

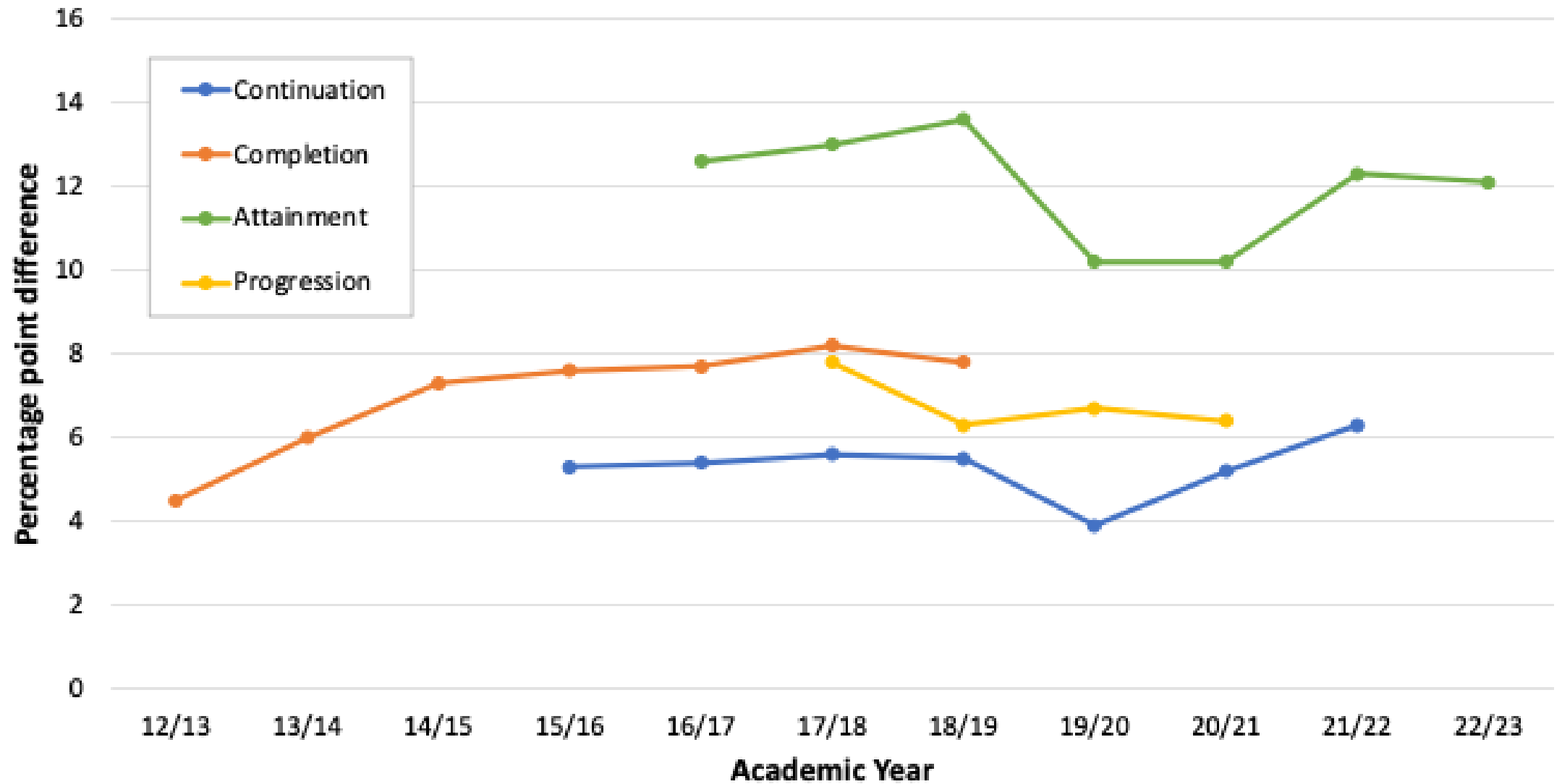
Getting to Know You

Centring students to drive whole-institution change

Professor Tony Moss

Pro Vice Chancellor Education and Student Experience,
London South Bank University

Difference in outcomes between FSM-eligible and FSM-ineligible students (All full time undergraduates)



Source: OfS APP Dashboard

Context for LSBU

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

Beyond Student Characteristics

Student Characteristics

- White
- Male
- Living locally
- IMD1
- FSM Eligible
- Under 21
- SEC: C

Me: 2001-3

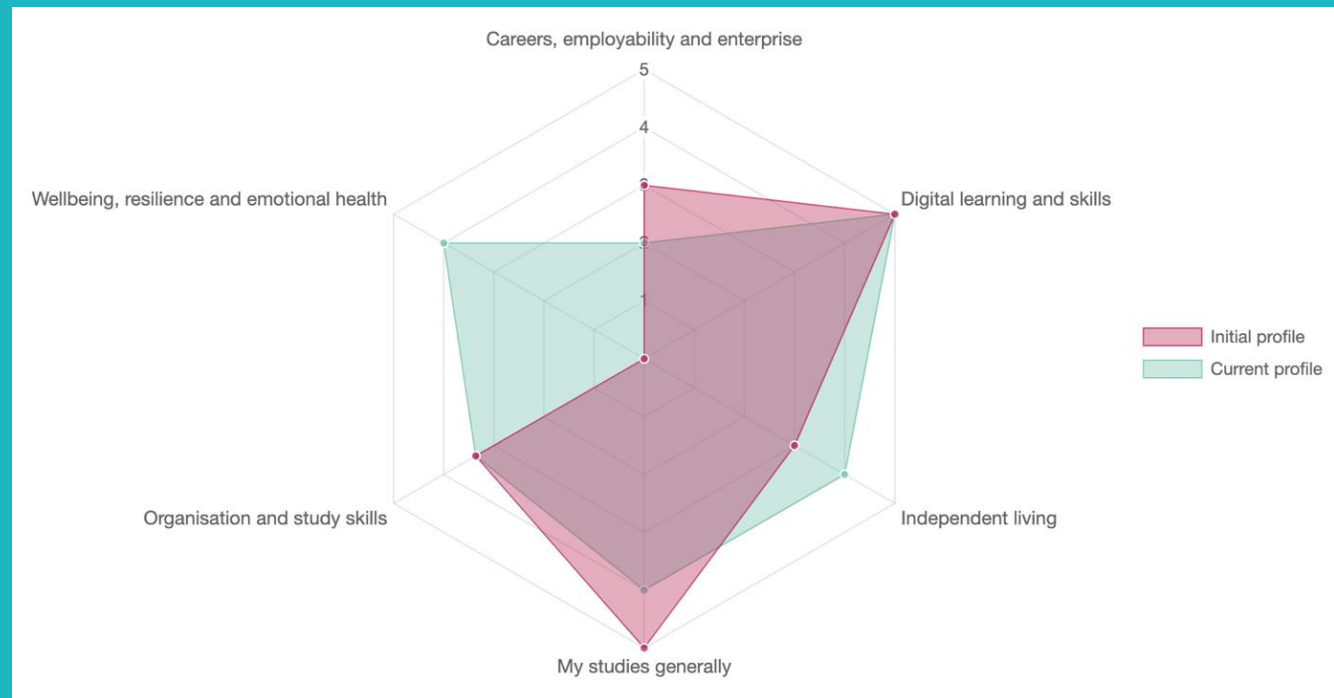


Actionable Insights

- First gen – no idea about uni life and expectations
- Not always able to find somewhere quiet to study at home
- Working 20-24hrs a week
- Not confident asking for help when struggling (with uni work or wellbeing) – which often caused anxiety
- A bit socially anxious

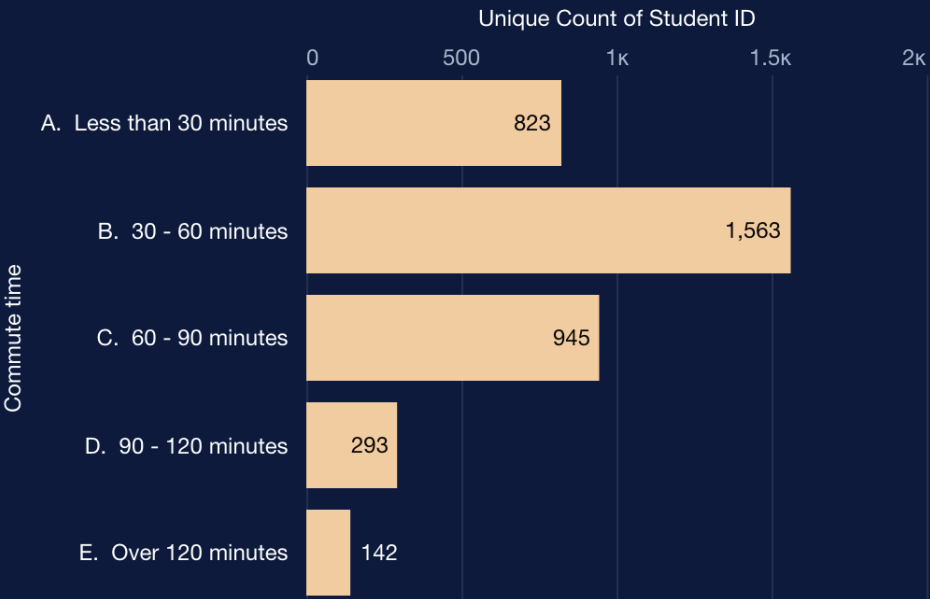
LSBU Personal Development Plan

- Personalised, Proactive and Insight Generating
- Data shared across the whole university
- Student responses are used to personalise signposting and advice



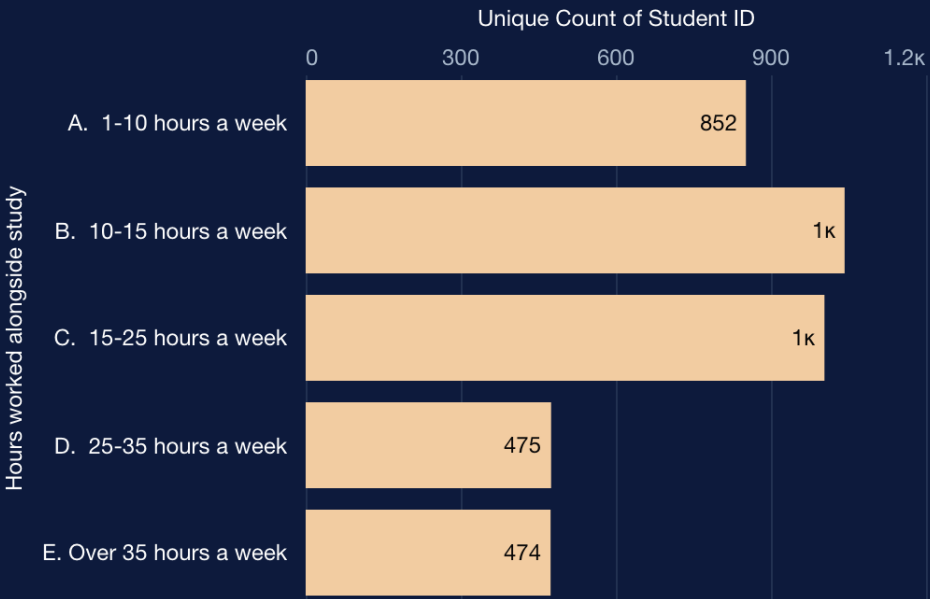
Student Insights from PDP Data for 23/24

Commute time to campus



[View Report \(Commute time to campus\)](#)

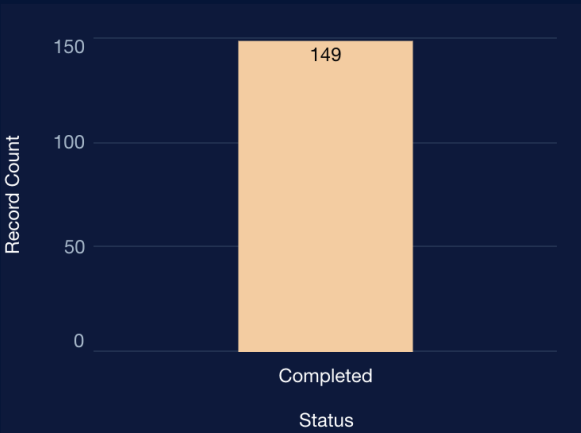
Hours worked alongside studies



[View Report \(Hours worked alongside studies\)](#)

Considering interrupting

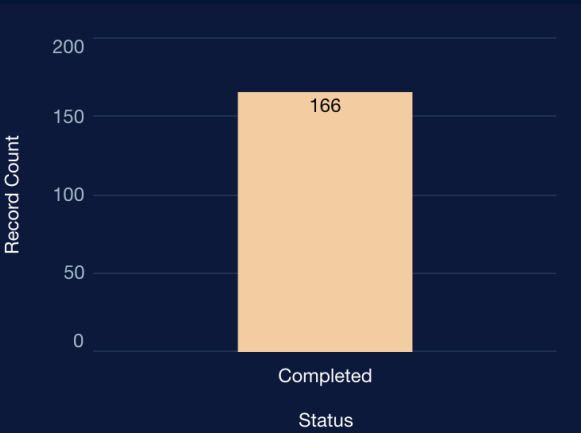
Grouped by task status



[View Report \(Considering interrupting\)](#)

In care or estranged

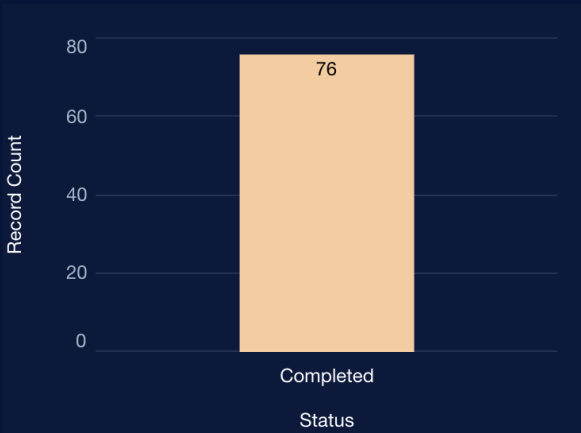
Grouped by task status



[View Report \(In care or estranged\)](#)

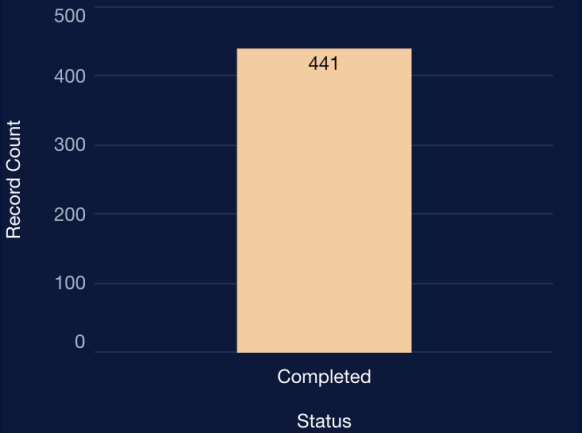
Wellbeing intervention required

0/10 or 1/10 for ONS4 wellbeing question



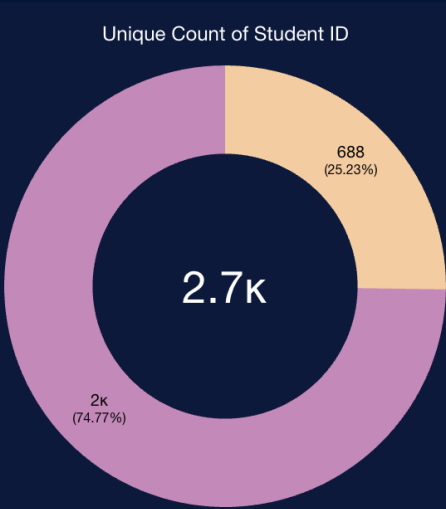
[View Report \(Contact student about ONS4 response\)](#)

Undisclosed disability



[View Report \(Undisclosed disability\)](#)

Asking for help

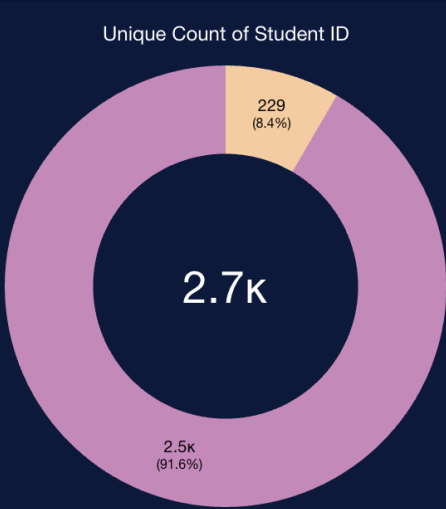


Response group

- Confident
- Not confident

'Not sure' interpreted as not confident asking for help
[View Report \(Asking for help\)](#)

Feeling positive about studies

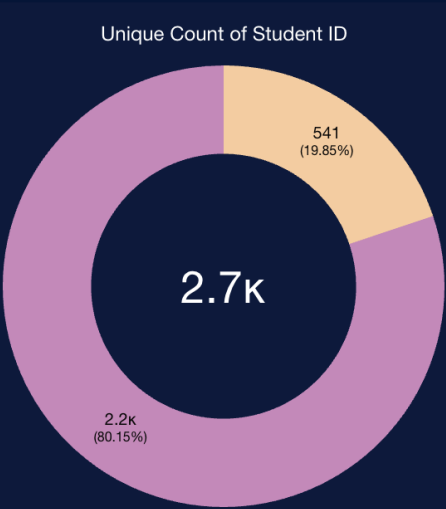


Response group

- Feeling positive
- Not feeling positive

'Not sure' interpreted as not feeling positive about studies
[View Report \(Feeling positive about studies\)](#)

Meeting deadlines

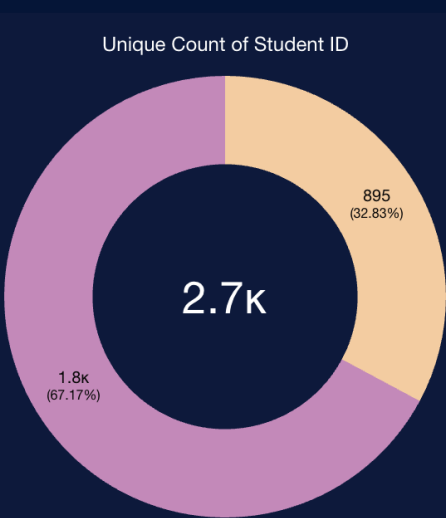


Response group

- Confident
- Not confident

'Not sure' interpreted as not confident with deadlines and time management
[View Report \(Meeting deadlines\)](#)

Referencing academic sources

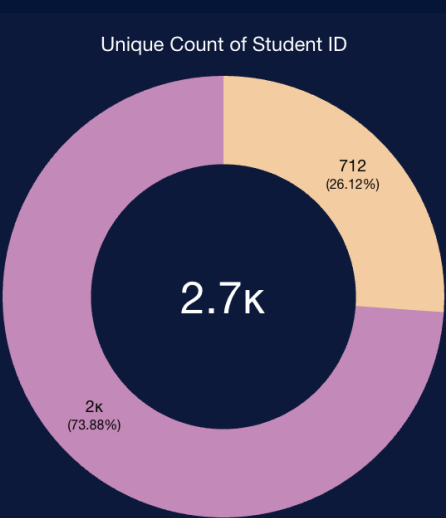


Response group

- Confident
- Not confident

'Not sure' interpreted as not confident referencing academic sources
[View Report \(Confidence referencing academic sources\)](#)

Home study environment

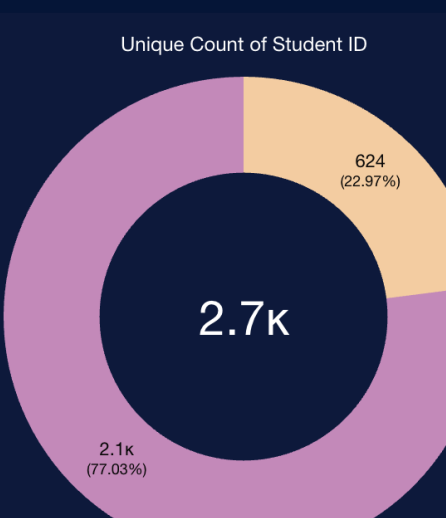


Response group

- Challenging home environment
- No challenges

'Not sure' interpreted as challenging home environment
[View Report \(Home environment\)](#)

Parenting or caring responsibilities



Response group

- Challenging
- No challenges

[View Report \(Parenting or caring responsibilities\)](#)

Impacting student outcomes...



7% increase in first
time pass rates



>50% decrease in resit
non-submission rate



5.5% reduction in
black student
awarding gap



62% reduction in
withdrawals



42% reduction in
interruptions

...and student experience

- NSS 2024 Disabled student experience gaps:
 - Closed entirely for Teaching On My Course and Learning Opportunities
 - Student Voice gap reduced from 7.3% to 2.6%
- Many other student characteristic experience gaps closed or reducing significantly YoY

Key Principles and Lessons Learned

- Interventions happening in silos won't deliver impact
- Taking time to understand your student needs will pay dividends...
- ...but understanding those needs should be our problem, not a burden on students
- Strategies to improve student experience and outcomes have to be seen as a whole-institution responsibility – with interventions and actions reflecting this approach

Thanks for listening!

