

# **Student Enterprise at LSBU**

## **The South Bank Collective CIC**

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# Overview

- LSBU: an enterprising university
- Development of the South Bank Collective CIC (**SBC**)
  - Curriculum development and alignment
  - Collaboration
  - Operations of the CIC
- Growing pains
- Impact

# Strategy at a Glance

## Key Outcomes 2015-2020

Student Success

Real World Impact

Access to Opportunity

Strategic Enablers

We want our success to be recognised, so by 2020 we aim to be London's top modern university

### Employability

Providing students with an individualised learning experience to develop the skills and aspirations that enable them to enter employment, further study, or start their own businesses

### Student Experience

Ensuring that students are seen as participants in their learning and that the student voice is encouraged and listened to

### Teaching & Learning

Ensuring our teaching remains highly applied, professionally accredited and demonstrably linked to research and enterprise, delivering the attributes that will make our graduates highly sought after

### Research & Enterprise

Delivering outstanding economic, social and cultural benefits from our intellectual capital, by connecting our teaching and research to the real world through commercial activities and social enterprise

### Access

Working with local partners to provide opportunities for students with the potential to succeed, and through active engagement ensuring we retain them

### Internationalisation

Developing a multicultural community of students and staff, which through international alliances and partnerships will further build our capacity and capabilities in education, research and enterprise

### Resources & Infrastructure

Strategically investing in the creation of first class facilities and ensuring they are underpinned by services which are responsive to academic needs and outcome focused

### People & Organisation

Creating an environment which attracts and fosters the very best staff, and within which all staff, whatever their role, feel valued and proud of their university and take appropriate responsibility for its development

Figure 1: our strategic outcomes and goals, 2015-2020

# Our achievements



1/3 of LSBU students engage with enterprise support



220 student and graduate business ideas supported



£110k of turnover achieved by student led photography agency in first two years of trading



60 graduate start-ups supported



Over 70 businesses operating on our sites



6,000+ students and alumni participate in our student enterprise opportunities



42 academics from across disciplines supported to deliver in-curricular enterprise activities



91 multidisciplinary in-curricular enterprise activities delivered, engaging over 3,000 students



27 businesses supported by student consultants



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# SBC: Curriculum context



PORTFOLIO REVIEW

Course Title: BA

(Hons)

Photography

Course Code: 3006

Course Leader: Daniel Alexander

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**What are the key positive factors that help to differentiate this course in the HE marketplace?**

When providing a response to the above you may wish to consider the following:

- Why do students choose this course over those of competitors?
- To what extent is it a niche offering?
- Is it distinctive in its links with industry, the professions, research, or enterprise?
- Does it have a distinctive employability advantage?
- Does it employ innovative learning, teaching and assessment strategies to enhance the learning experience?

# SBC: Curriculum context

## BA(Hons) Photography at LSBU

- Creatively Innovative
- Industry focused
- Professional course



# SBC: Market context

Dear Course Director,

I am getting **MARRIED**/ run an estate agents/ have a direct sales company/ need some headshots done for my acting portfolio/ a cover shot for my album.

And would like to offer one of your students the **FANTASTIC OPPORTUNITY** to photograph my **WEDDING**/ properties/ products/me. I would like the photographs supplied as hi res images, and would like to **OWN THE COPYRIGHT** outright.

I have **NO BUDGET** for this but as it is a **GREAT OPPORTUNITY** for a student to gain some professional experience. Please could you recommend someone to me who will be available on the following dates.....?

thank you



# SBC: Student engagement

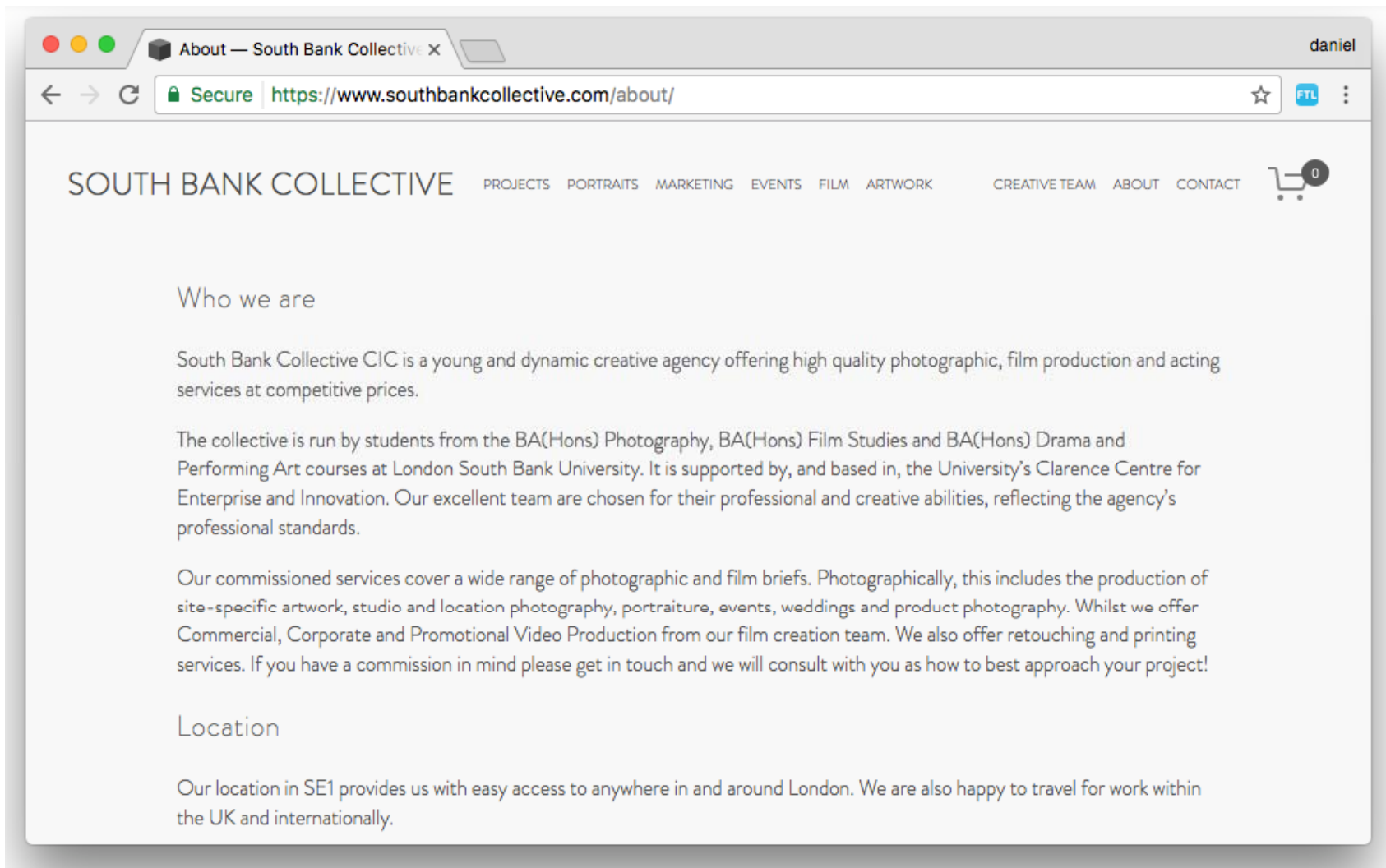




# SBC: Student engagement

- Students invited to start an agency
- 15 came to the first meeting, 7 set it up
- Brainstormed with the students what they would find useful
- Linsey and Daniel met with the students once a week
- The agency grew through trial and error
- More students joined each year

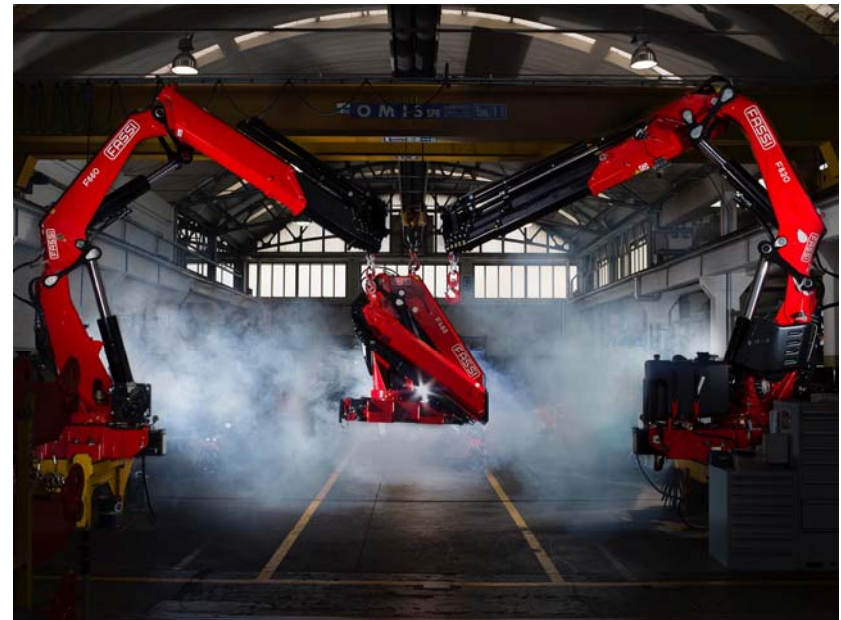
# SBC: What is it?



# SBC: Commissioned work







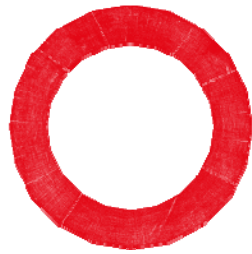






# SHAKESPEARE'S GLOBE





## SHAKESPEARE'S GLOBE





# student power

■ SOUTH BANK COLLECTIVE / JEMMA DODD

London's South Bank University hatches a cunning plan to introduce students to working life

Student life. Drinking, sleeping, not much work. Right? Well, not for this group from London's South Bank University (LSBU). In October last year, they launched the South Bank Collective, an agency offering pro photography services at competitive rates. With a rapidly growing client list, we spoke to Lisa Drew, photographer and (student) director, to find out what it's all about.

**PROFESSIONAL PHOTO:** How was the idea of South Bank Collective developed?

**LISA DREW:** The idea came from our photography course director, Daniel Alexander. He wanted to help students get their careers started and enlisted the support of former student Linsey Cole and the Student Enterprise Team at LSBU.

■ Why did you decide to set up as a community interest company (CIC)?

■ We set up as a CIC as opposed to a limited company, as we felt it was more appropriate for what we stand for. We want to support our students and our profits are invested back into this community. We are also interested in working with local organisations in the south London area.

■ Who makes up the team?

■ The team is made up of photography students at LSBU, as well as an accounting student and the four directors (LSBU representatives and one student director). Our students have several ways to get involved in the agency, either as photographers or as members of the operations team, or both. ■



**MAIN IMAGE:** Humankind series is an ongoing project, featuring Katie's dog Jason among others, exploring the way we treat our dogs as a part of the family.

**LEFT:** Part of a series for an editorial on the Lithuanian brand Hakea Heals. Some of the images were featured in Lifestyle magazine Panelé.

**BELOW:** Mirrors. Produced for the Clarence Centre Competition 2014. This series challenges the traditional landscape photograph by including a mirror and offering the viewer a 'glimpse' view of the scene.



# SBC: Operations and set-up

- Need for agility, responsiveness and student ownership
- Focused on supporting student employability & development
- Separate entity: separate bank account
- Internal influence and engagement
- Incorporated as a CIC in September 2015: separate entity
  - Approval from LSBU Executive and subsidiary company
  - Cross-institutional input: legal, finance, marketing

# SBC: Structure

## Unpaid positions

- 2 Student Directors and 2 Staff Directors
- Marketing
- Image Checking
- Induction and Training
- Website
- Social Media
- Student Recruitment



# SBC: Structure

## Paid Positions

- Producer (15% of the fee for each job)
- Assistant (20% of the fee for each job)
- Lead Photographer (40% of the fee for each job)

*The South Bank Collective CIC takes 25% of the fee for each job*

# SBC: Operations

- Students freelance for CIC: register with HMRC
- Freelancers paid monthly: after client has paid
- Students agree financial structure and % split
- SBC takes a % to fund company costs i.e. website
- Profits fund activities to support employability
  - Exhibitions, shows, materials
  - Inspirational guest lectures from industry

# Institutional impact

- Student experience: Real-world experiences, fun and challenging
- Student recruitment: reputation
- Staff retention and progression: promotion
- Learning and teaching: included at the centre of the new LSBU Educational Framework
- TEF SILVER: School case study
- Influenced peers within and beyond institution
- Reputation: Awards



# Growing pains - successes

- Turned over £110k in first two years of trading
- Engaged 41 students
- Piloted activity with film and drama
  - Drama students: actors for health programmes at LSBU
- Funded bursaries for students
- Sponsored shows
- SBC work throughout LSBU publications

# Growing pains - challenges

- Role of an Academic vs Director
- Continuity and sustainability between student cohorts
- Student engagement: less confident students
- Resource to support growing company
- Managing client expectations: student capability
- When things go wrong...

“No photographer  
this morning?”



# Research sabbatical

*What impact do enterprise and professional practice initiatives have on graduate outcomes?*

- Survey completed by 30 students and 9 graduates

**Graduate:** how effective were the following in preparing you for work you have done as a graduate?

**Student:** how effective have the following been in preparing you for graduate successs

|   | Graduate Effective | Student Effective |
|---|--------------------|-------------------|
| <b>TAUGHT SESSIONS</b>  | %                  | %                 |
| Taught sessions in the professional practice and promotion module       | 100                | 62                |
| Taught sessions in the professional practice module (3rd year students) | 100                | 63                |
| Taught sessions you have attended on the history and theory modules.    | 100                | 66                |
| Taught sessions you have attended on the practical modules.             | 100                | 80                |
| <b>TAUGHT SESSIONS AVERAGE</b>  | <b>100</b>         | <b>68</b>         |

#### **MANDATORY STUDENT LED ACTIVITIES**

|   |           |           |
|---|-----------|-----------|
| Group projects with other students  | 67        | 66        |
| Guest lectures  | 100       | 78        |
| Work experience undertaken as part of my course (2nd and 3rd year students) | 100       | 90        |
| Coursework that you have completed on the practical modules                 | 100       | 83        |
| Organising exhibitions of your work outside of the university (year 2 & 3)  | 100       | 83        |
| Organising exhibitions of your work within the university                   | 100       | 97        |
| <b>MANDATORY STUDENT LED ACTIVITIES AVERAGE</b>                             | <b>95</b> | <b>83</b> |

#### **OPTIONAL EXTRA CURRICULAR ACTIVITIES**

|   |            |           |
|---|------------|-----------|
| Work you have done with the South Bank Collective CIC | 100        | 78        |
| Paid work unrelated to your degree subject            | 100        | 91        |
| Unpaid work related to your degree subject            | 100        | 89        |
| Unpaid work unrelated to your degree subject          | 100        | 90        |
| Paid work related to your degree subject              | 100        | 100       |
| <b>MANDATORY STUDENT LED ACTIVITIES AVERAGE</b>       | <b>100</b> | <b>90</b> |

# Research sabbatical

*What impact do enterprise and professional practice initiatives have on graduate outcomes?*

- 100% of students **and** graduates who responded to the survey thought **paid work related to their degree subject** was effective in preparing them for graduate success

# Research sabbatical

***What impact do enterprise and professional practice initiatives have on graduate outcomes?***

- Survey completed by 30 students and 9 graduates
- Interviews with 2 students, 4 graduates and 1 SBC client

# A supportive learning environment

“the one thing that makes a Collective so successful is that... it’s almost like a playground, it’s like a testing ground, there is a double floor almost like a netting you can fall into which is the staff [who support the SBC]”



# A supportive learning environment

“The Collective will give you an all-round grounding in not just how to go out on a shoot but how to price it up, how to quote for it, how to invoice for it, how to chase it up if they are not paying on time, just the whole thing. And it does that with a safety net... if you make a screw up here someone will take you to one side and sort of say, look this is what you did wrong, this is what you need to do to do it right, have another go at it.”



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# Increased feelings of responsibility

“I feel like because it was outside of the course you thought that it was your own responsibility and you knew you had to take responsibility for these jobs that you were doing... whilst I feel like on a course, you’re learning it all, you don’t really have any responsibility for anything, it’s just your learning but whilst at the Southbank, if anything went wrong, you’re responsible for that and you’ve got to deal with the client at the end of the day... I loved it!”



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# Positive impact on other coursework

It made me a lot more determined. Because I saw, I developed my skills and experience at the Southbank Collective, and I thought, 'With this experience, it's going to be great to be able to find a job or an internship after uni, so if I can match that motivation that I had at Southbank Collective with what I'm doing that year and get a good degree as well, then hopefully after graduating I'll be able to do well in the future.' So I think altogether it just gave me a lot more motivation and determination because I could see what I wanted to do.

# Positive impact on finding work after university

I remember when I went to my interview for my internship at the creative agency where I work now. They were so impressed, they were like, 'Oh wow, you've already been a producer, you've already done all these briefs, you've already talked to the clients.' [it] was a gateway into working where I am today.

# Learning to value their work

I was pretty proud... And that was quite a good feeling just to know that there is potential, that somebody actually pays for your photograph

# Learning to value their work

because you are working with these clients and because you are earning money from it and because you are getting good feedback and you are seeing your work put up around Uni, you feel successful... you are moving in the right direction,

# Learning to value their work

I have had enough work from it [SBC] that it meant that I haven't had to work another job which has been fantastic and it's also enabled me to get other work on top of it but also has developed my skills.



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# Models real world situations

it puts students in really difficult situations that they have to navigate which you cannot replicate unless it's real life... they get put in situations... where you could end up not being the best version of yourself because something unexpected has happened. And I think it educates them, if they are willing, in how to cope with those situations

(client quote)



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