leaders have vital and challenging roles, matrix-managing teams of colleagues to deliver excellent education and student experience. They are supported by their Module Leaders, and their Division and Department leaders, all led by the School Senior Executive team.

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<sup>2</sup> Professor Phoenix 2018

Leadership in this environment is challenging because of the breadth of requirements and the complexity of the management structures. Academic leadership is crucial for engaging and empowering staff and students, for inspiration, confidence, momentum, performance, problem solving and development. We will focus on leadership development including educational development and management and leadership skills.

Without a strategy to develop academic leadership, the consistency of outcomes and student success around continuation and attainment is much more difficult to achieve.

### Assessment designed for learning

Learning, teaching and assessment are underpinned by values, theory and empirical evidence, and driven by changes in technology, legislation and society.

We expect our staff who teach and support learning to engage in programmes of continuing professional development to maintain and develop their skills and knowledge. This may mean undertaking an accredited qualification or other formal activity, and/or informal activity like team teaching and scholarship, keeping up to date with journal publications in relevant areas of pedagogy.

In terms of a strategic focus to improve students' educational experiences, assessment is one of the most powerful and effective sites of change, potentially impacting on curriculum design and delivery, and student independent study and learning.

### Digitally Enabled Student Experience

Flexible, digitally enabled delivery enhances students' experience of study and group work, combining flexibility of location with choice of time and, wherever possible, method of channel of study.

As part of the wider education vision the University aims to adopt pedagogic practices that embed the use of digital technologies as an integral part of our learning and teaching provision. Contact time with learners remains at the heart of our education provision, but we will utilise technology to make contact time with learners more valuable, relevant and meaningful.

Our two underpinning principles are that:

- The use of technology will be pedagogically-led, embedded in course design and used to support and/or enhance the educational experience for the learning community
- The use of technology will create a more flexible, inclusive and authentic learning environment that recognises the characteristics and needs of our learners.

We will leverage digital technologies to create a modern flexible learning environment that transforms learning, teaching and assessment practices in ways that enhance student attainment, and promotes active, authentic and collaborative learning across the curriculum. The vision is to establish LSBU as a fully blended campus where the use of technology augments and enhances face-to-face interactions in purposeful ways and where productive learning and collaboration occurs on and off campus utilising industry standard tools. This supports our ongoing work on inclusive teaching and learning, aimed to embed access to support the success of students with disabilities.

### Placements

As articulated in the student success pillar, LSBU values the confidence gained through extra-curricular activity, particularly related to employment outcomes. As such every student has the opportunity to undertake a placement, internship or work experience. This is a vital aspect of the educational offer at LSBU, and each academic School has tailored approaches which are most applicable for the particular discipline.

Alongside placements offered in industry, the University and Students' Union offer a number of activities that enable students to develop both 'hard' and 'soft' transferable skills applicable to the real world, and are accredited through the HEAR framework. The Students' Union facilitate a number of opportunities through student societies, volunteering, student voice and sports teams activity

Initial recent research into participation with the Students' Union highlighted that, in line with the "What Works" research findings of students feeling a sense of "belonging" in their institution, participation in the

students' union seemingly created better educational outcomes for all students, but particularly for those traditionally under-served by higher education. We will continue to support the Students' Union, research this positive trend and investigate where appropriate enhancing delivery.

### Philanthropy Strategy to Support Bursaries

As part of the approach of 'no barriers to brilliance', a philanthropy strategy is in place to generate charitable funds to support student outcomes across LSBU. The aim is to generate a £4m cumulative charitable income target in 2019 – 2022 to fund:

- £0.5m for Student Prizes
- £1m for Bursaries
- £2.5m for Group-wide Project Delivery

A campaign feasibility study in 2022 will develop next steps to ensure this is a sustainable approach.

Student Prizes will boost students' self-belief, CVs and finances. An enhanced Prizes menu will cover a broader range of student achievement categories; from academic excellence to overcoming adversity. A new, more generous standard award of £1,000 will be implemented. While non-financial prizes have been in operation for many years, standardising prizes will not only provide an entry-route for corporate support but it will also increase visibility of recognition and reward across the student journey in a meaningful and consistent way.

The creation of a major Bursary Fund forms a central pillar of this work as it forms an entry route for donors that is an accessible and appealing way to support. Our focus will be to address barriers on a smaller scale, the removal of which will enable an immediate positive impact on the challenges we know our students face on a daily basis. For example, the introduction of peak travel bursaries.

Two Group-wide activities will be supported initially, with scope to expand this as we grow. The first is a proof-of-concept structured careers-focused mentoring model at Lambeth College. The second is in partnership with South Bank Academies and looks at 'Keeping Learners Well'. Options for delivery include a food pilot and rooftop food cultivation initiative. Our goal is to help maximise retention rates, improve exam results and ensure continuing success in future careers.

### Application Process Review

As identified in the LSBU priorities, LSBU application data has identified a lower offer rate for black applicants than other ethnicities. Given LSBU's commitment to Access to Opportunity and EDI, this is something the institution will address.

Each entity in the LSBU Group has a majority of BAME students (UTC 91% BAME, UAE 90% BAME, Lambeth College 80% BAME). Given the vision for the educational offer across the Group, it is expected that this will have an impact on offer rates going forward of applicants that are currently disadvantaged. In addition, LSBU will review the entire application process and identify at which stages applicants are rejected. At this point interventions will be identified to address the gap. This will be completed by July 2020.

### Student Journey Design & Digitally Enabled Student Experience

LSBU has embarked on a student journey transformation programme that looks to redesign the student journey and develop processes and new technology and systems to support this newly designed student journey. LSBU performs below the sector average in relation to organisation and management questions in the NSS (7% below average in 2018). The programme looks to improve the student journey through improved interactions between students and the institution as well as an introduction of a consistent academic framework. This will have an impact for our students at greatest risk of non-continuation through the provision of information relevant to their studies and organising of their student experience through technology platforms that work with the student by joining up University services, saving time and reducing frustration with services that are not currently joined up as well as they could be. It is expected that much of the programme will be embedded by 2022/23.

The vision summarises this:

*We will enable all our students to achieve their full academic potential by creating a student experience that is socially inclusive and focuses on their needs. We will redesign our services, processes and systems so*

*that the whole LSBU community is engaged, empowered and accountable to deliver on the things that matter most to students.*

### Degree Apprenticeships

Degree apprenticeships are an important part of the LSBU portfolio, with currently over one thousand apprenticeship students and looking to grow beyond two thousand from 2020. This offer aligns with our Access to Opportunity pillar by delivering a high quality technical education to students from all backgrounds, by engaging with employers and the local community. This educational route attracts students with different ambitions and those at different stages in their career or learning journey. Typically, our apprentices fall into one of the following categories:

- FE students who hold both A-level and BTEC qualifications looking to progress into HE.
- Individuals using the apprenticeship route as a pathway to change career paths and retrain; both those who are currently employed and unemployed.
- Already in employment within an organisation and seeking progression opportunities via the apprenticeship route.

The LSBU apprenticeship provision is predominantly in the subject areas of Health and the Built Environment. Within construction, the employers we are working with are consciously recruiting and up-skilling more females and individuals from ethnic minority groups.

The Apprenticeship team works closely with local authorities such as Lambeth & Southwark to utilise Section 106 Funding to support local NEET candidates into employment via the apprenticeship route

The Lambeth Apprenticeship Ambitions Conference, held at the Kia Oval in March 2019 was delivered in partnership with Lambeth College to promote apprenticeships as a progression route to local schools. This event allowed Year 9 & 10 students to not only develop their understanding of apprenticeships and identify suitable opportunities for them to progress, but also to hear the benefits of the apprenticeship route from existing LSBU apprenticeship students.

This style of learning is beneficial through a day release model which requires apprentices to attend lectures on a weekly basis which are delivered by industry experts. This model ensures that apprentices not only have the time to develop their skills, knowledge and behaviours required of the apprenticeship, but also are supported by their employers away from the workplace to ensure they meet the 20% off-the-job training requirement.

Although supported by the academics who offer advice via tutorials, office hours and email, there is the transition to more independent study in HE, requiring apprentices to be self-motivated and also able to use own initiative; an essential requirement as they progress throughout their career.

The range of assessment methods (coursework & exams) engages apprentices to ensure inclusivity across all learning styles and also develops skills such as team work and communication skills through group presentations.

### **Strategic measures**

This following section demonstrates how the wider strategic approach is being adopted in our Academic Schools and Professional Service areas to deliver against the long term strategic targets identified earlier in this plan.

#### Employability

There will be an investment in digital systems that support placements as well as tools such as Abintegro and Jobteaser. The placements system roll-out will support all Schools and better manage placements and work-based learning access and support. This will enhance skills development and allow access to connections to increase social capital.

The Employability function will support Schools to meet year-on-year trends linked to employers' needs as well as facilitate the hosting of a number of sector specific employment fairs to increase student access to employers.

LSBU has established its own employment agency, LSBU Employment, which sources part-time and temporary jobs within the university and the local community. The agency supports students in interview skills, assessment centres and entering the world of work. This enables students who have financial challenges to access local, convenient work and assures them of the London Living Wage. This also supports progression into work as students gain working experience and form networks which may support graduate level employment later on in their student journey. We are developing this offering further by aiming to increase the number of employment opportunities available to students as well as working with students strategically to address progression gaps. This development work is to be completed by 2022/23.

All of these actions will support the progression to employment outcomes of LSBU students, particularly those with lower social capital, as identified in targets PTP 1 & 2.

### Academy of Sport

The LSBU Academy of Sport will be undertaking activity as part of its adoption of the LSBU group strategy to support access, attainment, student success and progression to employment. This includes the provision of volunteering opportunities for students and work experience placements for local GCSE students. The Academy of Sport also leads activities that contribute to the Higher Education Achievement Record (HEAR).

### Centre for Research Informed Teaching (CRIT)

CRIT undertakes essential work in supporting students and academic staff in the development of the curriculum. CRIT supports students with a need to develop skills to transition to level 4. These interventions will be focused on students with the greatest need for support, which typically are those students that are identified in the targets referred to in this document with regards to non-continuation. Support is also available for all students who feel they need additional skills development.

It is this team that will design and provide oversight of the Attainment Gap research project to support the achievement of attainment gap targets. This will be in addition to the work identified as part of the Education strategy to reduce the attainment gap, develop a common academic framework and a cross institutional project to standardise the assessment and feedback approach, improving transparency and clarity of marking criteria.

### Student Life Centre

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 interruption) 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 personal finances and budgeting,
- 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.

### Wellbeing

The work of the LSBU wellbeing team provides support to all students; however, it is particularly important for delivering interventions to achieve targets PTS 6 & 7. As well as provision of mental health appointments and access to short-term counselling, the team undertakes 'Specific Learning Disability' (SpLD) assessments and supports approximately two thousand Disabled or Dyslexia Support (DDS) students. The provision of additional support to DDS students is an important contributing factor to increasing continuation and attainment rates.

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.

The team also provides specialist and sector leading support to students that are victims of sexual violence or hate crime.

### Care Leaver Chartermark Project

The project is commencing in 2019 and is expected to be completed by 2021. Its objectives are to:

1. Ensure that Care Leavers have improved access to employment, education and training.
2. Help Care Leavers feel better prepared and supported to live independently.
3. Create an environment which creates stability in their lives so they feel safe and secure.
4. Improve those Care Leavers' access to health and emotional support from point of application to graduation.
5. Create an action plan and process to monitor engagement and implementation over a two-year period.

Key activity strands include review of current offering, establish care leaver 'leads' within LSBU, develop action plan, establish staff development around awareness of the barriers Care Leaver students face and roll-out to academic and professional services staff as part of the core training offering of the Organisational Development department, tracking of engagement with service offering and evaluation.

### Enterprise

The Enterprise team supports engagement through:

- Development of an enterprising, real-world curriculum at LSBU to support progression and employability.
- Student engagement from Open Days through to alumni <5 years: enterprise skill & mindset development through 1-2-1s, events, SME-internships, competitions & challenges.
- On campus business community in university life through guest lectures, internships and start-up mentoring, to support existing students.

### Alumni

In addition to supporting the philanthropy and fundraising strategy to support bursaries and student prizes, the Alumni team reach out to LSBU graduates to work with current students through inspirational lectures.

### **Academic Schools Strategic Contribution**

LSBU's Academic Schools already contribute significantly to the goals of access, student success and progression to employment, and going forward their role will be significant in implementing the Educational and wider LSBU Group strategy to deliver against the targets in this Access & Participation Plan. The following section focuses on specific initiatives that are planned at School level to deliver the LSBU 2020-25 Group Strategy and Access & Participation Plan priorities.

### Access

- Eight secondary school pupils have been placed with the Architecture team for work experience/ architecture taster weeks. They have acted as assistants to the Heads of Division and completed studio observations, attended lectures and made 3D pieces using our digital facilities. The placements were in collaboration with the Lewisham Work Experience Team.
- Attendance at Lambeth College – a joint session with other LSBU Schools to showcase LSBU degrees.
- For three consecutive years, delivery of LSBU 'Street Law' Project to Access to HE students in various partner colleges. This project is delivered by LSBU Law students and Law academic staff. The Access to HE learners learn about their rights and responsibilities and are trained by LSBU staff and students to perform in a mock trial. The performance of the trial takes place at the end of the training.
- Design of Access to HE Diploma by LSBU and college staff from partner colleges, which have included Morley College and what used to be Southwark College. More recently we are involving the Head of Access to HE and the Head of Curriculum at OCN London in our meetings to design and develop new Access to HE Diploma courses. This collaborative work ensures smooth progression to higher education and specifically LSBU.

- A dedicated STEM engagement programme created to support South Bank Academies. This bespoke programme is tailored for each school and delivers STEM focused outcomes. Creativity, Innovation & Enterprise is at the heart of our delivery. To be completed by the end of 2021/22.
- Robogals is a student-run organisation that aims to inspire and empower young women to consider studying engineering and related fields.

### Student Success

- Research assessing what motivates our applicants to choose LSBU with a view to devise attitudinally focused strategies to reduce number of ambivalent students and increase the number of 'investors' and 'learners'. Building on initial research conducted in 2018/19, to be completed by 2021.
- TESTA - Transforming the Experience of Students through Assessment – project, to run from 2019 to 2022. Detailed review of assessment and feedback designed to improve achievement of learning outcomes, student satisfaction, retention and, reducing the BAME attainment gap.
- Inclusive Curriculum Framework, review of curricula to identify initial gaps using toolkit. To be completed by 2020/21.
- Anonymous marking is now in force for all coursework submissions.
- LSBU staff have a deep knowledge and understanding of the BTEC qualifications through the strong academic partnerships they have formed with various colleges. In addition, one LSBU academic member of staff has worked very closely with Pearson in order to get more familiar with the BTEC qualification and has also been involved in the design and approval of new BTEC courses. This familiarity/knowledge enables LSBU academic staff to design and deliver academic programmes to support and develop BTEC learners. The LSBU academic programmes for BTEC students have been 'tailor-made' by our academic staff, to suit the needs of each of the colleges with which we have worked.

### Progression to Employment

- Creative Access is a social enterprise helping young BAME learners and those from lower socio-economic households to secure paid training and employment opportunities in the creative industries.
- Architectural practice based judges are invited to critique all final design projects throughout the design studios in all years (BA and M.Arch). Each studio organises their own independent critiques.
- Enabling Aspirational Students for successful entry into the engineering industry and supporting companies to discover a hidden pool of engineering talent.
- One to one consultations and group workshops on sourcing roles/ CV preparation, LinkedIn development, application and cover letter support, assessment centre preparation.

The commitments referenced in this approach have been arrived at through the consultation with academic and professional staff with considerable experience of working in Higher Education, with the aim of improving outcomes for students in relation to access, participation and outcomes, especially for disadvantaged groups. It is through this experience that the commitments made are based on prior evidence of impact and instances of best of practice. The impact of these commitments and actions will be monitored through the evaluation strategy described below.

### **3.2 Student consultation**

Our newly refreshed and adopted LSBU Student Charter (2019) highlights the way that the University, Students and the Students' Union works with one another to build a community of equals. These core principles are applied to our full cycle of work around Access and Participation – from planning to delivery and on to monitoring and evaluation, with mutual respect and co-creation at its core.

With regard to this new framework, our Access and Participation Steering Group was set up in March 2019, led by the Executive Director of Student Services, and included a broad range of consultees from across the whole organisation. Students' Union sabbatical officers and SU staff were a key consultee to the group. The Steering group identified data to be analysed in order to identify gaps between different groups of students, set priorities and targets that led directly to the shaping of this Access and Participation Plan.

The final draft of the A&P Plan was shared with Students' Union sabbatical officers and key SU staff to gain feedback.

Ongoing engagement and consultation on the implementation and evaluation of the plan will be built upon our strong partnership with the Students' Union and will include:

- The Access and Participation Steering Group, which includes a range of SU student representatives with different remits and their support staff will attend ongoing meetings and will shape interventions used to deliver this A&P Plan.
- Regular separate meetings between the Executive Director of Student Services, the Vice President Welfare & Equalities and the “Liberation” Officers and/or groups within the Union that represent either key academic communities (i.e. part-time students/mature students) or student communities covered by the Equality Act 2010 (i.e. BAME/LGBT+).
- Engagement with the Students’ Union 700+ Course Representatives to gain their feedback.
- The opportunity for the Students’ Union to be a delivery partner in A&P initiatives.
- Facilitated research and communication with A&P focussed groups via SU channels.

#### *LSBU led engagement*

- World café events.
- Student Intranet with mechanisms to feedback directly to Director of Student Services.

The Evaluation framework, which will be co-designed with students, will include metrics that measure the ‘equality impact’ as well as the ‘impact against targets’. LSBU will work with the Students’ Union to deliver annual training to sabbatical and other student representatives on interpreting data and on evaluation of A&P activities. Students will be key members of decision-making panels.

Student feedback is routinely gathered via service surveys, new starter surveys, immediate service feedback, event evaluation and via open surgeries with staff in student services. Alongside this, our Students’ Union is a key conduit for student feedback across the institution with both institution and Union recognising the critical role the Students’ Union undertakes to provide the honest and timely feedback on issues affecting learners at the institution.

### **3.3 Evaluation strategy**

Existing access and participation initiatives and activities are currently evaluated locally by the teams that are delivering them. One of our core strategic priorities is to develop our over-arching evaluation strategy and embed this in a way that will support consistent monitoring and evaluation practices across teams, while recognizing that the types of evaluation needed will vary substantially according to the type of activity. As part of this process we are working with ImpactEd, an independent non-profit organisation supporting monitoring and evaluation in the education sector, to support the refinement and implementation of our strategy across University Access and Participation activity.

Reviewing activities against the OfS standards for evaluation, the majority of our current evaluations are at Type 1: Narrative. The ambition of our strategy is to move towards Type 2 standards of Empirical enquiry as a minimum expectation for the majority of activity by Summer 2020. Between Autumn 2020 and Autumn 2022 we will identify a number of projects across the student lifecycle where Type 3 standards can be applied in order to evidence causality of our interventions, with the final results of any longitudinal studies produced by the Summer of 2025.

The core tools we are developing to support this process are an overall logic model that will be used as a standard planning tool for all Access and Participation activities, and an index of quality-assured indicators and outcomes that we will monitor and evaluate at different stages of the student lifecycle. These will be supported by regular staff training and the embedding of evaluation into routine processes. For example, we will be providing a central fund to support targeted Access and Participation activities for which members of staff can bid. In order to do this, they will be asked to complete a logic model or Theory of Change template and demonstrate their plan for evaluation; the quality of this will be one of the core success criteria by which the bids will be assessed.

#### **Logic model template headings**



In relation to planning for evaluation, we will encourage ‘backwards design’ – rather than staff beginning with the activities they are looking to deliver, our expectation will be that they start with a meaningful and evidence-based diagnosis of the problem they are looking to address, and the overall aim or outcome they are hoping

to achieve. Intermediate and long-term outcomes, and these measures that will help us understand success against those outcomes, will then guide the plans for inputs to achieve them.

To support this process, we are also developing a menu of preferred indicators and outcomes that we will monitor and evaluate at different stages of the student lifecycle. For example, for a school-based widening participation project we may track pupil motivation to study via questionnaire in the first instance, track if it increases attendance at school in the medium term, and ultimately affect pupil attainment and university progression in the long term. In addition, to support the increased numbers of projects moving towards Type 3 standards, we are looking at options for implementing control and comparison groups, with a preference for models that minimize ethical risks while ensuring meaningful evidence. For instance, waiting list or regression discontinuity designs provide relatively robust approaches.

Given a relatively dispersed staff body, we will also invest in the monitoring and co-ordination tools needed to help us ensure a consistent approach to evaluation. This will include tracking to better understand the range of projects occurring, and auditing them against the quality of evaluation they are conducting. Our view here will be to move towards sustained and ongoing projects that support more meaningful evaluation, as against one-off interventions.

Evaluation of activities will be reviewed as part of monitoring activity and at the end of each academic year, informing the activities that will be further developed moving forward, allowing for an iterative process of activity selection against priorities in order to ensure maximum impact. We see evaluation as part of a continuous improvement process, and as such will require staff to share lessons from projects and invest in training to allow for joint scrutiny of data and reflection on how results can be used to improve programme design and targeting. Where appropriate, we will look to share this externally with the sector through partnerships such as that with ImpactEd.

LSBU will use the OfS Financial support evaluation toolkit to evaluate financial support from 2020/21 onwards, following on from pilots in 2019/20. We will undertake individual interviews and survey recipients of funds starting in November and December of 2019 and continue this on an annual basis to inform our understanding of the uses and benefits of the funds we offer. We will begin to work on incorporating the statistical tool in 2019/20 with the intention of full roll out in the academic year 2020/21.

### **3.4 Monitoring progress against delivery of the plan**

The Access and Participation monitoring will be overseen by the Access and Participation Steering Group which will report on progress to the Equality, Diversity and Inclusion Committee which reports to the Group Executive and into the Student Experience Committee which reports to the Academic Board which feeds into the LSBU Board.

Students and members of the Students' Union sit on the above groups and Committees and therefore are fully involved in monitoring progress against the plan. Those teams delivering access and participation activities will be required to report to the steering group regularly. If progress against the plan is insufficient then the Steering Group will report this directly to the Executive Leadership team with recommendations for remedial action. Responsibility for monitoring the plan falls to the Executive Director of Student Services and the Director of Strategy and Planning.

When LSBU moves into the 2020-25 Group Strategy, KPIs will be aligned to the targets in this plan. Executive, the Financial Planning & Resources Committee and LSBU Group Board regularly review these KPIs.

## **4. 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 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.

#### Financial Support

<b>Name of activity/ programme</b>	<b>Description</b>	<b>Strand</b> (Access, Continuation, Attainment, Progression)	<b>Eligibility</b>
Care Leavers Support	For all Care Leavers. Named Advisor to contact, Bursary of £1,000 per year of study	Access	Care Leavers
Student Retention Fund	For general hardship needs. Typically up to £1,000 per application	Continuation	All students
Student Retention Fund Targeted Funds	If we receive a SRF application from a student who is estranged/ a refugee/ homeless/ an asylum seeker, we have a higher level of award, this is normally £500 but we have awarded over £1,000 for students who fall into these groups	Continuation	Refugees/ Asylum Seekers/ Estranged Students/ Homeless Students or those threatened with homelessness

We have been developing systems to measure impact of the financial support we offer to care leavers, students with low household incomes and those who access our retention fund.

Retention funds are not allocated to students from underrepresented groups by their year of study, we review each individual application and award on the merits irrespective of year or study.

We are committed to reviewing our current system within 2020/21 to ensure that our targeted funds support retention and success, and to put in place financial support that will match our commitments under the Stand Alone Pledge, Care Leaver Charter mark and University of Sanctuary status.

#### Research

Our research on student beliefs about higher education has yielded some early results linking beliefs to retention and attainment. This research is ongoing and has identified some student groups who are at risk of non-continuation or poor degree attainment. We expect the activities we put in place as interventions to benefit many of the groups identified in this plan.

## **5. Appendix A - London South Bank Student Union Contribution to the LSBU Access & Participation Plan 2020/21 – 2024/25**

London South Bank Students' Union is delighted to be able to give comment on what we consider to be a crucial safeguarding document to the fair and equitable treatment of all learners within our institution. Our institutional profile is arguably the most diverse in the country, with high participation across many metrics from "non traditional" learners, particularly from *Mature, Part-time* and *Black Asian & Minority Ethnic* student communities. We as a students' union are proud of our institution and our shared commitment to equality of opportunity through education.

London South Bank Students' Union has a dual nature - one that enables *student voice* and one as a *service provider* to our student members. We have broken this response down into three areas:

- **Amplifying the Student Voice on campus** - A description of key channels available for student feedback to the institution.
- **Delivering the services our students need** - A description of the collaboration between London South Bank University and its Students' Union.
- **Review of LSBSU's Access and Participation plan** - our informed and independent opinion of both the process of creating and content within the institutional submitted plan.

### **Amplifying the Student Voice on campus**

The Students' Union is embedded across the institution at many levels, from our grass-roots Course Representative System involving some 700+ learners through to the Board of Governors where students fill two seats on the board. Alongside a positive relationship with LSBU senior leadership that is *open* and *supportive*, our involvement throughout the formal academic structures of the institution has enabled the Union to amplify student voices; co-creating success and initiatives with our institution, that has tangible and valued impact on the student experience.

Within the institution there are four major academic committees, Academic Board and three sub-committees. On Academic Board, students hold two of the 17 seats. More than half the seats however on the Students' Experience Committee are filled by student representatives. 2 student representatives are a part of Research Committee (*not appointed or supported by the SU*) and 1 seat is allocated to students on Quality and Standards Committee. Also pertinent is the Students' Union's role in the Equality Diversity and Inclusion Committee, with 2 Student Representatives and a SU staff member attending.

As a Union we feel that we have secured a strong and positive relationship with the organisational leadership, who see the *'value added'* of engagement with the students' union. Whilst positive, we are not complacent. The next phase in embedding and developing our partnership is to ensure it is woven culturally throughout the entire institution, across the Schools and at every level. Being offered a *'seat at the table'* for decisions can be at the end of the engagement process, rather than from the start. The student voice is *'in the room'* where decisions are made formally; a significantly strong and positive step. The challenge for the future will be creating frameworks for engagement that enable a more *equitable* say for student voice throughout.

Our course representative programme supports some 700+ student voices to give feedback on the student experience across the majority of programmes and levels in the institution to front line course staff, via course boards. These student representatives meet monthly during term time, and the range of issues faced by learners are brought to the attention of the university executive for their action and response.

Alongside our course representative programme we have as a core tenet of our work our "Liberation" programme, which represents the needs of students from Black Asian and Minority Ethnic (BAME) backgrounds, Lesbian, Gay, Bisexual and Trans+ Students, Female Students and disabled learners. These programmes have an elected student representative, selected by their peers that carry out programmes of work and acts as their community representative. These student voices have a number of student feedback channels open to them: they meet regularly with the Students' Union Vice President: Welfare and Equalities and their support staff, who works with them to develop their campaigns and advocates on their behalf; they've the opportunity to attend Student Experience Committee, a sub-committee to Academic Board and talk directly to issues they and their community care about; the VP: Welfare and Equalities also has regular meetings with the Deputy Vice Chancellor and COO where concerns can be raised and actioned.

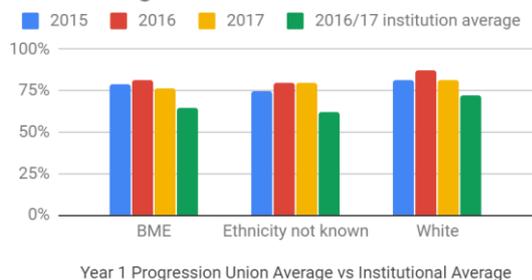
In the last year alone the University has enabled *Student Voice* to turn to student action. They've helped build all students, but particularly BAME student confidence, in assessment fairness by introducing pseudonymisation to course work; they've supported a whole organisation training programme with every academic and professional service department being trained by LGBT+ students and the students' union in both sexual orientation and gender identity issues; they looked into issues around 'period poverty', and reinvigorated an EDI committee that has the Student Voice at the heart of it, with upcoming racial equality training being planned for delivery by students.

### **Delivering the services that our students need**

London South Bank University and Students' Union collaborate on a range of programmes and activities together. The Students' Union leads on a wide variety of activities that seeks to complement *academic*

learning or enhance the *student experience* at London South Bank University. These programmes seek to build a sense of community and belonging amongst participants, and develop their co- and extra-curricular

### Year 1 Progression



learning. Analysis of participant data, undertaken by the university's Business Intelligence Unit on behalf of the Students' Union and driven by registry records, showed that between the AY2014/15 to AY2016/17 Students' Union participation broadly reflected the global population at South Bank for ethnic origin, age and gender. Further, in terms of *first* to *second* year progression, getting involved with Union activity seemingly improved progression for all cohorts across these three areas, but had an even greater positive impact on the progression for BAME students.

The students' union hope that through the next period of the Access and Participation Plan that we enable

students, particularly from '*non-traditional*' backgrounds, to build their social capital and agency through a new programme of *co-* and *extracurricular* activities.

As part of our students' union programme of work, we already collaborate with our institution across a range of projects that seek to have a positive impact on '*Access and Participation*' cohorts. Alongside our business as usual activity, we have in the last year alone been involved in a number of programmes which seek to have *whole organisation* impact including: helping formulate the new educational strategy for LSBU; development of a new organisational Student Charter, outlining the rights and responsibilities amongst all partners in our educational community; sought to increase student satisfaction throughout the institution, as measured by the NSS; participated in the institutional redesign and standardisation of marking assessment criteria; reshaping 'enrolment, induction and welcome' to ensure new starters feel confident and comfortable with their initial steps into higher education, and; more direct activity such as developing 'live project briefs' with the Bakery School to tackle on campus food poverty. What we know is when the institution co-creates with the students' union the outputs and outcomes of programmes more greatly meet the needs of the students they are trying to serve.

### Review of LSBU's Access and Participation Plan

We welcome the move to a data led methodology for the prioritisation of widening participation activity, and support the continuation of data use in this way. However, whilst agreeing with the choices based on empirical evidence available, we feel the data set is limited. Some students, such as those with school age children or LGBT+ learners who we know face inequalities with regard to higher education experience, may not benefit from this core function.

We believe the institution should review its data sets, and call on OfS/HESA to, at a minimum, require data sets that align fully with the protected characteristics as outlined in the Equality Act 2010, and implement this so at least three years data can be collected prior to the start of the next APP cycle. In addition, if the OfS seeks a broad representative view of students from particular target groups, and it sees students' unions as the facilitators of this *Voice*, it needs to work with institutions and the ICO to ensure this *public task* is recognised.

#### *Student involvement in APP design*

The students' union has been invited to *all* Access and Participation Steering Group meetings, and we feel we have been given the '*due regard*' as a stakeholder to our feedback. Student representatives in attendance at these meetings covered a range of demographics: Black, Asian, White, Young, Mature, Female, Male, Disabled (multiple characteristics), Parent, and LGBT+.

Whilst Student Representatives and their support staff have been invited to all stakeholder meetings, at this stage the *opportunity* to feed back fully on the plan has been limited due to timescales and competing strategic priorities within the institution. We wish to further work with our institution in the refinement of this plan, as well as enabling more learners to both shape and mould the five year programme.

At APP implementation phase, we believe the institution should in line with our newly co-created Students' Charter, resource and empower students via their students' union, to become full and equal partners. This should cover both the *development* and *monitoring* of delivery plans, as well as enable the delivery of projects and programmes directly.

The institution should also seek to embed measures such as benchmarking practice against the “Participation Ladder” theory (originally by Arnstein (1969) and adapted by Hart (1992)) or similar, so that it can tacitly assure itself, the students, students’ union, and the OfS, it is meeting its obligations as a registered provider in fulfilling its ‘public interest governance principles’ as laid out in the OfS Regulatory Framework in listening, responding and co-creating with students appropriately.

Additionally, institutional tools, such as the ‘self-serve data dashboard’ that enables university staff to easily interrogate the wealth of data held by the institution should, with appropriate safeguards, be made available to the students’ union. This would enable original synthesis and interpretation of the data rather than being reliant on others’ initial interpretation. In addition, to meet the expectation of a *whole organisational approach* to access and participation, and facilitate the fulfilment of *public task* as laid out in OfS guidance, LSBU should facilitate greater access to student demographic data to the students’ union, enabling them to better understand and communicate with those who should be benefiting from APP activity.

**Summary of 2020-21 entrant course fees**

\*course type not listed

**Inflationary statement:**

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

**Table 4a - Full-time course fee levels for 2020-21 entrants**

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	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants**

Sub-contractual 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	*	*

**Table 4c - Part-time course fee levels for 2020-21 entrants**

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	*	*

**Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants**

Sub-contractual part-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	*	*

# Targets and investment plan 2020-21 to 2024-25

Provider name: London South Bank University

Provider UKPRN: 10004078

## Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

### Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total access activity investment (£)</b>	£1,400,000.00	£1,449,000.00	£1,499,700.00	£1,552,200.00	£1,606,500.00
Access (pre-16)	£301,800.00	£312,400.00	£323,300.00	£334,600.00	£346,300.00
Access (post-16)	£1,031,900.00	£1,068,000.00	£1,105,400.00	£1,144,100.00	£1,184,100.00
Access (adults and the community)	£66,300.00	£68,600.00	£71,000.00	£73,500.00	£76,100.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
<b>Financial support (£)</b>	£260,000.00	£260,000.00	£260,000.00	£260,000.00	£260,000.00
<b>Research and evaluation (£)</b>	£93,500.00	£93,500.00	£93,500.00	£93,500.00	£93,500.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HFI)</b>	£23,692,550.00	£24,376,250.00	£25,059,850.00	£25,743,550.00	£26,427,250.00
<b>Access investment</b>	5.9%	5.9%	6.0%	6.0%	6.1%
<b>Financial support</b>	1.1%	1.1%	1.0%	1.0%	1.0%
<b>Research and evaluation</b>	0.4%	0.4%	0.4%	0.4%	0.4%
<b>Total investment (as %HFI)</b>	7.4%	7.4%	7.4%	7.4%	7.4%

