

## London South Bank University

### Provider Submission – Teaching Excellence Framework 2023

#### 1. Executive Summary

- 1.1. The mission of London South Bank University is to transform lives, communities, businesses and society through applied education and insight. We have remained committed to this mission since our establishment as the Borough Polytechnic Institute in 1892.
- 1.2. Reflecting our commitment to removing barriers to the success of our diverse student body, we are ranked 5<sup>th</sup> in the world for Reducing Inequality by Times Higher Education in their 2022 Global Impact Rankings, out of 796 institutions<sup>1</sup>. Similarly, the Institute for Fiscal Studies and Sutton Trust social mobility ranking places us 5<sup>th</sup> in England, with a social mobility rate of 4.6% (compared with a national social mobility rate of 1.3%)<sup>2</sup>. We also rank 19<sup>th</sup> in the 2022 English University Social Mobility Index<sup>3</sup>.
- 1.3. London South Bank University established the LSBU Group in 2019, bringing together Secondary, Further and Higher Education institutions into a single organisational structure. This demonstrates our proactive and sector-leading efforts to address longstanding barriers to educational opportunity and inclusivity by creating new pathways for learners into and through higher education.
- 1.4. Our strategic and evidence-based approach to continuously improving our educational offer delivers student experiences and outcomes that are commensurate with **Very High Quality provision with Outstanding elements**.
- 1.5. We have embedded an innovative Integrated Student Development Framework<sup>4</sup> to engage with and understand each individual students' development needs, allowing us to tailor the support we offer at every stage of their journey.
- 1.6. We make a strong case in this submission that our **Student Experience is Very High Quality with Outstanding elements**.
  - The majority of our NSS metrics for our full-time students are at TEF benchmarks, with our part-time student NSS results being at or above benchmark for years 1 and 2.
  - Our inclusive, authentic, competence-based approaches to assessment and feedback are reflected by examples of excellent practice throughout our portfolio.
  - We have robust and effective processes in place for meaningful engagement with our student community that ensure we are responsive to their concerns and needs.
  - Where our NSS metrics for learning resources are below benchmark for years 3 and 4, we provide further explanation for this in section 4.
  - We can evidence a commitment to continuous improvement in all aspects of academic delivery and student development.

1.7. We make a strong case in this submission that **our Student Outcomes are Very High Quality with Outstanding elements.**

- Our full-time student **continuation** metrics are consistently **Very High Quality**, and our part-time student **continuation** metrics are consistently **Outstanding**.
- Our full-time student **completion** metrics are at benchmark for TEF years 2-4, and our part-time student **completion** metrics are consistently **Outstanding**.
- Our part-time student **progression** metrics are consistently **Outstanding**.
- Our full-time student **progression** metrics are **High Quality**. Data from the Longitudinal Educational Outcomes Survey shows that our graduates rank 1<sup>st</sup> amongst London moderns and 11<sup>th</sup> nationally in terms of their earnings 1 year after graduation. At 5 years after graduation, our students are the 2<sup>nd</sup> highest earners out of the London moderns, and within the top third nationally, indicating **Very High Quality** and **Outstanding** progression outcomes.
- These outcomes can be attributed to our **Very High Quality** professional and technical education, which is developed and enriched through close partnerships with employers and professional bodies and informed by international excellent and world leading applied research with real world impact.

1.8. Importantly, given the very diverse nature of our student community, the experience and outcomes that we deliver are consistent across individual student characteristics. In many instances, our tailored approach to education delivers experiences and outcomes for the most disadvantaged students that are equivalent to, and in some areas stronger than, students who experience less disadvantage.

## 2. Provider Context

### 2.1. Development of Our Submission

2.1.1. Throughout this submission, we use the terminology **Outstanding**, **Very High Quality**, and **High Quality**, in direct reference to the definitions of teaching excellence articulated in OfS Regulatory Advice 22<sup>5</sup>. Similarly, when referring to degrees of statistical certainty in relation to our TEF metrics, we adopt the conventions defined in the same document (**compelling**, **very strong**, **strong**, and **probable**).

2.1.2. This submission relates to our undergraduate, full-time and part-time provision. Undergraduate apprenticeships are not included in this submission. The development of this submission was completed in consultation with our Students' Union, who were core members of our TEF Steering Group. Students' Union colleagues were also asked to provide critical feedback on this document to ensure that the claims made throughout are authentic and aligned with the experience of our student body.

### 2.2. Our Purpose

2.2.1. To deliver on our mission to transform lives, communities, businesses and society through applied education and insight, our 2015-2020 and 2020-2025 Corporate Strategies have focused on three strategic pillars: **Access to Opportunity**, **Student Success**, and **Real-World Impact**. A fourth pillar, **Fit for the Future**, was added to our 2020-2025 strategy to

recognise the challenges associated with a rapidly changing external environment and to take full advantage of our Group Structure<sup>6</sup>.

- 2.2.2. Delivering **Access to Opportunity** means that we seek to remove barriers to success and to create opportunities for individuals, business and society through local and global partnerships.
- 2.2.3. Ensuring **Student Success** means that we strive to be recognised as a leading organisation for practice-led learning, fostering the development of able graduates who can address business and societal challenges. We provide greater detail about the institutional practices that have supported success for all our students below, which underpin our approach to educational gains for our students.
- 2.2.4. We demonstrate **Real World Impact** through research and innovation that enhances teaching and tackles global and civic challenges, generates critical insights, and sustainable solutions to transform the lives of individuals, communities, businesses and society. Examples of how this is embedded in our undergraduate curricula are provide in section 4, and include innovations such as our Legal Advice Clinic.
- 2.2.5. Being **Fit for the Future** means that we are constantly innovating and investing in the development of our people, technology and estates, while also ensuring that our core activities remain aligned with the requirements of businesses and society in terms of skills, knowledge, innovation and insight.

## 2.3. Our Organisation

- 2.3.1. As illustrated in Figure 1, LSBU is part of an educational group comprising secondary, further and higher education institutions.
- 2.3.2. LSBU comprises eight academic schools, each of which delivers the teaching, research and enterprise activity for a coherent group of subject areas.
- |  |                                     |
|--|-------------------------------------|
| • School of Allied and Community Health            | • LSBU Business School              |
| • School of Applied Sciences                       | • School of Nursing and Midwifery   |
| • School of Arts and Creative Industries           | • School of Engineering             |
| • School of the Built Environment and Architecture | • School of Law and Social Sciences |
- 2.3.3. Subject Group Leads within academic schools work across the LSBU Group to develop links between higher education and other levels of educational provision. Our Educational Pathways approach allows us to work across the Group structure to support prospective students, from secondary education onwards, to identify and follow different pathways into and through higher education, and into a broad range of professions<sup>7</sup>.

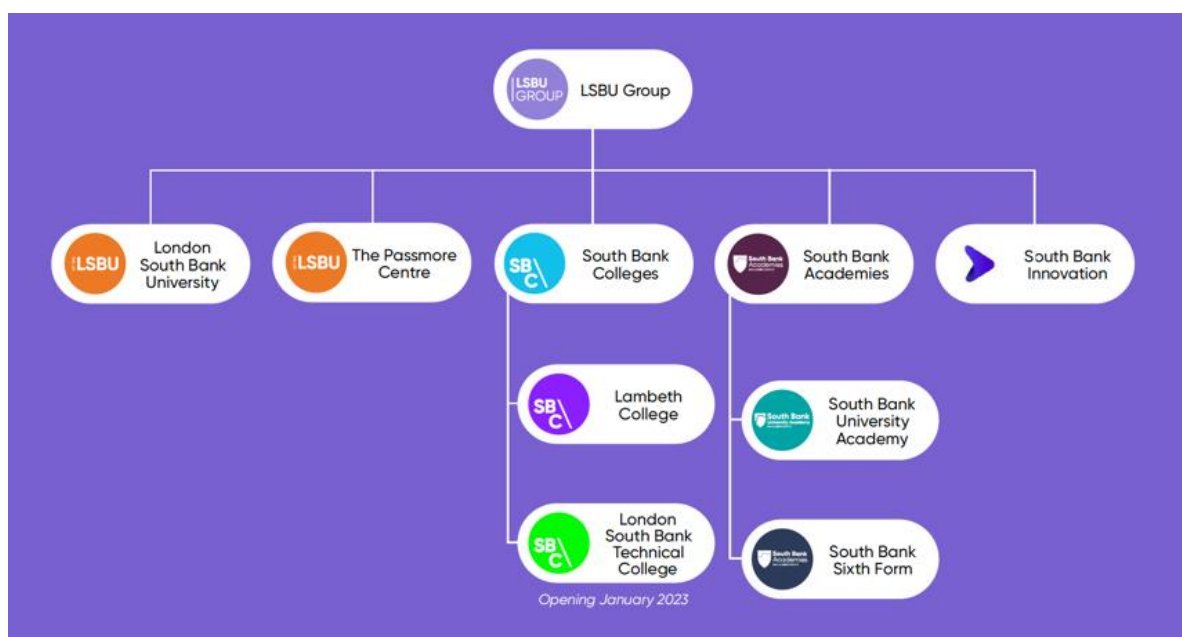


Figure 1. LSBU Group Structure

2.3.4. Since 2017, a transformation programme, known as LEAP, has led on the implementation of a number of major improvements to our student journey. This transformation programme, involving investments of over £32m, demonstrates our commitment to continuous improvement in student experience and outcomes and is already delivering tangible benefits. For example:

- We have embedded a Customer Relationship Management platform across the institution that provides a holistic view of key student information and is accessible to both academic and professional services colleagues, as well as the students themselves. This is a key technological enabler of our student development and support approach, described in the next section.
- Through this platform, we have introduced multiple routes for students to raise enquiries and self-serve information to queries through a large number of knowledge articles. By integrating our student enquiries into one platform, we are able to ensure greater consistency in responses to routine enquiries. Further, we are also able to monitor the type of enquiries being raised by students, and response times from staff. When we see a spike in specific enquiries from student groups, whether at an institutional level or from more localised groups, we are able to divert resources towards addressing these queries more efficiently and effectively.
- Aside from this underpinning technology, the LEAP programme has also reviewed and improved a range of routine academic processes (e.g., applications for extenuating circumstances, booking meetings with personal tutors and other support teams, referring students to our range of support services, etc.). Our focus has been on ensuring that these processes are clear to students, enabling them to easily engage with the support and services they need.

## 2.4. Our Student Community

2.4.1. We are proud of the diversity of our student community, which is evident in multiple ways. We have a broad portfolio of courses, creating diversity in the ways in which our students

engage with their studies. This is critical when examining how our students experience their learning and appreciating the outcomes they achieve, and for understanding our approach to educational gain.

- 2.4.2. Data from the OfS size and shape dashboard<sup>8</sup> highlights that, across the 4-year TEF period, our student demographic profile differs significantly from other institutions. While it might not be surprising that our student profile differs markedly from the wider sector and Russell Group institutions, Table 1 below demonstrates that we are markedly different from other post-92 institutions and London Moderns on almost all demographic splits.

Category (%)	Sector	Russell Group	Post-92	London Moderns	LSBU
IMD 1-2	31.3	37.6	32.6	43	<b>52.9</b>
SEC: Higher man/Prof	30.8	27.3	37.4	36.9	<b>17.1</b>
Eligible FSM	18	21	17.2	35.1	<b>38.2</b>
BAME %	25.5	28.1	28.6	45	<b>57.1</b>
Students living locally	22.7	26.7	19.9	45.5	<b>63.9</b>
Under 21	78.1	72.5	86.7	65.2	<b>56.7</b>
21 - 30	14.7	18.4	10	24	<b>26.2</b>
31 years and over	7.1	9.1	3.2	10.9	<b>17.1</b>

*Table 1. Profile of students at LSBU compared to the sector and other institutional subgroups\**

- 2.4.3. These figures give a sense of the demographic diversity of our student body. They are also crucial to consider in the context of discussions we present in section 4, in relation to the use of benchmarking for our student outcomes, and fundamentally underpin the principles that drive our approach to student development, presented in section 2.5.
- 2.4.4. We also demonstrate in our submission that the use of the ABCS metric for benchmarking our student progression data may underestimate the successful outcomes that our students achieve and which are reflected in other nationally-available datasets and rankings.

## 2.5. Personalised and Proactive Student Development

- 2.5.1. Our approach to student development is driven by an appreciation of the fact that our students enter higher education with a diverse, and often complex, range of experiences and needs. The way in which we structure our educational offer for students is guided by ten principles, shown in Figure 2 below. These principles arose from a co-creation project with our students, and the statements below capture what our students tell us they need.
- 2.5.2. These ten principles underpin our Integrated Student Development Framework (ISDF, Figure 3). The ISDF conceives of the student journey in a linear fashion, without assuming that all students' journeys will be the same. It takes our guiding principles and turns them in to a concrete reality in terms of the way we work as an organisation. The ISDF distinguishes between planned development (proactive and anticipated) and on-demand support (reactive). Our academic and student services teams work together to ensure that we

\* Data taken from OfS Size and Shape Dashboard for our majority TEF cohort – full-time undergraduate students.

prioritise proactive, planned development for our students – for example, through embedding employability and skills support throughout our taught courses as part of our Curriculum Framework, and support by technology delivered through the LEAP programme .

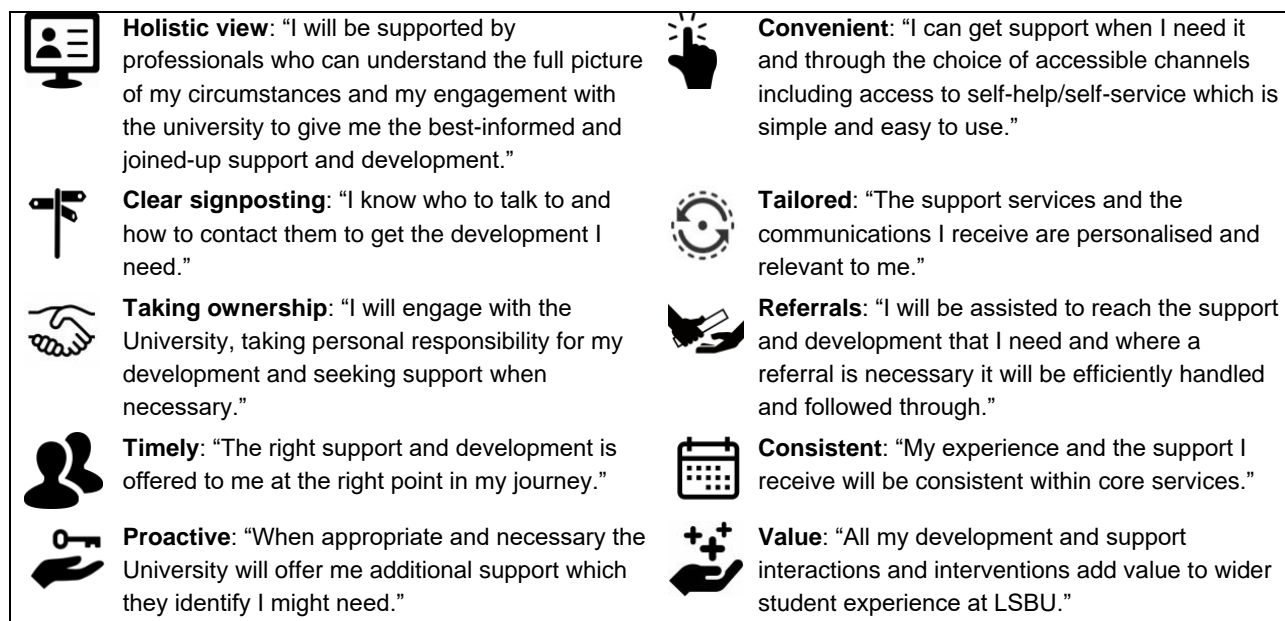


Figure 2. The ten principles which underpin our approach to student development

2.5.3. Beyond diversity in mode of study and demographic profile, we also have a deep insight into the practical barriers which our students need to overcome in order to successfully participate in higher education. On beginning their studies, and at key points throughout their journey, we ask all students to complete a Personal Development Plan (PDP). The PDP serves to help students identify their own development needs and to inform the appropriate tailoring of services and support to meet the needs of individual students.

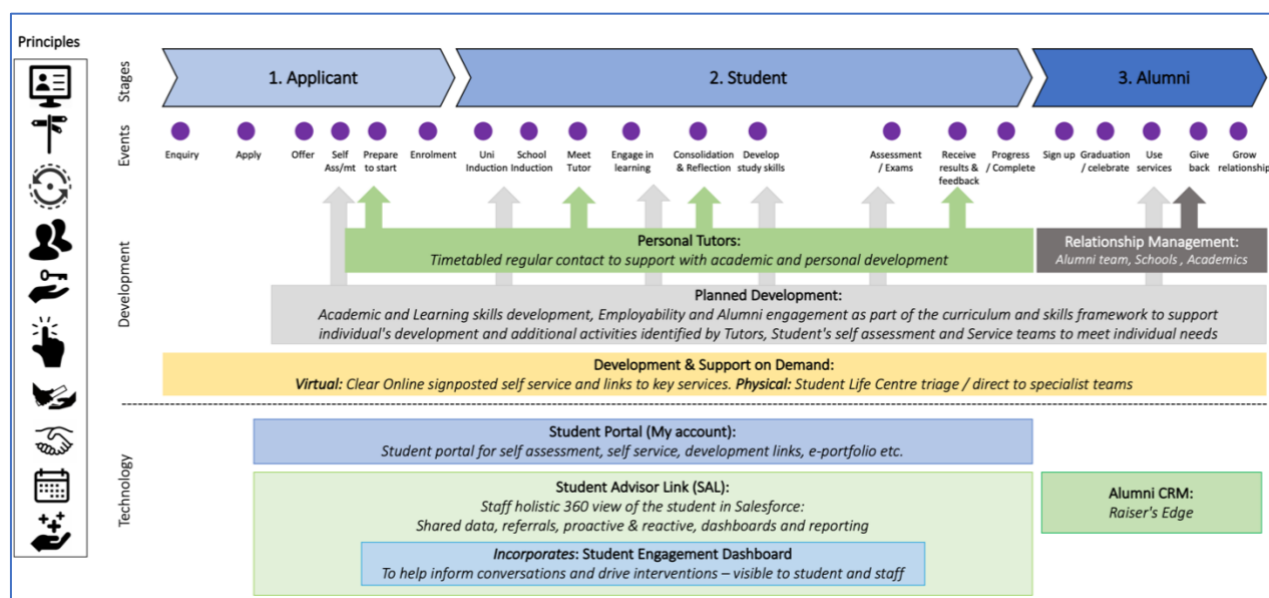


Figure 3. A high-level schematic illustrating the Integrated Student Development Framework

2.5.4. Our PDP tool, discussed in more detail in section 4.2, was developed by academic and professional services colleagues in partnership with our students in 2017, with an initial pilot



in 2018/19. Following the positive outcomes of the pilot, the tool has been used across the institution each year and we have seen significant year on year increases in completion (e.g., <500/3% in 20/21, 2,100/15% in 21/22, 3,500/25% in 22/23\*). Our aim is to ensure that the majority of students complete the PDP in future, with first year students being prioritised to ensure that we are able to meet their needs from the start of their course. In 22/23 we have achieved a 40% response rate for new students, compared with an overall response rate of 25%.

2.5.5. The insight we derive from these data goes beyond the inferences which would typically be drawn from the demographic profile of our diverse student body, and illustrates the scale of the practical barriers to their participation and success in higher education. As we discuss in section 5, these insights directly inform the way in which we support our students to access, remain in, and succeed beyond higher education. Based on student completions of the PDP tool in the 22/23 academic year (including both new and continuing students), we know that:

- 17% of our students report having zero household income, with a further 49% reporting household income of less than £25k.
- 64% of our students report concerns that financial challenges either will or might impact on their ability to fully engage with their studies.
- 31% of our students report concerns that their home environment is not suitable for them to study (e.g. insufficient physical or digital resources; no quiet space to study).
- 15% of our students, at the time of completing the PDP, reported immediate physical or emotional safety concerns at home, work or university. A further 8% reported that they may have such concerns.<sup>†</sup>
- 39% of our students report needing to work more than 15 hours per week to provide an income.
- 29% of our students report having caring responsibilities (including as parents).

2.5.6. Importantly, responses to the PDP tool come from a cross-section of our student body that is representative of the demographic profile of our whole university, when compared with our institutional size and shape data published by the OfS<sup>8</sup>. For example, the ethnicity profile of students responding to the PDP survey is within 5% of each ethnicity category in the OfS size and shape dashboard for our institution. Similarly, 83% of respondents to the PDP reported a no disability, compared with 84% in our dashboard metrics. Therefore, while the figures cited above are from a sample of our student community, we are confident that it is a representative sample<sup>‡</sup>.

2.5.7. In addition to providing us with this practical insight into the barriers faced by our students, our PDP tool has also provided an additional means for students to alert us to more pressing

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\* Institutional completion rates are higher at 5,000 for 22/23, but figures reported here refer only to the TEF cohort.

† It is crucial to note that any students responding in this way are directly contacted by our Mental Health and Wellbeing Team to ensure rapid support is in place to address safety concerns.

‡ Due to differences in the way demographic characteristics are categorised it is not possible to make further direct comparisons between the PDP data and the OfS Size and Shape data. However, the overall profiles (e.g., just over half of our students are aged under 21) are broadly comparable.

issues that require immediate supportive action. For example, in the first half of the 22/23 academic year alone, responses to the PDP tool across our entire student cohort revealed:

- 300 students who had a disability that they had not previously disclosed during the application and enrolment process. These students have all been contacted to ensure that they have robust disability support plans in place.
- 137 students reported undisclosed care experiences or estrangements. These students have all been contacted to ensure that they have access to any support and resources they might require.
- 92 students reported that they were considering interrupting or withdrawing from their course, and had not yet discussed this with anyone. These students have all been contacted to discuss their circumstances and consider their study options.
- 35 students responded to questions regarding their wellbeing in such a way that suggested they were experiencing significant distress. These students have all been contacted by our expert Mental Health and Wellbeing team to ensure that they are being offered appropriate support.

2.5.8. While, relative to the size of our institution, these numbers may appear small, each of these cases relate to individual students who were potentially facing significant barriers to successfully engaging in higher education that they had not previously disclosed. The power of our approach to student development is that we gain insights about our overall student population, as well as providing our students with a mechanism for telling us about their own very specific personal circumstances, support and development needs. Importantly, this demonstrates that the strategic approach we take to the data that underpins our education gain approach (see Section 5) is not only to assist high level understanding, but to ensure that the data and insight is useful to students themselves and staff.

2.5.9. Taken together, these data provide an insight into the scale of challenges that our students face when entering higher education. However, as an institution with a long and proud history of giving access to opportunity for all who can benefit, we do not see any of these issues as inherent deficits of our student community. Rather, we use these insights to constantly adapt and improve the way that we work with and support our students, to ensure that they have an excellent experience, are able to succeed during their studies with us and as they take the next steps in their education and careers.

### 3. A Strategic Approach to Excellence in Student Experience and Outcomes

3.1. Our institutional approach to delivering excellence in student experience and outcomes is articulated through our Curriculum Framework, which sets out expectations for the design, delivery and structure of courses at LSBU. The Curriculum Framework, introduced in 2020, builds on our existing Graduate Attributes, which were reflected in our previous TEF submission as a key pillar of how we ensure excellence in student experience and outcomes. The Curriculum Framework, in addition to specifying the structural elements of our courses, introduced a skills framework, which ensures we create learning experiences which support



students to develop the skills they need, and pedagogic principles that guide the delivery of our learning and teaching experiences.

- 3.2. Our Graduate Attributes cover three core domains: My Knowledge and Skills; My Developmental Journey; and My Personal Impact. These domains articulate to our students the attributes that they will develop during their time at LSBU and are embedded throughout our pedagogic approaches to learning and teaching.
- 3.3. Those attributes that reflect wider skills outside of a given subject area, such as resilience and organisation, are supported by our ISDF and PDP. The PDP allows students to constantly self-assess their own current development needs in these areas and allows us to connect students with the right services and resources to help them develop.
- 3.4. In practical terms, the ISDF supports excellence in student experience and outcomes in various ways. For instance:
  - The technology, Salesforce, which underpins the ISDF, has been developed to ensure that academic and professional services colleagues can appropriately access consistent student information. When accessing the system, students and staff can see the details of all staff who are linked to the student – Personal Tutor, Course Director, Module Leaders, and so on. This ensures that whoever a student first contacts at the university can quickly and accurately refer them to the correct source of support. We are also able to share relevant information between colleagues, which reduces the burden on students who might otherwise have to share information, some of it sensitive, on multiple occasions, which can lead to stress and a feeling of disconnection. This integrated approach to student support and development is reflected in our consistently **Very High Quality** NSS metrics for Academic Support (cf. section 4).
  - Our approach to personal development and educational gain (see section 5) is strongly embedded in the principles of the ISDF, within which we have created key moments for students to share important, actionable insights about their development and support needs. For example, we remind students to complete their PDP at least once a year, or whenever their circumstances change. This is not simply for us to collect data, but the act of students completing their PDP instantly connects them with relevant resources and support and allows their Personal Tutor to view their progress and changing development needs. This approach helps ensure that we can support excellence in both experience and outcomes for our very diverse student community, because we are proactive in our efforts to understand individual needs. This is reflected throughout our TEF metrics, where the majority of our split metrics based on individual student characteristics do not differ significantly.
  - We operate a Ready for Resits programme, which is a joint initiative between academic and professional services colleagues, whereby students who are required to resit any assessments are proactively contacted to ensure that they have access to the right resources and support. This approach is informed by data that we hold about our students, including their PDP responses and other academic information, allowing us to identify students who are at greatest risk of non-continuation/completion and offer more intensive support from both academic and professional service colleagues. This

integrated approach contributes to towards the **Very High Quality** continuation and completion metrics (cf. section 5).

- In addition to academic support, our wider student support services are also integrated across a students' journey. As part of the ISDF, our services focus on offering proactive development support to students at key points in their journey. For example, prior to enrolment, students who indicate that they have, or suspect they might have a disability or learning support need, are contacted to arrange a meeting to ensure that any support arrangements are in place prior to joining the university. During this contact, those students are also offered opportunities to join peer support groups and other social networks. These arrangements are shared with the student, and academic and professional services staff, via the Salesforce platform. Students are also able to request a review of their support arrangements at any time via this platform. As noted above, our PDP tool provides a further opportunity for students to indicate disability support requirements, which we have found removes the barrier some students experience with regard to sharing disabilities during the application process. Working with colleagues who have expertise in disability and academic development, academic colleagues further seek to embed principles of Universal Design for Learning in our teaching and assessment practices<sup>9</sup>, to further remove barriers to success for our students with disabilities – an outcome which is reflect in our strong outcome metrics for disabled students (cf. section 5).

## 4. Student Experience

**Note:** In this section on Student Experience, we must draw attention to a critical incident that has impacted on one specific aspect of our data (NSS, Learning Resources, Years 3 and 4). In December 2020, despite having strong cyber-security systems, LSBU was subject to a criminal cyber-attack that limited access to several key systems. This attack posed an extraordinary challenge to our staff and student community as it occurred during a time when the sector was more reliant than ever before on digital technologies to support the pivot to online delivery.

The impact of this cyber-attack on student experience, learning opportunities, and student outcomes was substantially mitigated by the coordinated efforts of all colleagues across the university. Alternative platforms and means of delivering the expected learning experiences were identified and employed and, crucially, working with the Students' Union, a programme of clear and consistent communication with students was established. The success of this mitigation is evidenced by our NSS results remaining at benchmark in TEF years three and four, particularly results for Teaching on My Course which are **Very High Quality**. We also maintained at or above benchmark performance for Continuation and Completion.

Nevertheless, the cyber-attack has negatively, and unavoidably, impacted on students' experience of accessing some digital learning resources, which is reflected in a substantial drop in NSS results for Learning Resources in TEF years three and four. That we only saw a decline in our Learning Resources NSS results in those years reflects the overall robustness and quality of our educational provision, and the effectiveness of the actions taken to deal with a criminal cyber-attack on our organisation during the height of the pandemic. Additional detailed information is available to the TEF Panel regarding this event, via the OfS.

#### 4.1. Academic Experience, Assessment and Feedback

- 4.1.1. Our TEF metrics for teaching quality reflect **Very High Quality** provision, with the majority of our NSS metrics for Teaching on my course being at benchmark. While at subject level there appears to be far less statistical certainty regarding our metrics, there is evidence of Outstanding quality – notably in Engineering, one of our largest cohorts – where we are above benchmark with a **compelling** degree of statistical certainty.
- 4.1.2. The NSS metrics for our part-time student cohort reflect a **High Quality** experience, having previously been **Very High Quality/Outstanding** in the first year of TEF (and also prior to this). Insights from our Mid Semester Reviews have shown us that our part-time students are keen for more flexible delivery of teaching, with a higher proportion of online delivery than we currently offer (which is approximately 20% of scheduled teaching across our portfolio). We have worked with our students and staff in those subject areas where we have part-time provision and have also engaged with AdvanceHE to bring external experts in to evaluate our blended delivery approach. This has led to several recommendations for change, which we are implementing. We, therefore, expect to see a marked improvement in our part-time student experience in 2022/23.
- 4.1.3. As a provider with a broad range of subjects, we have a similarly diverse range of pedagogic approaches, which are supported by expert academic and technical staff, and excellent facilities (see section 4.2, below).
- 4.1.4. We support our students to engage with their subject through the use of authentic, competence-based assessments, and a wide range of extra- and co-curricular activities that allow students to explore their disciplines in greater depth. For example, the Legal Advice Clinic, opened in 2011, is a free drop-in legal advice service for our local community, which is staffed by our law students, under close supervision from our employed practising solicitors. Students in our School of Arts and Creative Industries have been running their own agency, the South Bank Collective, as a Community Interest Company since 2015. More recently, students in our School of Engineering have opened the LSBU Energy Advice Centre, aimed at supporting residents in the local area to manage domestic energy costs. Initiatives of this kind provide our students with significant development opportunities outside of the classroom, while also allowing us to provide invaluable professional practice opportunities to those of our students who may be very time poor and unable to secure similar experiences working as volunteers for other external organisations.
- 4.1.5. Our approach to assessment reflects the applied technical and professional portfolio of courses that we offer. This means that we prioritise competence-based assessments that provide students with opportunities to demonstrate their knowledge and understanding through authentic activities. Examples of this include:
- Crime scene investigations on our Forensic Science course, using our Crime Scene Flat;
  - Product design assessments based on real-world challenges led by industry experts;
  - Simulation events on international diplomacy, challenging students to organise and deliver presentations as part of debates on matters of international conflict and dispute;

- Business simulation and live case study scenarios, giving students opportunities to develop outputs, such as marketing and communications plans as would be used in a business context

- 4.1.6. Our Curriculum Framework specifies that our modules will, typically, comprise one summative assessment, with formative assessment and feedback used to support the development of students' learning. In 2019, we implemented a whole-institution framework for feedback that creates an explicit link between the graduate attributes contained within the Curriculum Framework and each assessment. Students are provided with a version of the rubric, tailored for individual assessments, which allows them to understand the contribution of their assessments to the learning outcomes of their whole course.
- 4.1.7. Our courses across all academic schools have accreditation from 55 different external Professional, Statutory, and Regulatory Bodies (PSRBs). Many of our senior academic staff are members of PSRB accreditation and review panels, allowing us to shape as well as remain ahead of the expectations and needs of the sectors that our graduates enter.
- 4.1.8. In addition to PSRB engagement, we use Employer Advisory Boards to inform the validation and revalidation of our courses. This aligns with our focus on professional and technical education, as well as our commitments to knowledge exchange, enterprise, and delivering transformative impacts for business and society<sup>10</sup>.
- 4.1.9. These connections to business and PSRBs also provide practical benefits for our students. For example, in 2019, our Nathu Puri Institute for Engineering and Enterprise launched a new online course, Entrepreneurial Skills for Engineers, in partnership with the Institution for Engineering and Technology<sup>11</sup>. In addition to recruiting externally to this course, we made it available for no additional cost to all of our students in the School of Engineering.
- 4.1.10. Our excellence in research, enterprise and knowledge exchange<sup>12,13</sup> benefits our students through both their taught curriculum, as well as being reflected in the range of extra- and co-curricular learning opportunities which we offer. For example, our students have worked with academics on a live project looking at the recovery of the High Streets in Lewisham. This paid consultancy enabled the students to develop interviewing, data analysis and team-working skills. We also have students partnering with local traders through our Business Solutions Centre, working to develop business plans and social media campaigns.
- 4.1.11. Our students also have opportunities to engage with ongoing research and enterprise projects led by our academic experts. For example, our London Agri-Food Innovation Clinic<sup>14</sup>, which is co-funded with the European Regional Development Fund, has provided students in our food science subject area with opportunities to work with SMEs on a range of live projects, including new product development and product testing.

## 4.2. Support, Resources and Student Voice and Engagement

### Academic Staff Development

- 4.2.1. Our Academic Framework sets high standards for all academic staff regarding learning and teaching; research, knowledge transfer and professional practice; and leadership and

management. Demonstrating excellence across all these areas is a key requirement for promotion. Development of learning and teaching excellence is supported in multiple ways, such as through our institutional ACHIEVE programme, which mentors and supports colleagues to achieve HEA fellowship, and to develop their practice over time. Over the TEF period, 42% of our teaching staff have had HEA accreditation.

- 4.2.2. In 2019/20, we introduced an annual fund, “What works at LSBU”, to support investigations into effective pedagogic practice: this is embedded in our Access and Participation Plan<sup>15</sup> and has supported a number of successful projects. These have included projects such as an initiative to share skills across disciplines, whereby students on our journalism courses supported the development of written communication skills amongst students in STEM subject areas. When evidence of impact is clear, we have scaled up these pilot projects across our institution (see, for e.g., 4.2.4, below). Significantly, a number of these projects have involved academic and professional services colleagues, as well as students, so fostering wider conversations. The visible impact of this work was recently reflected in several staff nominations made by students in our SU's Education Awards event, related to student co-creation sessions that had been organised as part of our “What Works” initiatives. Results from “What Works” projects are presented at our LSBU Group Learning and Teaching Conference.
- 4.2.3. Our annual staff conference is unique, as it is coordinated across the whole of LSBU Group, and so LSBU colleagues have the opportunity to engage with colleagues from our schools and colleges to share knowledge and practice. Combined with the formal role of Subject Group Leads, described in section 2.3.3, above, we are developing deep knowledge amongst our academic and professional services colleagues regarding the support students need to successfully transition through different levels of education.
- 4.2.4. We also support pedagogic research and, in 2020/21, we successfully piloted a Teaching Fellow Sabbatical scheme. This has provided eight academic colleagues with up to a year to focus on the development of their learning and teaching practice. An example of a major impact from this scheme is the development of a Decolonising Toolkit, which has been adopted across the institution as a tool for colleagues to develop their own approach to decolonising<sup>16</sup>. This toolkit has been presented at several major international conferences and has recently been accepted for publication in a peer reviewed education journal. We have also invested in two permanent, full time staff posts to support the implementation and evaluation of initiatives to tackle inequalities, as detailed in our APP. These posts provide support through the coordination of workshops for course teams to review their practice, and ongoing evaluation of the impact of the work we are doing.
- 4.2.5. The development of research, knowledge transfer and professional practice skills is supported through our research Centres and Groups that deliver world class research and enterprise<sup>17, 18</sup>. This vibrant research and enterprise environment provides our students with opportunities to engage in their own research and enterprise activities, supported by expert academics, for example through Summer Internships offered to students to work in research roles embedded within our research centres. This is reflected in our High Engagement score in Research England's Knowledge Exchange Framework for CPD and graduate startups<sup>13</sup>.

**Academic Support**

- 4.2.6. Our Personal Tutoring system is embedded with our Integrated Student Development Framework (ISDF) that ensures a consistent approach to academic support and is focused on taking a proactive and personalised approach. Personal Tutors have access to individual student development profiles via their PDP responses.
- 4.2.7. The institutional model for personal tutoring within the ISDF was developed in 2019 as part of the LEAP transformation programme. This included identification of areas of best practice within the organisation and across the sector, and work with our student community to develop a more consistent system for personal tutoring that meets their needs. The new personal tutoring model was implemented in 2021 and is most closely aligned with models previously used in Engineering and Law, which have historically achieved Outstanding NSS results for Academic Support. A key aspect of the model involves linking personal tutoring to key transition points during a student's studies and providing opportunities for students to reflect on their progress. For example, we have implemented an early formative assessment opportunity for all new students, which is linked to one of their first personal tutor meetings. This is intended to support student engagement and provides a context for meeting with their tutor early in their studies.
- 4.2.8. Beyond our **Very High Quality** metrics for Academic Support in the NSS, and a consideration of the structural elements of our approach to academic support, we would also offer this testimonial, sent by a student in our School of Engineering to their personal tutor on completion of their course. While this is a quote from one student, it perfectly captures the ethos of our institution, and the experience we want our students to have while studying here.

*It would be very difficult to say what I enjoyed, because it was most of it... it is hard to pick one thing. But if I would, I believe it is the connection between teachers and students, we were treated as equals, seen, understood, supported. Also, the fact that I could fail, I could push my limits and not be worried about what will happen if there is a failure. I knew I will be supported to try again.*

*Thank you once again for all the support you have shown to me. I made it this far because of you. From the first year, when you told us "learn to feel comfortable feeling uncomfortable", to the moments when I had nobody else to turn to, and you were there with advice for how to work better, manage my time, get unstuck from holes I was digging to myself and even emotional support when needed.*

- 4.2.9. This depth of commitment to supporting our students to succeed is also reflected in our students' responses to the NSS questions in 2021 related to the pandemic, during a period of extraordinary challenges faced by students and staff in personal and professional contexts. Specifically, in response to the question, "My university or college has taken sufficient steps to support my mental wellbeing during the Covid-19 pandemic", our results (50.2%) were 8.4% above the UK average (41.8%).



## Learning Resources

- 4.2.10. At the start of this section, we highlighted a particular impact on our NSS scores in TEF years 3 and 4, related to a criminal cyber-attack.
- 4.2.11. We invest significantly in our physical estate and infrastructure to support an excellent student experience. We have invested over £65m during the TEF period in transforming our learning environment, ensuring that each of our Schools has access to a wide range of specialist and industry standard facilities<sup>19</sup>. The quality of the facilities and equipment we offer to students is reflected in the NSS results for question areas such as Teaching on my course (where our overall indicators are **Very High Quality**) and Learning Opportunities (where we perform consistently at sector average).
- 4.2.12. Examples of our specialist facilities include our LSBU Business School, which moved into a new home in 2019, and are designed to support excellent business education. The flexible spaces allow for teaching staff to support collaborative working amongst students, through activities such as business simulation events, and Professional Learning Communities.
- 4.2.13. Our School of Arts and Creative Industries benefits from access to Elephant Studios, a multimillion-pound studio facility at the forefront of digital technologies and multimedia practice for creative students. The studios include soundstage, innovative newsroom, grading and editing suites, and industry-ready film and photographic studios.
- 4.2.14. Our School of Engineering facilities are extensive, with 600m<sup>2</sup> of specialist laboratories. These include a model-making workshop, a fabrication workshop and a £1.4 million 3D Virtual Engineering Lab, featuring a virtual reality auditorium, a project-based learning lab, a rapid prototyping and post-production suite, a digital factory and a head-mounted-display suite, where students can use virtual reality headsets to navigate their engineering projects in 3D.
- 4.2.15. Students in the two Schools that sit within the Institute of Health and Social Care have access to a range of innovative clinical and simulated environments, such as sophisticated skills laboratories, life-like hospital wards, simulated patients and a radiography-testing suite with the latest 3D imaging, that enable them to practice and develop the necessary skills for their chosen careers.
- 4.2.16. One of the major new developments arising from our investment in resources is the LSBU Hub. The Hub is the largest building on our Southwark Campus and incorporates the Library, a range of flexible teaching spaces, and a significant increase in formal and informal learning spaces which support private and collaborative group study. In particular, the LSBU Hub responds directly to the needs of our commuter student community, many of whom we know have difficulties finding suitable independent study space at home (see section 2.5.5).
- 4.2.17. We also wish to highlight that, in relation to the pandemic, our response to the online pivot was heavily guided by the challenges that our students face in relation to accessing suitable space for independent study at home. This included building flexibility into our delivery

approaches, as well as opening up access to university facilities wherever this was safe to do so.

### **Student Voice and Engagement**

- 4.2.18. Students are full members of LSBU governance structures and decision making. University committees and boards include student members; SU sabbatical officers are members of the Board of Governors, Academic Board and its Subcommittees, as well as sitting on all Executive-level appointment panels and the Professorial Promotions Panel.
- 4.2.19. Since our previous TEF submission, we have made significant changes to our student voice and engagement processes to further improve the way in which we hear, and constructively respond to, the voice of our student body. We have moved away from our previous approach to module evaluation, which relied upon end of module feedback and informed future year improvements, and have replaced this in 2020/21 with a Mid Semester Review (MSR). The MSR allows course and module leaders to identify actionable feedback that can be used to immediately improve the experience of those students who are sharing their views. As well as providing course teams with actionable insights from their students, results from the MSR are also reported to all key university committees.
- 4.2.20. The validity of the MSR can be seen in the fact that it is a useful leading indicator of NSS results, to the extent that those schools with the most positive MSR data (e.g. LSBU School of Business) also have our strongest NSS results. Importantly, our MSR results, when compared between semesters, also demonstrate the impact of the actions that we take in-year, such that we typically see more positive responses in the second MSR. This was particularly notable in the School of Nursing and Midwifery in 2020/21, when students in the first semester expressed concerns regarding the balance of on-campus vs. online delivery. Following steps to respond to these concerns, we observed a 22% improvement in overall satisfaction reported in the MSR by this student cohort. We subsequently saw a strong overall NSS performance in this subject area, with the majority of question areas improving beyond the sector average (e.g., 5.2% above for Overall Satisfaction; 4.8% above sector for Teaching on my Course; 5.5% above for Learning Opportunities; 5% above for Academic Support; 8.5% above for Organisation and Management; 9.9% above for Learning Community; and 2.8% above for Student Voice).
- 4.2.21. A further change to our student voice and engagement approach can be seen via our support for our Students' Union 'SU Issue Tracker'. Introduced in 2020/21, this system has allowed the SU to communicate issues raised by the student community more effectively, and the information held in the tracker is reported to key university committees and boards to ensure that we are following up on all concerns and actions.
- 4.2.22. Recognising the challenges that many of our students face in terms of their ability to set up and maintain traditional student societies while studying at university, our Students' Union recently launched a new approach to giving students access to extra and co-curricular activities. The SU's Student Communities<sup>20</sup> provide the same kind of opportunity as traditional student societies, except the SU has taken on the administrative operation of the communities. This overcomes a longstanding difficulty which many of our students had faced

regarding engagement with student societies, which is that they were keen to do so, but often lacked the time to set up and administer societies themselves.

- 4.2.23. The positive impact of the work led by our SU can be seen in the NSS Student Union results for 2021, where they currently sit 3.1% above sector average.

## 5. Student Outcomes

### 5.1. Positive Outcomes

#### Continuation and Completion

- 5.1.1. As previously discussed in section 2, our education strategy is focused on successfully supporting a student body which overall faces a number of significant barriers to successful participation in higher education. Rather than rely only on an analysis of structural inequalities and demographic risks, , as part of our approach to ensuring that our students succeed, the proactive and personalised approach that we have developed to support our students allows us to understand the needs of students at an individual level (cf. section 2).
- 5.1.2. Both our continuation and completion metrics reflect **Very High Quality** and **Outstanding** outcomes for our students. Across almost all splits for our part-time students, there is **very strong** or **compelling** statistical certainty regarding the Outstanding completion and continuation rates. There is also **compelling** statistical certainty regarding the **Very High Quality** continuation rates for our full-time undergraduate students.
- 5.1.3. These outcomes are a consequence of our strategic approach to delivering excellence in student outcomes. Our Curriculum Framework establishes our pedagogic approach, which in turn is supported by our long-term major investment in learning resources, and our Integrated Student Development Framework which ensures that students have access to the resources and support required to effectively engage with their studies.
- 5.1.4. Importantly, given our institutional mission to transform the lives of our diverse student community, it is important to draw attention to the degree to which we are delivering equitable outcomes for our different student groups. We are committed to ensuring we eliminate gaps in experience and outcomes for our students. Our performance in this regard can be evaluated via the OfS Access and Participation Data Dashboard<sup>21</sup>.
- 5.1.5. For continuation, as illustrated in figure 4, we have no statistically significant gaps for any of the demographic splits that are regulated by the OfS via our Access and Participation Plans. In most cases, not only is there no statistically significant difference, but the absolute numerical gaps are at or very close to zero.
- 5.1.6. A similar pattern can be observed with regard to our student attainment data, whereby we have no significant gaps based on POLAR4, Age or Disability. We do have a significant awarding gap for our black students compared to white students. This gap is not significant for any other ethnic minority groups, and for black students this has declined from 21% in 2016/17 to 17% in 2020/21.



Figure 4. Continuation gaps for full time or apprenticeship\* undergraduates taken from the OfS Access and Participation Data Dashboard

5.1.7. Importantly, this reduction is the consequence of ongoing strategic initiatives to eliminate these awarding gaps. We have an institutional commitment to decolonising and eliminating our racial awarding gap, which is entrenched within a co-created vision and action plan<sup>22</sup>. We have implemented initiatives across our institution to tackle inequality of outcome, based on a local understanding of the key issues. For example, we have used the TESTA (Transforming Experience of Students Through Assessment<sup>23</sup>) framework within academic subject areas where we had identified particular challenges linked to the volume and type of assessments and which appeared to be driving unequal outcomes for our BAME students. In our School of Applied Sciences, for example, the use of this approach – which involves co-creation with students to understand the challenges of our assessment approaches – led to an improvement in our first-year student continuation<sup>†</sup> rates of 7% over a three-year period (2017/18 – 2019/20), with BAME student continuation improving by 13% compared to 4% for white students. This focus on eliminating inequality of student outcomes through a focus on assessment methods continues to be prioritised across our institution, and so we expect to see the decline in BAME student attainment continue in future years.

\* We note here that the OfS Access and Participation Dashboard does not allow the disaggregation of apprentices and non-apprentice students, so these data do represent the combined cohort.

† Based on internal data.

- 5.1.8. There is strong evidence that there was a disproportionate negative impact on students in London, particularly those from poorer socioeconomic backgrounds and ethnic minorities, during the Covid-19 pandemic<sup>24,25</sup>. As shown in Table 1, our student community has a far higher proportion of ethnic minority students, and students from poorer socioeconomic backgrounds, even when compared with other London Moderns. Our strong continuation and completion data for these students is a reflection of the effectiveness of our approaches to delivering excellence in education.
- 5.1.9. Our work in this area is also leading the sector. For example, we are delivering an OfS-funded project on Black student mental health<sup>26</sup>, recognising the specific barriers Black students can face with regards to seeking mental health support. Practices, such as offering students the ability to begin engagement with mental health support via online tools such as our PDP survey, represents one of the ways in which we are removing barriers to our students seeking support at the right time.

### Progression

**Note:** In this section, as recommended in the OfS guidance, we wish to draw attention to the use of the ABCS metric, which appears to create an inappropriate statistical certainty that we are below benchmark in our progression metrics. This is most apparent when reviewing outcomes data for our students at the level of individual characteristics compared to subject. The data presented in the TEF dashboard for individual student characteristics is generally more suggestive of our results being closer to benchmark, whereas those progression metrics that are using ABCS appear to suggest that are results are further from benchmark. We note that there has been wider discussion about the use and potential limitations of ABCS that highlights that it may be less reliable for student cohorts who are less representative of the wider population of students in English higher education<sup>27</sup>. In effect, while ABCS as a metric is a best fit for the sector (and, indeed, a welcome move towards trying to understand intersections of inequality), the metrics do not appear to be a good fit for our extremely diverse student community (cf. section 2.5, above).

- 5.1.10. As an institution delivering excellent professional and technical education across a very diverse range of subject areas, to a diverse community of students, data regarding our students' outcomes after they leave LSBU demonstrate **Very High Quality**, and some **Outstanding** performance.
- 5.1.11. The benchmark progression figure for our part time student cohort is very high, at 87%. We exceed this high benchmark, with 92% of our part time students achieving positive progression outcomes and with **compelling** statistical evidence of Outstanding performance.
- 5.1.12. Our full-time student cohort progression metrics, across the three years' of available data, sit slightly below benchmark, although the gap between our indicator and benchmark value has closed from 4.8% in TEF year one to 3% in TEF year 3 (such that in year three there is no statistical certainty that our metric is below benchmark).
- 5.1.13. In relation to the point made at the start of this section, we believe that the use of the ABCS metric for benchmarking our progression outcomes fails to properly consider the unusual diversity of our student community. To evidence this point, we would highlight that many of

our progression metrics based on Individual Student Characteristics for the TEF period are associated with very low or no statistical certainty of variation from benchmark performance, which contrasts with the aggregated metrics relying upon the use of ABCS to benchmark. For example, while our Overall indicator (which uses ABCS) for full-time progression has 99.6% statistical certainty, split level indicators for the same metric by Ethnicity lack any statistical certainty, with the exception of the Asian student subgroup.

- 5.1.14. We contend that the recent Longitudinal Educational Outcomes (LEO) data<sup>28</sup>, giving median earnings based on the 2019/20 tax year, offers a more robust assessment of the success of our graduates in employment than the progression metric based on the Graduate Outcomes survey. Firstly, the percentage of our students who are matched in the latest LEO dataset is 97.3% – that is, 97.3% of graduates in 2017/18, which is the Y1 population in the TEF progression measure. TEF progression metrics are based on the Graduate Outcomes Survey, with a response rate of only 50.8%. Secondly the number of 2017/18 LSBU graduates with earning data included in the median salary calculations is more than 60%<sup>29</sup>.
- 5.1.15. Nationally, LEO data shows that our graduates achieve the highest median salaries 1 and 3 years after graduation out of the London Modern universities (and have the 2<sup>nd</sup> highest salaries after 5 years). Compared with all other providers, our students rank 11<sup>th</sup>, 30<sup>th</sup> and 57<sup>th</sup> after 1, 3, and 5 years, respectively. Given the significant barriers which we know our students face, these data reflect **Very High Quality** and **Outstanding** outcomes for our students.
- 5.1.16. We also acknowledge that there is a degree of subject-level variation in our progression metrics for our full-time undergraduates, with strong and very strong statistical evidence of Outstanding progression outcomes for students in the English Studies, Medical Sciences, and Sociology, Social Policy and Anthropology subject areas. While there are subject areas that have lower progression outcomes, whether assessed by GO or LEO, we aim for continual improvements to delivery through our employer-informed curriculum, our curriculum framework and our graduate skills framework.
- 5.1.17. As noted in our executive summary, we have also been ranked 5<sup>th</sup> in the world for Reducing Inequality by Times Higher Education in their 2022 Global Impact Rankings, out of 796 institutions<sup>1</sup>. Similarly, the Institute for Fiscal Studies and Sutton Trust social mobility ranking places us 5<sup>th</sup> in England, with a social mobility rate of 4.6% (compared with a national social mobility rate of 1.3%)<sup>2</sup>. We also rank 19<sup>th</sup> in the 2022 English University Social Mobility Index<sup>3</sup>. While the Times Higher ranking focuses on recruitment of underrepresented students, the latter two rankings each use student outcome metrics as part of their ranking methodology, providing further evidence for our excellent performance in this regard.

## 5.2. Educational Gains

- 5.2.1. Our institutional approach to educational gain takes a holistic view of student development, including but not limited to academic performance. Consequently, we define educational gain as the self-reported gain in the capacity and capabilities of our students across key affective, behavioural, and cognitive domains that promote long-term self-efficacy. That is, our educational gain measure is a measure of the degree to which our students are empowered



for long-term wellbeing and career success. Self-reported measures are not only crucial for the measurement of change in soft skills but also reflect on our partnership approach with students. However, aligned with the findings from the national learning gain pilot projects funded by the OfS<sup>30</sup>, we do not conceptualise the process of educational gain as a unidimensional, linear phenomenon. Rather, our approach to educational gain assumes that each of our students will arrive in higher education with a specific set of development needs and aspirations that will change (and change in priority) over time. Further, our approach also normalises the expectation that new areas for a students' development can sometimes emerge. Rather than seeing this as a deficit, we consider this an important – and anticipated – element of student development.

5.2.2. Our Personal Development Plan tool, introduced in section 2.5, is the basis upon which students and staff can track educational gain, as well as respond to needs. In addition to allowing students to share information regarding their personal circumstances, the PDP tool asks students questions related to six development domains:

- Careers, employability, and enterprise skills
- Digital and learning skills
- Independent living skills
- General study preparedness
- Organisation and study skills
- Wellbeing, resilience, and emotional health

5.2.3. Our PDP tool is based on research conducted at our university that involved the co-creation of a pre- and post-entry survey designed to understand student development needs<sup>31</sup>.

5.2.4. Each time that students complete their PDP, in addition to seeing their own development profile, they are automatically assigned a list of tasks signposting them to services that will help them develop different skills and abilities.

5.2.5. We encourage our students to complete the PDP survey on a regular basis. The tool can be completed in its entirety, or by specific sections. Thus, as a students' development and support needs change over time, they can update their responses accordingly. Over time, the student is also able to track their responses, enabling us and them to reflect on their growth and development over the course of their studies. In this way, a student can be supported to reflect on their own needs and to consider how they can be met, given the range of relevant services on offer.

5.2.6. A student's responses on the PDP are also immediately available to all colleagues involved in supporting a student, enabling us to tailor our interactions. For example, personal tutors review their tutees' PDP responses prior to each meeting, which provides a useful shared context for discussions, while colleagues in our mental health and wellbeing team can see information about a students' upcoming assessment deadlines, which can be useful context when speaking to a student who is reporting concerns about their mental wellbeing.

5.2.7. An additional benefit to this approach is that the insight we are generating about our student body at no point asks students to invest time and effort into anything that is not to their personal benefit. While there has been some excellent work done on personal-development

approaches to learning gain<sup>32</sup>, unless they are built into administrative systems, these approaches often struggle to achieve high response rates. Completion of the PDP is, in itself, a valuable and important educational activity – it allows students to reflect on their own development needs and track their growth and progress over time. It also actively links students to different parts of the university where they can access resources, services, and support, without having to spend time emailing staff or searching a website. At the same time, specialist teams and staff reach out proactively to students who have identified a particular need, responding quickly and in real time, enabling students to succeed in their studies. On the basis of this information, combined with the other routine data, we are able to continually update our institutional understanding both of our student body and the efficacy of our interventions.

5.2.8. As noted above, our approach to educational gain does not assume a simple linear progression across each development domain. Figure 5, below, is taken from a student who has completed the PDP at the start of their level 4 and level 5 studies. This shows that in some areas there has been a marked improvement, while in others the student has identified new areas for development. In this example, we can see a significant improvement in the student's perception of their wellbeing, resilience and emotional health, as well as their careers, employability and enterprise readiness. The reduction in their assessment of their independent living skills, in this case, was related to the student moving out of Halls of Residence and into private rented accommodation. By allowing our students to keep us updated on their development needs, we can effectively signpost them to key services and resources that help them to deal with emerging challenges, and develop over the longer term.

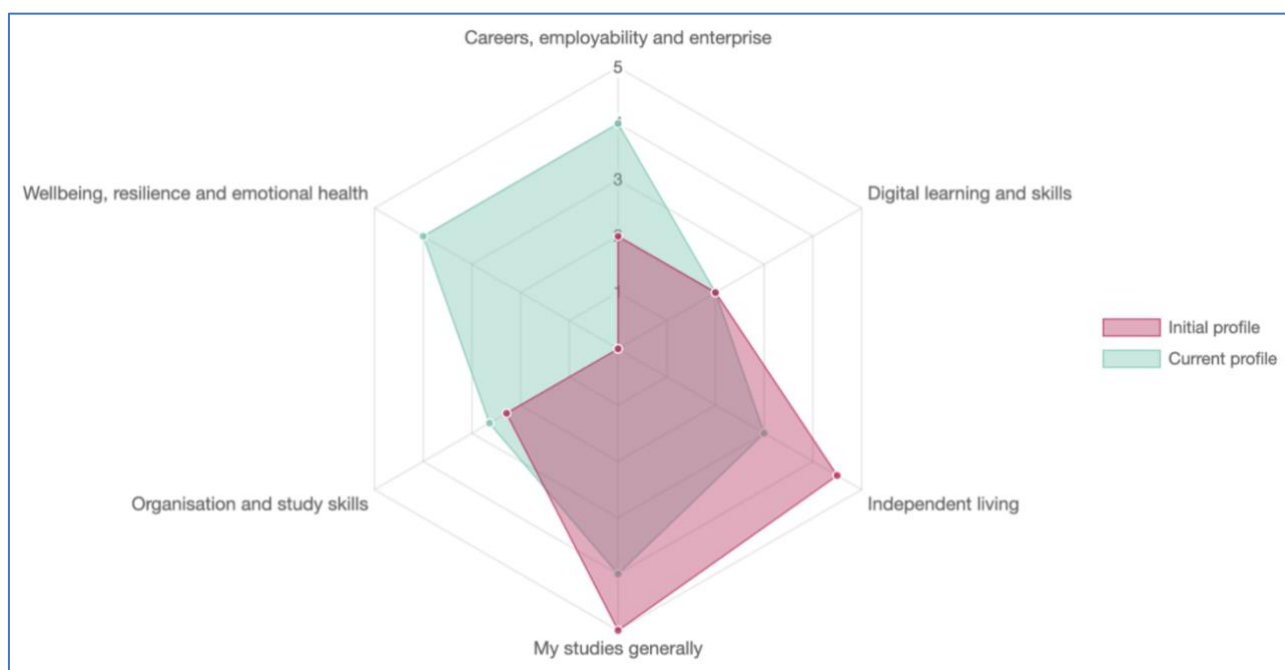


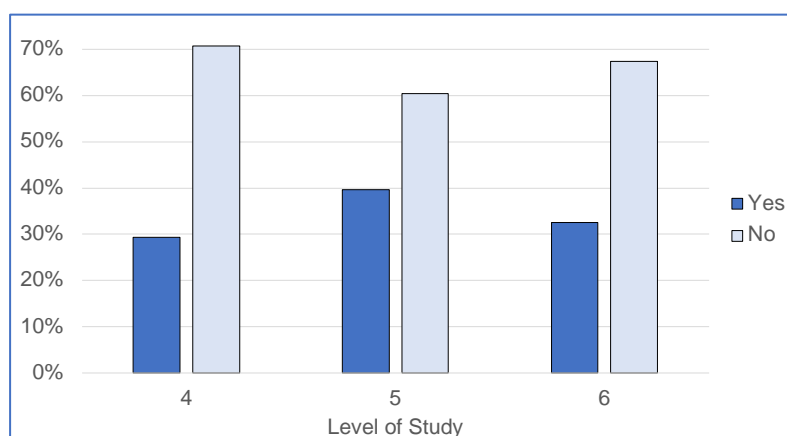
Figure 5. Example development profile showing an individual student's changing development needs between L4 and L5 of their undergraduate studies

5.2.9. In addition to identifying changes to individual student development needs, we also capture insights for entire cohorts of students. For example, figure 6 illustrates how non-linear changes in development needs can emerge across cohorts, in relation to their level of study.

In this example, we can see that students in their second year of study are more likely to report needing careers guidance than those in their first and third year. Such patterns were noted in several of the previous national pilots of learning gain<sup>30</sup>. This is, in part, due to first year students being less well-equipped to self-report their own career development needs. During their second year, once students have been made aware of detailed advice and guidance about their longer-term options, they naturally begin to require more support in making more decisions. Then, in their final year, we see a reduction in demand for support as more students become clearer about their own next steps.

5.2.10. We note that the data provided here is taken from a cross-section of students at each level of study, rather than reflecting longitudinal changes for students. However, over time, as the PDP is completed at least once per year by all students, we will be able to track developmental changes at the level of individual students, and this will be used to evaluate and further improve the impact of the services and resources that we have in place.

5.2.11. This information is available to colleagues at different levels within our organisation, which provides Course Directors with important insights into the development needs of students across their course at different levels of study. These insights are also used by professional services teams to evaluate service structure and delivery, to ensure that we are targeting resources to students in the right areas and at the right time during their studies.



*Figure 6. Percentage of students within each year of study who report that they require careers advice and guidance (n=2,358, FT UG)*

5.2.12. Further evaluation of our students' PDP responses has revealed other patterns related to individual student characteristics. For example, amongst our full-time students, we see that having a disability is significantly associated with greater development needs across all six development dimensions, and this pattern remains consistent throughout each level of study. However, across our student experience and student outcome metrics, the metrics for our disabled students are very similar to non-disabled students with regards to their alignment with TEF benchmarks. Further, beyond comparability between these groups based on reference to their different benchmarks, we see in the case of both Completion and Progression, that our disabled students are achieving – in absolute numerical terms – the same or better outcomes as non-disabled students. This is an indication that our approach to inclusive learning and teaching, and the support we have in place for our disabled students, is highly effective in removing barriers to successful outcomes.

## 6. Conclusion

- 6.1.1. As this submission demonstrates, London South Bank University is proud of the role we play in transforming the lives of individuals and the wider community. Fundamental to delivering on this mission, we have provided evidence of our clear and intentional approach to understanding the needs of those we serve, and our investment and success in improving the ways in which we support their development.
- 6.1.2. We take great pride in the outcomes that our students achieve, often in the face of extraordinary adversity, due to the structural inequalities which frame their experiences of education. We also take our role in challenging and removing those barriers very seriously and remain committed to continuous improvement in this regard through strong partnership with our students and investment in pedagogic interventions to eliminate awarding gaps.
- 6.1.3. We have presented compelling evidence for a whole-institution approach to supporting excellence in student experience and student outcomes. We are confident that we will continue to build upon our successes to date, not least our track record and reputation for reducing inequalities which is already world-leading<sup>1</sup>.

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<sup>2</sup> Institute for Fiscal Studies and The Sutton Trust (2022). English universities ranked on their contributions to social mobility – and the least selective post-1992 universities come out on top. <https://ifs.org.uk/news/english-universities-ranked-their-contributions-social-mobility-and-least-selective-post-1992>

<sup>3</sup> Phoenix, D. (2022). English Social Mobility Index for 2022. Higher Education Policy Institute. <https://www.hepi.ac.uk/2022/03/24/english-social-mobility-index-2022/>

<sup>4</sup> LSBU Teaching – Integrated Student Development. <https://www.lsbu.ac.uk/study/study-at-lsbu/why-choose-lsbu/teaching>

<sup>5</sup> OfS Regulatory Advice 22. <https://www.officeforstudents.org.uk/publications/regulatory-advice-22-guidance-on-the-teaching-excellence-framework-2023/>

<sup>6</sup> LSBU Group Corporate Strategy 2020 – 2025. [https://www.lsbu.ac.uk/data/assets/pdf\\_file/0008/273869/2025-group-strategy.pdf](https://www.lsbu.ac.uk/data/assets/pdf_file/0008/273869/2025-group-strategy.pdf)

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<sup>8</sup> Office for Students Size and Shape of Provision Dashboard. <https://www.officeforstudents.org.uk/data-and-analysis/size-and-shape-of-provision-data-dashboard/data-dashboard/>

<sup>9</sup> Martin, N. et al. (2019). [http://researchopen.lsbu.ac.uk/3240?\\_ga=2.37793191.569084433.1562059975-911530468.1526895718](http://researchopen.lsbu.ac.uk/3240?_ga=2.37793191.569084433.1562059975-911530468.1526895718)

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- <sup>10</sup> UKRI Higher Education Innovation Fund Accountability Statement for LSBU, 2021. [https://www.ukri.org/wp-content/uploads/2022/07/10004078\\_LSBU\\_Acc\\_stmt\\_pub.pdf](https://www.ukri.org/wp-content/uploads/2022/07/10004078_LSBU_Acc_stmt_pub.pdf)
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- <sup>13</sup> Knowledge Exchange Framework Dashboard. <https://kef.ac.uk/dashboard>
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- <sup>15</sup> LSBU Access and Participation Plan, 2020/21 – 2024/25. [https://apis.officeforstudents.org.uk/accessplansdownloads/2024/LondonSouthBankUniversity\\_AP\\_P\\_2020-21\\_V1\\_10004078.pdf](https://apis.officeforstudents.org.uk/accessplansdownloads/2024/LondonSouthBankUniversity_AP_P_2020-21_V1_10004078.pdf)
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- <sup>20</sup> LSBU Students Union Student Communities. <https://www.southbanksu.com/opportunities/communitiesandsocieties/>
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- <sup>22</sup> LSBU Decolonising the Curriculum website. <https://decolonisingthecurriculumlsbu.com/>
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