

# **London School of Management Education (LSME)**

## **2019-20 Access and Participation Plans**

## Assessment of Current Performance

### Introduction

The London School of Management Education (LSME) was established in 2007. Since then it has continued to operate from an ethos of respect, transparency and valuing equality and diversity. Situated in the London Borough of Redbridge, the institution serves the local population of Redbridge and surrounding boroughs including Havering, Newham, Barking and Dagenham, and Waltham Forest, providing full-time higher education in the field of Teaching, Business and Health and Social Care. We endeavour to continue to make a contribution for higher education for the civil society and strengthen our reputation by widening access to higher education across our local communities. This means having a substantial and sustained role in social mobility through improving the rates of access, participation and achievement of learners who are less well represented in the student body of the sector. To date, the College has charged the basic rate of tuition fee (£6000/annum) proposed by the government. The aim of this strategic plan is to embed good practice and address gaps in access, student success and outcomes by identifying specific targets that meet the needs of students as an integral aspect of the institution's commitment to student enhancement.

To assess our current performance in Access and Participation, data from 2015-17 Academic Years has been analysed. We have applied the HESA's standard rounding methodology to anonymise data that can be used to identify individuals. Counts of people are rounded to the nearest multiple of 5 and percentages and percentage change calculations have been suppressed if they are a fraction of a small group of less than 23 people. Averages are suppressed if they are from seven or fewer people.

### Internal Identification of the Underrepresented Groups

Widening access and participation remains the guiding principle of our core values of equality and diversity and an integral part of our strategic plan for 2017-2020. To ensure equality of opportunity, we monitor the characteristics of our learners and all applicants on an annual basis to identify the underrepresented groups. We accepted 150 full-time students from a total of 293 applications in the 2015/16 Academic Year. Of the enrolments across the Level 5 Diploma in Education and Training (DET) programme (73%), the Higher National Diplomas in Health and Social Care (6%) and in Business (21%) (Figure1), **only 0.6% of learners reported a disability.**

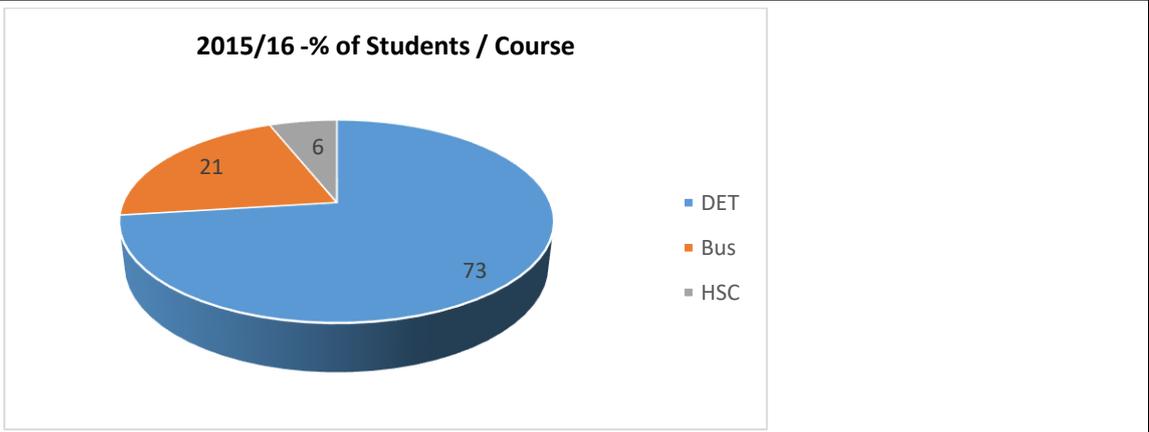


Figure 1: % of students per programme in 2015-16 AY showing that a larger proportion of our learners enrolled on the Diploma in Education and Training qualification.

HESA Data on UK Performance Indicators (Table T7) confirmed our internal data on disability<sup>1</sup> which was also far below the benchmark of 4.7%. Our disability estimate is also much lower than the reported prevalence of 11 million people (~16%) with a limiting long term illness, impairment or disability in UK in 2012.<sup>2</sup>

The male to female ratio of the student population was fairly balanced. Approximately 55% of learners were over 40 years of age and 13% were between the ages of 19 to 30 years. About 54% of our learners are of black minority ethnicity of African origin and 28% were of Asian origin. It may seem obvious that we cater for underrepresented groups in higher education like the ethnic minority black and Asian populations. This may align with the population profile of immigrants in the areas our students come from. Also, the majority of these students hold higher education qualifications (Table 1) and have enrolled to retrain as teachers to improve their chances of securing a reliable employment in future. They have considered a career change as an option for social mobility. According to the Office for fair Access (OFFA) and HESA, mature students are over 21 years of age and about 92% of them were enrolled on part-time courses in the 2016-17 academic year in comparison to 23% on full time courses across the sector<sup>3</sup>. Although our courses are full-time, they remain attractive to mature students because their contact time covers only two intensive long days in a week.

Programme of study	Entry qualification	Number (Percentage)
Diploma in Education and Training (DET)	First Degree	185 (92)
	Level 3	15 (08)
HND in Health and Social Care	First Degree	0 (0)
	Level 3	40 (100)
HND in Business	First Degree	0 (0)
	Level 3	80 (100)

Table 1: Entry qualification of students enrolled in 2015 to 2017. This shows that the predominant population of students in the college were DET students who already had a higher education qualification.

The group that was missing in our 2015-16 equal opportunity monitoring data were the young white British learners, black Caribbean and students with disabilities. Young white males from low socio-economic backgrounds in particular are a national priority as a key target group for fair access to higher education<sup>3</sup>. HESA Data on UK performance indicators (Table T2a) confirmed our internal data which suggests LSME

did not recruit any young students (<21 years) from State Schools or Colleges in 2015-16 and only 0.7% (benchmark of 5.5%) of our mature full-time learners with no previous higher education were from low Participation Neighbourhood (POLAR4) in the 2015-16 and 2016-17 Academic Years<sup>4</sup>. In London, 86% of young full-time students who enter higher education are from State Schools and Colleges and only 0.9% of these students are from low participation neighbourhood (POLAR4) compared to a national average of 11.2%<sup>4</sup>. Considering our range of courses, we do not expect a high number of young people from State Schools and Colleges but we recognised the need to make an effort to attract young people. In respect of our TEF 2017 submission, a widening access statement was published. The institution further considered the need to develop a more detailed internal strategy to widen access for underrepresented students as per our equal opportunities policy and our strategic plan for the 2017-2020 Academic Year.

The Widening Access and Participation Strategy was prepared and agreed by the Board of Directors in the middle of the 2016-17 academic year. This strategy has not yet completed its planned cycle but will be reviewed in the context of the new statutory requirement by the Office for Students (OfS) aligned with the HE (Access & Participation Plans) (England) Regulations 2018 and the Higher Education Research Act 2017.

Our existing strategy can be found here: <https://lsme.ac.uk/students/college-policies/widening-access-participation-strategy>. LSME has not submitted a formal Access Agreement in the past to the Office for Fair Access (OFFA) but because of our firm belief in the principles of fairness in education, the institution planned to use our existing resources and apply for additional funding opportunities to improve our recruitment strategies and conduct outreach programmes in local schools and the job centres to motivate potential learners. This approach included three main objectives as follows:

1. **Access:** To provide appropriate support to the target groups within our catchment area who are under-represented in our institution to progress in the long-term towards higher education.
2. **Entry, Retention, progression and employability:** To enhance learning experience for all individuals through the implementation of inclusive teaching and learning in partnership with students, potential employers and key members of the community.
3. **Monitoring and evaluation:** To ensure sustainability, we will respond to the changing needs of our target groups using regular monitoring and evaluation of strategies and feedback from learners.

### Access and entry

Although the institution has not succeeded in accessing additional financial support for the first objective in this strategy, we remain committed to its implementation in the 2017/18 and 2018/19 Academic Year. We intensified our marketing process to potential students within the last academic year in line with the first objective of our proposed strategy by distributing leaflets in community centres for an improvement in recruitment of younger learners who actually met our admissions criteria (**Table 2**).

We are currently assessing the possibilities of gaining financial assistance to organise more off-site activities in line with the strategic plan. Although the number of young Caucasian students increased in the 2016/17 Academic Year, they were of mainly of Eastern European origin. Young British students remained underrepresented. HESA data confirmed that 2.5% of our learners in the 2016/17 Academic Year were young (above 18 but less than 21 years) and were from State Schools and Colleges but not from low participation neighbourhoods<sup>4</sup>. More students reported disabilities in the 2016-17 admission compared to the previous year. This could be because the admission team

intensified their approach to informing prospective learners of the importance of disclosing disability during the process of student recruitment. HESA data however confirmed that only 1.1% of our students were in receipt of DSA in 2016/17 while our benchmark figure in comparison to 102 institutions was 5.3%<sup>1</sup>. The institution has continued to observe a significant level of recruitment of mature learners who, without this local provision, would not have been keen to study in larger Universities due to their personal circumstances. Across the sector, higher and further education institutions have collectively reported positive progress in 75% of their access targets<sup>6</sup>.

Student characteristics	2015/16 AY % of new students	2016/17 AY % of new students
<b>Age group</b>		
19-30	13.0	23.8
31-40	30.3	24.4
41-50	34.5	21.4
51-60	22.1	30.4
<b>Gender</b>		
Male	45.5	57
Female	54.5	43
<b>Disability</b>		
Yes	0.6	3.5
No	99.4	96.5
<b>Ethnicity</b>		
Black (African)	56.4	63
Other Blacks (Caribbean or mixed race)	4	4
Asian	28	8
Caucasians	8	21

**Table 2:** Trend in internal data on student characteristics from 2015-2017 shows an increase in recruitment of Young white students in a college with predominantly high numbers of mature students.

## Retention and Progression

### 1. Overall retention and progression

In our second objective all students were offered, as with all other learners, an intensive induction and study skills support, Individual Learning plans and enhanced inclusive teaching and learning strategies to encourage learners to stay motivated and enjoy their learning experience. Our teaching policy embraces the inclusive teaching agenda giving each learner a fair and equal opportunity to develop their maximum potential. This for example is demonstrated in our individualized learning needs assessment and delivery lessons to meet specific needs.

Our teachers use inclusive teaching and learning methods also bearing in mind the cultural diversity of the student population. This engaged and motivated learners to progress with their studies and achieve. We ensure that all students have equal opportunities, regardless of ability, religion, culture, gender, or ethnic origin. Additional learning support was provided for learners if necessary.

LSME has improved the academic programme activities, to ensure they are appropriate to the age, maturity and the location of the College, to encourage each student to achieve academically but also develop linguistically, socially and culturally.

Students with disabilities were offered reasonable adjustments to facilitate learning while ensuring that these adjustments do not give them an unfair advantage over other students.

Our current retention and achievement rate is shown in **Table 3** below. The current TEF metrics and data from HESA confirm this high level of continuity and achievement rate<sup>5</sup>.

The high level of retention and achievement in the last two years suggests that current strategies in place are working. Due to the inclusive strategies in place, achievement and retention does not seem to vary with the type of course, age category or ethnicity of students as indicated in the current national statistics.

## **2. Retention and achievement rate by ethnicity**

The variation in retention and pass rate by ethnic groups is shown in **Figure 2** (Data for the small numbers of Caribbean students may not be of statistical significance). [At the national level, non-continuity is higher in the black minority ethnic groups, and Caribbean students compared to their white counterparts.](#)

## **3. Retention and achievement by age**

In 2016-17 Academic Year, 2.5% of the overall number of students recruited were 20 years or below and classified as young. The remaining students (over 20 years) were classified as mature. The retention and achievement data analyzed by age (Table 4) suggested that we retained all the young learners for the 2016-17 academic year and they are all making progress towards completion (percentage is not calculated due to limited total number in this category). We retained 91.9% of mature students and 90% have either completed or making progress towards completion. We did not recruit any young students in 2015/16 academic year. [The overall estimates are higher than the available sector-wide data for 2015-16 academic year<sup>7</sup>. Non-continuation rate is said to be higher among mature students in comparison with young students in the higher education sector, but we cannot make a similar conclusion for LSME considering the huge disparity in numbers. Both mature and young students have demonstrated very high level of achievement in 2016-17 academic year in LSME, higher than the national English proportion \(of approximately 70%\) for HNC/HNDs and other undergraduate qualifications in 2016-17<sup>7</sup>.](#)

## **4. Retention and achievement by disability**

Our existing data on retention and achievement have been analysed further for differences between students with known and unknown disabilities. In 2015/16, we retained all students with disabilities and they went on to achieve their qualification in good time. In 2016-17 academic year, all students (N=11) who reported disability were retained. Some are active students on ongoing programmes or applied for extension to complete and others have completed their qualification. None of them withdrew from the course or suspended their studies at any point. Percentages have been suppressed due to the small numbers.

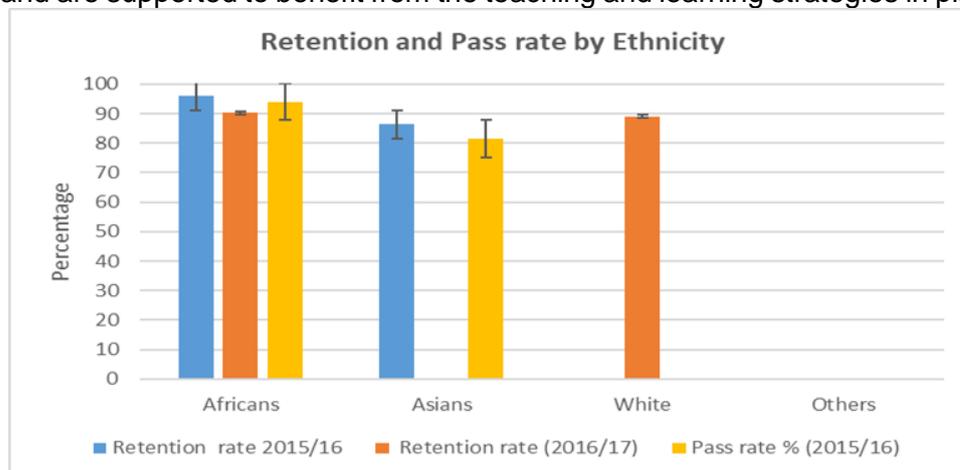
## **5. Retention and achievement by socio-economic status**

We are unable to present retention and achievement data by socio-economic status of learners in this analysis as information on household income is generally not requested at the time of entry. To ensure we capture this information in future data analysis, LSME has registered for bursary provision with the Student Loans Company. Information on household income will be available to the institution for bursary purposes. In the 2018-19 Academic Year, we will also obtain information on household income as part of our equal opportunity information. This will enable adequate information for future analysis of the socio-economic backgrounds of our students.

We have not admitted care leavers to the College to date. Due to the lack of data on socio-economic status and the inadequate numbers of young people, disabled students and the predominance of mature black and ethnic minority students, we have not considered analyzing the intersection of disadvantage within our current student

population. In future, however, we plan to assess how multiple socially constructed categories such as race, gender, and social class interact, but also operate at many levels when contributing to the Access, Participation and Achievement in higher education with an Alternative Provider such as LSME. We would also like to know how variation in disability may directly or indirectly affect retention and attainment.

A lot more need to be done to ensure that the under-represented groups have access and are supported to benefit from the teaching and learning strategies in place at LSME.



**Figure 2:** There is no significant variation in retention and pass rates by ethnic groups. Data obtains from the 'others' category was of a very low sample size (4% of a student population of an average of 160 learners) and included black Caribbean and mixed race students. Other missing percentage categories have been suppressed due to the low sample size

### Student Participation and Engagement

The inclusive practices in the college allows the voice of all students to be heard. This is not only for academic issues but also for all matters that may affect their learning experience in the college. Students are encouraged to engage effectively at all levels and at any stage of the educational cycle. Our NSS survey for 2017 suggested a very high student satisfaction rate of 91%, which was higher than our benchmarked overall satisfaction of 88% and the national average of 84% for England.

Student Cohorts	Academic Year	Retention (%)	Achievement (%)
DET	2015/16	92.0	89.3
	2016/17	91.0	88.3
Business	2015/16	90.0	100.0
	2016/17	91.5	93.8
Health and Social Care	2015/16	95.5	91.0
	2016/17	94.0	90.3
Overall	2015/16	92.5	93.4
	2016/17	92.3	90.8

**Table 3:** Retention and achievement trends by courses in 2015-2017 showed similar high levels of achievement in all cohorts of students in both academic years.

Age	2016-17 retention % after one year	2016- 17 Achievement/ Progress towards completion (%)	Sector - level retention % 2015-16
Young	--	--	93.4
Mature	91.9	90	87.3
Age	2015-16 retention % after one year	2015-6 Achievement / Progress towards completion (%)	Sector-level retention % 2015-16
Young	--	--	93.4
Mature	100	93.4	87.3

**Table 4.** LSME Achievement and Retention rate by age of entrant. Comparison with national sector level data was obtained from HESA statistics <sup>4</sup>.

## Student Outcomes

Since 2017, the college has invested in an online alumni portal for students who have completed their courses. The college continues to provide support with job search and engages the alumni in activities that may enhance their future development. We have also set up career development strategies which run during their studentship to support our learners to develop an individualized professional development plan, learn employability skills, CV writing and many more. Our students are offered the opportunity to interact with potential employers during these sessions. Although we do not have enough published DLHE data, our internal data suggests that about 60% of learners have progressed into further education or employment. Our latest DHLE report from HESA suggested that approximately 69% of DET leavers have progressed into employment or further education within six months of course completion and only 48% were in highly skilled jobs<sup>4</sup> which was much lower in comparison to the national benchmark of 93.7%. DLHE report for Business and Health and Social care were not yet available for the 2015-16 academic year. In 2016-17 academic year, 92.9% of our leavers (from all three departments) were in full-time employment or further studies. This however meets the national bench figure of 93%). In response to this, the college has developed a more comprehensive Employer Engagement Strategy which is being implemented alongside the access and participation strategy for 2017-2019. The outcomes of these strategies will be evaluated at the end of the 2018 and 2019 academic years. However, we are aware that more needs to be done to improve the employability of our learners and their progression into further education.

From the self-assessment of our current status, we have not yet achieved our objectives of targeting job seekers, disabled learners and students with household incomes in the lowest brackets in the young white British population and from the Caribbean population due to financial constraints affecting our intended outreach activities. Across the sector however, higher and further education institutions have collectively reported positive progress in over 70% of their access and success targets and 85% of progression to further study or employment targets. Highest progress has been made with ethnicity and the least progress was made against access and success targets relating to part-time and mature students<sup>6</sup>.

Our Access and Participation strategy in place for 2017-2019 will guide implementation of these objectives within the next two years as the college continues to secure external sources of funding.

This Access and Participation Plan being developed for the 2019-20 Academic Year as a requirement for OfS Registration in the Approved (Fee Cap) category will continue to examine these groups in more detail highlighting further strategies that can be used to mitigate the additional financial burden imposed. Opportunities will be developed in support of prospective learners who demonstrate an enthusiasm for studies but do not meet our eligibility criteria. Consideration will also be given to care leavers and white British males of low socio-economic backgrounds.

## Ambition and Strategy

Our vision for the 2019/20 Academic Year is expressed in our ambition to develop a diverse institutional community that transforms lives, challenges minds and develops skills that can make a positive contribution to society as a whole. This vision is outlined as follows:

### Objectives

1. **Access:** To provide appropriate support to the target groups within our catchment area who are under-represented in our institution and identified as a national priority to progress in the long-term towards higher education.
2. **Success and Progression:** To enhance learning experience for all individuals through the continued enhancement of existing inclusive teaching and learning practices and the development of new retention strategies for our target learners in partnership with students, potential employers and key members of the community.
3. **Monitoring and evaluation:** To ensure sustainability, we will respond to the changing needs of our target groups using regular monitoring and evaluation of strategies and feedback from learners.

### Target Population

The provision will continue to be delivered in our campus at Gants Hill to both current and future students to help provide opportunities for local residents and students from surrounding areas who may want to further their education. We hope to continue to attract students from outside our local communities with our distinctive small group sizes, contact hours and inclusive approach to teaching, learning and student support. Following an examination of both national and internal participation data and trends we have identified four distinct groups where we could extend our activities to encourage access. We aim to target:

Group 1: Socially disadvantaged white students within the local communities and surrounding areas. These students may be eligible for free school meals, under-performing, under-ambitious or dropped out of school and are on job-seekers allowance or receiving other forms of benefits. This population may also include males, young adults in care, isolated and with no family support.

Group 2: Students with disabilities who have previously not considered HE as an option. These students may have learning disabilities, dyslexia or other forms of physical and unseen disabilities.

Group 3: Other mature students of all backgrounds including Caribbean learners and Minority Ethnic populations. This will particularly target those who may not have access to our provision because they do not meet our entry requirement or are employed full time.

### Access Strategies

#### Target Group 1

We aim to establish a long term community outreach project, LSME-Inspire, which will focus on building strong relationships and collaborative arrangements with neighbourhood secondary schools and FE Colleges to support students' aspiration and attainment. This project will target learners who are under-performing and are

disengaged with learning and fail to see the link between personal achievement and future choices. We will work with the students and with their teachers to agree support mechanisms that LSME will provide. This will include special one-to-one support in numeracy, literacy and relevant GCSE subjects, organising CPD events for students in their schools during open day and career development sessions to explain the benefits of higher education and establishing an online platform with additional resources and information for students. The outreach projects in schools will be aimed at our target group one learners and will hope to support a minimum of 25 learners to attain good GCSE results, and have a clear career development path.

LSME also aims to reach out to unemployed youths who have dropped out of schools by establishing another community outreach project to motivate and encourage potential students from Job Centres, local councils and relevant youth groups, to understand that it is never too late to learn (NTLTL). We aim to provide potential learners within our target population with free numeracy and literacy qualifications, level 2 and 3 qualifications in HSC and business and invite them for higher education tester sessions at LSME. If interested, they will then be enrolled in our HND programmes. Via this project, we aim to enrol a minimum of 25 learners within the target group in 2019/20.

Both the LSME-Inspire and NTLTL projects will track aspiration and attainment of specific learners who have a potential to achieve and evaluate the impact of the project in future.

#### Target Group 2

We will collaborate with schools (particularly those that specialise in Special Education Needs (SEN), councils and social services to identify individuals with disabilities who may be interested in our courses but have not considered higher education as an option. All prospective learners will continue to be encouraged to report any forms of disabilities. The institution should also be in the position to refer learners for assessment should there be any reason to doubt the learner's fitness to study. LSME remains committed to the provision of reasonable adjustments for learners requiring additional support due to their disabilities. We will continue to work with external study skills support personnel and offer students more time to complete their work as per our internal support mechanisms.

#### Target Group 3

##### a. Mature part-time learners

We are fully committed to the OFFA's view that improving the skills of the current work force will help both the individual and the economy. The percentage of our mature students has been high and the majority have high level qualifications and are not in employment. These individuals have considered teaching as a lucrative option for a secured employment in future and have enrolled on the DET programmes. Another group of our potential mature students are in employment and have declined an offer because of the full-time nature of the courses of their choice. Others may not be in employment but are unable to follow a full time schedule due to family commitments.

There will be several targeted activities: our work with employers outlined in our employer engagement strategy focuses on supporting workforce development and LSME aims to develop and deliver more flexible and blended part time opportunities for those in employment.

We will offer taster workshops and CPD events which are directly linked to our part time provision in collaboration with our key employers. Those who would prefer part-

time education due to other commitments will also benefit from these activities. Such activity can be highly effective at recruiting students to part time and full time courses. We will evaluate the impact of these events on student recruitment at the end of the Academic Year.

We also aim to develop and deliver higher level apprenticeships. As the College is currently delivering validated top-ups and degree qualifications for the 2018/19 academic year with The University of Chichester, we will explore further partnerships with Universities to develop higher level apprenticeship in Business Management and Health and social care. We aim to work with local businesses and achieve about 10 apprenticeships in the 2019/20 academic year. The uptake of these apprenticeships will be monitored with the anticipation that a high proportion of applicants will be white British, Caribbean and other mature learners in full-time employment.

b. Mature students who do not meet our entry criteria

These may include learners who have demonstrated enthusiasm but do not have the required skills to undertake studies at level 4 and above. We aim to enrol these students from our NTLTS project or to any prospective students who enquire about our programs. They will be equipped with the requisite functional skills (numeracy, literacy and ICT) as well as level 3 qualifications in Business and Health and Social Care to enable progression should they be offered a place on our HE qualifications. A high proportion of applicants who benefit from this pre-enrolment learning will be white British, Caribbean and other mature learners who have not met our entry qualification.

## Success Strategies

Our priority will be to ensure that all student categories identified above as having access to our programmes are able to attend, stay on the course and achieve their qualifications. We hope to build upon our success with student retention and achievement. Our success target is 90% for the 2019/20 academic year as per our high current average retention and achievement rate. Since all these learners are likely to be of a low socio-economic background, our major challenge is to ensure that they achieve a high retention and success rate comparable to previous years. The LSME success strategy is aimed at the entire learning cycle and will continue to focus on:

- Induction
- Year round comprehensive teaching and learning support
- Robust mechanism for tracking students' attendance and maintaining their motivation within the first year of their studies
- Support for students with mental health issues
- Student bursaries
- Student engagement
- Attainment

### 1. Induction

As part of our teaching and learning strategy working alongside this access agreement, the College will continue to offer specific, proactive induction activities embedded within all programmes of study. In order to achieve the stretching success target indicated above, it will be essential to identify students with support needs at the time of enrolment. As part of the induction process, we will identify individual support needs by conducting an initial assessment and learning needs assessment (in a self-administered questionnaire). We will also assess their understanding of the study skills requirement for their courses and their prior knowledge of the course in a

short induction assignment undertaken before the study skills modules are delivered. This information will facilitate the formulation of their personalised learning plans as the learning support team will identify both hidden and multi-layered learning needs. This will ensure that the necessary support mechanisms are put in place and we can respond proactively to any student welfare and success issues. After the initial assessment students will have the opportunity to learn study skills topics such as Harvard referencing, Plagiarism, Time management, Researching for information, use of Moodle Platform and Turnitin, Understanding of assignment briefs and unit specifications. This supports the learner's understanding of the skills required to achieve on the course. These initial study skills session will be offered to all learners, whether are in the Foundation year or not.

## **2. Year round comprehensive teaching and learning support**

The student success activities will be aimed at all students and in particular those who require additional support in order to remain and achieve on their programmes. Support activities will be monitored and evaluated to assess the impact of any intervention on individual students. Our strategies are diverse and will include the following;

### **Mid-course reviews**

At the beginning of each academic term teachers will review the progress learners have made on their course and agree new targets with them. Some of the targets may include the need to attend additional days for extra support in line with the findings of the review, study skills support, refresher training on academic referencing, attending additional functional skills lessons etc. Students will be offered an opportunity to discuss whether the strategies in place are working for them or not and to suggest different solutions if necessary.

### **Additional learning support and weekly tutorial reviews**

Additional learning supports includes the need to give learners more attention if they are not achieving as expected. They are invited for one-on-one tutorial sessions above the general tutorial entitlement of 15 minutes per week for all learners. These tutorial meetings are useful as it helps identify those in need of additional support so that support can be arranged early rather than later. This will require recruitment of additional support teachers for all departments

### **Reasonable adjustments for disabled students**

Students with disability will be supported to apply for DSA with clear advice and information about the process and what they can expect. All reasonable adjustments will be made to ensure that learners with disability are being supported adequately to achieve their qualification.

### **Inclusive teaching and learning practice**

The College has recognised that a significant amount of the support will be delivered by the inclusive way a tutor teaches which is differentiated for individuals. Our teaching staff are adequately equipped to offer an inclusive approach to learning and teaching. This approach will continue to be embedded in all subject areas and at all levels in all academic years. Teaching will vary from class room teaching, classroom activities and demonstrations, workshops, seminars, debates and off-sight activities including industrial visits and attending career fares. Learners have access to all lectures and learning resources via Moodle Platform.

### **Student mentors for students at risk of dropping out**

All students at LSME are assigned personal tutors. Students at risk of dropping out due to socio-economic circumstances will be identified during enrolment. They will be

assigned, in addition to their personal tutors, student mentors whose role will be to offer friendly support, share their own testimony, engage them as active members of their social network (WhatsApp and Facebook group etc.), study groups and student community. They will also be monitored actively by their tutors as well as the Welfare Officers. This work is vital to ensure those students most in need of support receive it in a timely manner. The impact of this provision will be closely monitored. The long term plan will be, once value and impact is established, to make these activities sustainable through increased completion.

### **3. Reducing stress and maximising health and wellbeing activities**

A review of an article published by YouGov, suggested that one in four learners have mental health problems such as stress, anxiety and depression due to the pressure of higher education, the rising tuition fee and uncertainties about job prospects. This figure is likely to be higher in our target population due to their peculiar circumstances. Students suffering mental health issues are less likely to achieve and complete on their programme of study. Students identified as being a retention concern, due to a reported or perceived mental health issue, will require specialist support to address these issues. LSME will invest in a new HE Senior Tutor role to guide students into appropriate counselling services and support them while on the programme. This tutor will work closely with the Welfare Officer and will be responsible for tracking the academic performance of students with mental health issues. This provision will be closely monitored and evaluated to identify intervention rates and impact to continually review the choice of counselling services over the coming years. We aim to reduce stress further by varying assessments to include more practical activities. Students will be encouraged to engage in social events, student extracurricular activities and field trips aimed at reducing the stress of academic work.

### **4. Provision of Financial support for students**

The College will increase its tuition fee from £6000/6165 to £8000 for top-up qualifications and degree courses in Health and Social care and Business and from £6000/6165 to £7000 for HNC/HND and DET qualifications to generate additional income for our Access and Participation Plans in the 2019/20 Academic Year. Students from disadvantaged backgrounds such as those living away from family, mature students with family commitments or are unemployed will incur financial hardships when they enrol in the College. This is likely to affect the retention of our target population of students and particularly for those are enrolled on Foundation courses. To help commit them to the training, we plan to provide some financial support. We will charge a 50% discounted fee for 40% of the foundation year students. Thus, 20 out of the proposed 50 students for Foundation studies will pay £3,500 per annum instead of £7000. This is based on the fact that traditionally LSME has turned out students because they do not have the entry requirements for higher education. Majority of these prospective learners fall within our target population. We envisage that with the introduction of the Foundation year and access activities, we are likely to admit a diverse group of students (those who fall within our target population and those who do not) on our Foundation course and we estimate that 40% will be from our target population. This provision will be means tested and dependent on their household income. Students with a household income of £25,000 or less, or between £25,000 and £42,785 or above £42,785 but fall within our target population will be qualified for a 50% discounted fee.

Small targeted bursaries of £350 per annum will be introduced with payments being linked to the frequency of attendance. The bursaries will cover the cost of transport and stationery. If attendance falls below the required level; then further investigation would be carried out to determine whether the payment should continue or not. A one-off student hardship fund of £500 to support students with unforeseen costs for

equipment or crisis will also be introduced. The cost of all field trips undertaken by this group will be covered by the College. This financial support will cease as soon as the students have the required qualifications to progress into higher education. In recognition of the fact that care leavers require additional specific support, we will offer these students additional financial support even after they have enrolled for higher education.

Any student who falls within our target population that does not enter via the Foundation year will be eligible for the £350 bursary and the £500 hardship fund.

#### **5. Mechanism for tracking students' attendance and maintaining their motivation within the first year of their studies**

HESA data suggests that mature male students from certain social backgrounds and ethnic groups are more likely to drop out within the first year of their studies. We will track retention rates of students within our target population throughout their first year and provide additional support when necessary. Variation in delivery methods, inclusive teaching practices as well as a robust student engagement mechanism and work placement activities are geared towards maintaining motivation and drive to stay focused on their education. These mechanisms have contributed to our current success with retention and attainment. Particular attention will be provided by personal tutors, welfare officers and student mentors.

#### **6. Student Engagement**

The College currently has a comprehensive student engagement strategy that requires active participation of all learners in matters relevant to the college's ambition to satisfy their diverse needs. All students provide useful feedback individually throughout their learning cycle, starting with admission process, induction, teaching and learning, assessments and career events. Our student representation provides a collective view of students on matters that are important to student welfare and academic progression. Students are also important members of our deliberative committees including the Academic Board and Board of Directors. The views of our learners will continue to be taken seriously. We will ensure that our target population of students are fully engaged in the decision making process to ensure their sense of belonging and value and to improve their confidence and self-esteem.

#### **7. Attainment**

LSME will work more intensively with learners with very low socio-economic backgrounds, who are statistically less likely to achieve a higher grade other than a pass regardless of prior attainment.

HESA data has identified that part time students are most likely to leave and least likely to gain a 1st or 2.1 so in line with our access priorities, we will put support in place to ensure that the attainment levels are also improved and compare favourably with other students in the college and with the national statistics.

### **Progression Strategies**

LSME is committed to a greater focus on employability, progression to employment and further study. To improve our current strategies for progression, a dedicated Careers, Employment and Progression Officer will be employed to work intensively across all programmes, with individuals and in groups to help support progression into further education or graduate level employment. We will be monitoring this work to ensure that specific groups of disadvantaged students e.g. those with a disability, mature learners or young learners are enabled to move towards some employment during their studies and a highly skilled employment and/or postgraduate study after

completion of their studies. The Careers, Employment and Progression Officer will also have a responsibility to organise career events and employability and interview skills development workshops at least twice a term for all learners. These sessions will cover relevant topics such as:

- A good quality, current CV
- Interview preparation
- Experience of a recruitment process
- Transferable skills for the workplace
- Substantive work experience

As per our Employer Engagement Strategy, we will ensure useful partnerships with local businesses with the capacity to employ our learners all year round. These businesses will be involved in the planning and customisation of our curriculum to ensure that our learners upon completion have the required skills for employment in that local business.

A vital aspect of our provision is the opportunity offered to our students to experience high quality work placements and to apply knowledge and understanding to real life working scenarios. This improves the learner confidence in the work environment.

All learners who have completed their studies will also be encouraged to join the LSME alumni network. This is relevant as the College continues to offer support for employment related activities to its Alumni.

We will also focus resources into compiling destination data for all our students progressing onto work and onto further study. We aim to compile a comprehensive database and use the case studies to support and enhance our access work in years to come.

The College will continue to focus on the success of apprenticeships and encourage more uptakes of such educational routes to ensure employability of learners.

This work will be continually reviewed and refreshed in line with employer needs and student feedback in future Academic Years.

Specific targets for the Access and Participation Plan is seen in Table 8 of the Resource plan template.

## **Collaboration**

LSME has an ongoing commitment to collaborative working practice with other institutions and is keen to continue and improve this approach nationally, regionally and locally.

At a national level, LSME has recently become members of the Forum for Access and Continuing Education. This Forum provides networking opportunities to share and build our practice in widening access and participation.

At local level, we work collaboratively with the British, Indian, Turkish Business Forum (BITBF) to improve access to our provision, through active dissemination of information to the target population.

The institution also works closely with the Barking and Dagenham Chamber of Commerce for the same purpose of disseminating information on our provision through active engagement with employers in the sector. These activities will

complement our APP countable work. LSME also works with the National Career Service (NCS) to facilitate career development among our students. Their activities will extend to the outreach programmes in the APP.

### **Links with schools and colleges**

LSME also plans to work closely with the Barking and Dagenham College and three other institutions in the local community to design programmes and activities aimed at improving access to higher education within the local community, particularly for those within POLAR3 quintiles 1 & 2 within our geographical areas in the east of London and in areas with education, skills and training deprivation, low level of GCSE attainment and income deprivation affecting children.

Another future collaborative activity will be with the local Jobcentres and Local authorities for targets aimed at improving access for individuals on Job Seekers Allowance, care leavers, disabled people. These collaborative activities are vital for the success of our APP countable work.

LSME has future plans to become members of Linking London, a National Network for Collaborative Outreach (NNCO). As members of this continuum our outreach team will work together with other Universities in London to provide coordinated activities to our target institutions in East London.

## **Monitoring and Evaluation**

### **Who will be responsible for monitoring and evaluation**

The College will establish an Access and Participation Management Team to monitor the performance of the institution in the delivery of objectives indicated in this plan. The team will also ensure that personnel involved are taking the necessary steps to comply with provisions of this plans. Corrective actions will be introduced immediately should the team discover that certain aspects of the plan have not been fully adhered to. The team will be drawn from Senior academics and Programme Leaders from the Academic Board as well as two nominated student representatives. The team will meet with Access and Participation personnel once in a month for updates on their progress and challenges they are facing to ensure that corrective actions are introduced sooner rather than later. This team will report to the Senior Management Committee and the Academic Board.

### **Evaluation objectives**

#### **1. To measure the trend in access, success and progression from 2016-17 to 2019-20 academic year**

To assess the credibility of our Access and Participation Plan and milestones, we will measure the rate of improvement in access, success and progression of our target student groups by comparing data from 2016-17 onwards with that of the 2019-20 academic year. This will enable the development of contingency strategies for further improvement particularly if there is a negative, nil or limited progress on reducing the gaps in access, success and progression as per our internal and national data. We aim for continuous improvement even in areas where substantial progress has been made.

**Methods:** This will be achieved by a compilation of data annually for admissions, retention and achievement by a designated member of the Access and Participation team. Subject to informed consent under the GDPR guidelines, detailed information on student demographics including their social backgrounds will be collected at enrolment to enable effective analysis of access, success and progression data against a number of dependent and independent variables (socio-economic status, age, gender, ethnicity, level of study) using statistical tools for summary estimates

such as frequencies, mean, standard deviations, and z and t-test statistics to assess the statistical significance of differences between groups. A multivariate analysis will be used to assess the combined effect of variables in our intended targets shown in the Targets and Milestone section of this plan.

The rate of improvement in access, success and progression will be compared with our retention and achievement figures in previous years to assess the extent to which our targets have been met. Areas for improvement with explanatory notes will be the highlight of our annual reporting on access and participation.

## **2. To assess the impact of outreach activities on access and attainment (LSME-Inspire and LSME-NLTL Projects) annually**

**Method:** Evaluation strategies will be built into every activity we propose in our strategic ambitions in order to ascertain the full impact of our intervention. During activities, participants and staff will provide feedback on usefulness of the activity. At the end of the assessment year, we will obtain feedback from staff and collaborating institutions. Information on the number of learners or individuals within our target population who entered higher education, either with LSME or other institutions will be obtained from Collaborating institutions or directly from participants (with their permission). We will be particularly interested in school leavers who received our support for GCSE studies to ascertain if their predicted grades have improved and/or have achieved at least five GCSE passes including Maths and English and whether our target numbers (T16a\_01 and T16a\_12) for the year in question have been reached or not.

Data will be analysed and utilised to inform our planned improvement in strategies in future years.

## **3. To assess the impact of financial support on student retention, achievement and progression**

**Method:** The provision of financial support to target groups will be evaluated to consider its impact on students in terms of their retention, achievement and attainment using statistical measures, surveys and interviews with learners. Statistics will help ascertain the relationship between financial support and variables such as retention, achievement, progression into employment or further study etc.

## **4. To assess the impact of mental health support on student retention and achievement**

**Method:** The designated senior Tutor will keep a record of all mental health interventions and counselling referrals including the provision of additional academic support for learners who suffer mental health issues. This information will be analysed every term to ascertain the impact on affected students. Earlier intervention will be introduced should there be a need. At the end of each academic year, information will be used to develop a report on mental health interventions as part of the student welfare provision in the institution. Students who suffer mental health issues will also be requested to provide their views on the services in the school. The outcome of mental health intervention on student performance (retention and progression) will also be assessed. The overall results will be used to formulate newer strategies to deal with mental health issues in the following academic year. As part of the end of term feedbacks, all students will also be asked to provide feedback on social events and how they are able to cope with the academic pressures. Information will provide an additional reason to improve on strategies that will reduce the stress and promote mental health. Mental health intervention will be analysed against student retention and achievement and overall outcomes.

### **5. To obtain stakeholder views on other retention and achievement activities**

**Methods:** As part of the evaluation process LSME will obtain feedbacks from all stakeholders on every activity geared towards the improvement in retention, progression and student outcomes. Feedback will be obtained from all learners, staff and external stakeholders using questionnaires, focus group discussions and online surveys at the end of each academic term to address the usefulness of key strategies for improvement in retention and achievement. Information obtained internally will be compared with the results of the NSS survey for each academic year. This data will be utilised to set new targets for retention and achievement in the next academic year.

### **6. To assess student Progression and outcomes**

We will internally generate data on the destination of our leavers and compare our findings with that of HESA. This will ascertain if our targets on student progression (T16a\_16 and T16a\_17) have been achieved or not.

The results of our evaluation with future action plan will inform the annual report of the access and participation plan which will be published on our website and also disseminated in our annual research conferences and at stakeholder meetings.

## **Equality and Diversity**

There is an interaction between this Access and Participation Plans and the Equal Opportunity Policy which advocates for an inclusive practice for student recruitment, retention and progression irrespective of ethnicity, gender, age, race, sexual orientation, religion and disability. As part of our obligations under the Equality Act 2010 and our commitment to the Equal Opportunities Policy, no student is discriminated upon when applying for a programme at LSME and we obtain and monitor equal opportunity information provided by students to ensure that individuals with protected characteristics are not excluded from our provision. This Equal opportunity monitoring report actually informed our assessment of the characteristics of our current student population and recognised the need to provide for individuals with disadvantaged background which subsequently led to the development of our Widening Access and Participation Strategy. This Access and Participation Plan therefore aligns with the Equal Opportunity Policy of LSME and offers additional strategies for protecting the educational interests of students with protected characteristics.

As a requirement of the Access and Participation Plans and our Equal Opportunities Policy and as per the Public Sector Equality Duty, LSME will ensure that any form of unlawful discrimination, harassment and other conduct that is forbidden under the Equality Act 2010 is avoided. Any staff or student who breaches this legislative requirement will face disciplinary action in accordance with the College's policy on misconduct. We also hope to use our student engagement processes to ensure that there is a good relationship between those who share the same protected characteristics and those who do not to avoid any form of segregation within the institution.

## **Student Consultation and Involvement**

A college-wide student consultation exercise was undertaken after the first draft of the Access and Participation Plan was produced. A summary of the proposed strategy with relevant questions for students was published. All students were encouraged to take part in the consultation as it affects them directly in terms of Top-up qualification fees, the role of student mentors and ambassadors, student

involvement in the APP monitoring team, financial support available to targeted prospective learners with the eligibility criteria and others. The results of the consultations were analysed, collating the views of all students. About 70% of students took part in the consultation. The consultations were conducted amidst class discussions among students and clarifications from their teachers on areas they are not very clear about.

Over 98% of learners either strongly or mostly agreed with the LSME-Inspire and NTLTL projects. They agreed that the target groups of prospective students were indeed underrepresented in the College and the initiative to improve access is useful. A student stated 'Education should not be for a few but for everyone. For Britain to prosper and compete with other nations, it needs to educate its population to face future challenges and no one should be left behind.'

Almost 99% of our learners strongly agreed or mostly agreed with the Foundation year and proposed part-time studies as well as the higher level Apprenticeships. Three students were not sure of these initiatives but did not give any relevant reasons. One person was of the view that higher education did not really guarantee a good job in future.

All learners agreed with the proposed activities for success and progression. They included really positive comments on the employment opportunities which some considered as a challenge after graduation.

Although the majority of students (90%) strongly agreed with the proposed financial support and tuition fee changes, the few were of the view that the steps LSME plans to take are very useful and supports the government. Hence we should consider other sources of funding rather than increasing tuition fee. One student indicated that the institution does not yet have a degree awarding power and one factor that attract prospective learners is the basic tuition fee. Increasing it may deter some students from choosing LSME. Overall, the majority were satisfied with the increase in tuition fee.

A student stated in a class discussion 'The increase in tuition fee should not be perceived as a problem. We all know that LSME provides good quality education. Even the students who already have a degree have mentioned that the support is much better than in the Universities. If it cost more money for this level of quality, we are fine with it.'

Some of their relevant suggestions were incorporated in the Access and Participation Document or will be considered in the implementation phase of this plan. This included a suggestion to give disadvantaged students some financial or other forms of incentives to improve their retention, enhance our marketing strategy to include advertisements on billboard or local buses in order to attract the underrepresented groups of learners and improve disability access in the college including the provision of car parks for disabled students.

This consultation exercise was useful in estimating the level of student support for their involvement in mentoring, student-led outreach activities and monitoring and evaluation of the APP.

## **Access, Student Success and Progression Measures**

### **Overview of Activities to Improve Access**

#### **1. Outreach Programmes**

##### **LSME-Inspire Project**

We aim to establish a collaborative arrangement between LSME and two local Secondary Schools and two FE Colleges aimed at supporting student outcomes at an earlier stage in their education. Selection of schools will be based on the following criteria in comparison to the national average.

- Schools & colleges within POLAR3 quintiles 1 & 2 within our geographical areas in the east of London.
- Areas with Education, skills and training deprivation
- Low level of GCSE attainment
- Income deprivation affecting children

These will include specific areas like Barking and Dagenham, parts of Havering, and Greenwich. Our target population will be the Young white students (particularly males), and the Black and Minority Ethnicity students who are struggling with educational attainment within secondary schools, with household income of up to £25,000, from backgrounds with historically low level of education and living within our selected communities.

The LSME-Inspire project has two objectives which are; providing support for underachieving learners and introduction of learners to HE opportunities. These will be achieved with the following activities:

1. The project will hold career and employment workshops in the Schools and Colleges once in a term to introduce all learners to HE opportunities and LSME courses. These workshops will be facilitated by a Career, Employment and Progression Officer appointed by LSME and activities will cover:
  - Career advice from industry experts
  - Workplace visits
  - Importance of HE and opportunities available

These events will take place around key dates in the Academic Calendar and will be tailored around College and School Calendars.

2. The other aspect of the LSME-Inspire project is to support attainment in Schools and Colleges by providing impartial, clear advice to those students who fall within our target groups. This support does not target the most gifted and talented but all students of a low socio-economic background who wish to progress to further and higher education regardless of their ability. LSME Trainee Teachers with various specialties will provide additional academic support for these students. Their class teachers will work with our volunteers to identify areas for additional support. This support will continue until the learners take their GCSEs.

We aim to attract 25 learners in this Project in the 2019/20 Academic Year. The project will be evaluated by the trend in GCSE success rates and uptake of HE in general. Feedback will also be obtained from our key stakeholders.

## **LSME-NLTL Project**

This Project is aimed at targeting White British Young learners, particularly males who have left school without any qualifications and are on Job Seekers Allowance (Not in Employment Education or Training-NEET), care leavers and other black minority ethnic groups. Workshops will be organised in collaboration with Job Centres and local Councils once in a term and will be facilitated by our Careers, Employment and Progression Officer and supported by our student ambassadors. These events will take place in community centres, Children's and Family Centres, libraries and leisure centres and will include three distinctive processes:

1. There will be informal series of talks and discussions on select topics with the opportunity of 1-1 follow up appointments to support potential students.
2. Workshops and presentations on the opportunities for HE. Topics will include
  - What is Higher Education and why is it important.
  - The Transition to HE
  - Student Finance
  - Academic Support, Referencing and Study Support
  - Application and Personal Statement Support
  - Mock Interviews
3. Introduction to LSME HE opportunities and support mechanisms for foundation studies.

Prospective learners, on successful completion of the workshops will be invited for a taster session at LSME and if interested will be offered the opportunity to undertake foundation studies that could lead to HE in future or be offered higher education if they already meet the entry requirement.

We aim to attract 25 prospective learners for the 2019/20 Academic Year. This project will be monitored by the Access and Participation Management team to ensure that activities are taking place as planned and will be evaluated by achievement of our targets.

## **Foundation Studies at LSME**

Students undertaking foundation learning will be equipped with the requisite functional skills (numeracy, literacy, academic writing and ICT) as well as qualifications in Business and Health and Social Care to enable progression should they be offered a place on our HE qualifications. A high proportion of applicants who benefit from this pre-enrolment in HE learning will be prospective students in our target population who have not performed satisfactorily in our initial diagnosis test and are:

- Young white British (particularly males) and other individuals who are not in employment, education or training and care leavers identified in our LSME-NLTL outreach project.
- Enthusiastic mature, prospective learners.
- Other ethnic minority group of learners of black origin.

These qualifications will be delivered by trained teachers with experience in teaching those specialist qualifications and will be offered in collaboration with a UK University. Once enrolled all support mechanisms in place for retention and progression outlined above for full time HE learners will continue to apply to this group. Particular attention will be given to learners who are statistically more likely to drop out. We will ensure

there is targeted support and specialist resources available to ensure their continued engagement and retention.

The impact of this project will be assessed with the uptake of HE by identified prospective learners including learner retention and progression into employment and further education in subsequent years.

### **Flexible Part-time Studies for Mature Learners**

LSME aims to develop and deliver more flexible and blended part time opportunities for mature students who are not able to meet the demands of full time learning due to employment or family responsibilities. Data suggests that such individuals are more likely to drop out of a three-year University degree compared to younger learners. Running courses in the evenings and during the weekends will provide opportunities for employed mature learners to achieve a higher education qualification.

Our target will be mature learners identified from our partner FE Colleges on Access Programmes via the LSME-Inspire, or via the LSME-NTLTL project or prospective learners who enquire about part-time opportunities because of work or family commitments. We hope to attract a total of 50 mature students of part-time HND in Health and Social Care and Business and Teacher training in 2019/20 Academic Year.

These mature learners will be invited to join our taster workshops and CPD events which are directly linked to our part time provision in collaboration with our key employers.

Once enrolled all support mechanisms in place for retention and progression outlined above for full time learners will continue to apply to this group. Particular attention will be given to learners who are statistically more likely to drop out.

This provision will be monitored and reviewed by the Academic Board and performance of students will be assessed against that of full time learners in terms of retention and achievement and progression into employment and further education. Feedback will also be obtained from learners.

### **Higher Level Apprenticeships**

In Collaboration with a University and local Employers, we will explore the possibility of keeping people in employment while they undertake higher level qualification through apprenticeships developed by LSME and local businesses and validated by the University. We are currently at an advance stage of the process of securing a validation agreement with the University of Chichester. We hope to enrol 10 learners in apprenticeships in Business and Health and Social Care by 2019/20 Academic Year.

### **Disability Outreach**

We will collaborate with schools and FE Colleges (LSME-Inspire), Councils and Social Services to identify individuals with disabilities who may be interested in our courses but have not considered higher education as an option. Identified individuals will be assessed for their level of study and either enrol directly in HE or join our foundation studies for one year. Reasonable adjustments to facilities, teaching and learning resources and assessment methods will be made to ensure they enjoy their

learning experience with LSME. Investments in technology will be made based on the needs of the learners identified.

### **Overview of Activities for Success**

These activities including evidence for their impact have been discussed in detail in the ambition and strategy section of this document and it covers all aspects of the learning cycle as follows

- Induction: commences at the beginning of each programme to identify their learning styles and learning needs and to device individualised learning plans. Inductions also offer the learner the study skills requirement of the course. Induction activities will engage students in our target population by varying the delivery methods and level of activities and encouraging the sharing of experiences and success stories from other learners.
- Year round comprehensive teaching and learning support with diverse activities that have proven to be successful at LSME including Mid-course reviews, additional learning support and weekly tutorial reviews, reasonable adjustments for disabled students, inclusive teaching and learning practice. Student mentors with experience will be assigned to students at risk of dropping out (access target population). Mechanisms for reducing stress and maximising health and wellbeing activities outlined above will also target our disadvantaged students who may have a higher risk of not being able to cope with the academic pressure.
- Robust mechanism for tracking students' attendance and maintaining their motivation is an important activity to reduce drop-out rates amongst our target population in the first year of their study. This may particularly affect students with financial hardships, mature male learners from lower socio-economic backgrounds. These students will be supported by their student mentors, personal tutors, welfare officer to ensure attendance is satisfactory and the learners are benefitting from sessions being delivered in class.
- Mental health issues are an important factor that could reduce rate of retention and attainment. The current statistics show that one in four learners suffer some form of mental health issues ranging from stress, anxiety and depression to more severe problems such as ADHD. Our target population of students are at high risk of having mental health issues due to their social circumstances. We will invest in a Senior Tutor role to support students with mental health issues to access the available counselling services and mentoring support they need.
- Student Bursaries and financial assistance aimed at minimising financial hardships will be offered to learners in their foundation study year. It is anticipated that if our target population have left main stream education for years before they are enrolled, it is highly unlikely that they will have the necessary skills for higher education and would prefer the Foundation study period to build their confidence. Our target students are of low socio-economic backgrounds and evidence shows that financial hardship particularly for disadvantaged and mature students play a much larger part in the decision making on continuation with their studies. A 50% discounted fee will be levied for all Foundation learners who fall within our target population. Students in our target population who are at risk of dropping out due to financial constraints will receive support from the school for the cost of travelling and stationery (£350 per annum). A one-off hardship fund of £500 will be provided

to learners who are experiencing difficulties. Financial support will be linked to attendance to ensure its maximum impact.

- **Student Engagement:** Active involvement in college activities and the decision making processes could improve the self-esteem of a learner. We will invite all learners from our target population to engage and play active roles in every aspect of their studies to keep them motivated. They will be given the opportunity to be class reps, or student mentors, student ambassador etc. these roles may boost their morale and confidence. To ensure retention and motivation, we will obtain feedback from our target population on how they would prefer the delivery of their lessons. They will be made to come up with suggestions on classroom activities they will find interesting, field trips and social events. Engaging them in that way will improve their sense of belonging and commitment to their studies. Learners from the target population will also provide periodic feedbacks individually or in groups.

**Attainment:** Learners within our target groups will be offered the opportunity to attain higher grades as all other learners using existing mechanisms of support and inclusion and a clear explanation of requirements for higher grades. These learners can be targeted for additional support if they are failing or falling behind with their studies. In that process, every opportunity will be used to ensure that they are sufficiently clear on how they can get higher grades.

### Overview of Activities for Progression

- **Career events**

The Careers, Employment and Progression Officer will have a responsibility to organise career events and employability and interview skills development workshops at least once a term for all learners. Prospective employers and recruitment agencies will be invited for these events for a direct interaction with all learners. Particular attention will be given to the target learners.

- **Employer engagement**

As per our Employer Engagement Strategy, we will establish partnerships with local businesses with the capacity to employ our learners. These businesses will be involved in the planning and customisation of our curriculum to ensure that our learners, upon completion, have the required skills for employment in that local business. Employers are also encouraged to be give lectures as guest lecturers. The strategy also suggests that employers take on individuals from our target population who fit the profile they are looking for but do not have the confidence to hunt for jobs on their own. This should be encouraged at all times even if it was for a short while to help build their confidence.

- **Work placements**

Our Employer Engagement Strategy will also offer opportunities for our students to experience high quality work placements and to apply knowledge and understanding to real life working scenarios. This improves the learner confidence in the work environment and support their employability in future. Our target learners will be encouraged to undertake work placements with employers with the view to developing the skills required for the workplace.

- **Alumni events**

LSME will continue to offer support for employment related activities to its alumni. Student are encouraged after their studies to register on the Alumni Portal which post

information on vacancies. Alumni events, sponsored by LSME on employment take place at least once every 6 months. All graduates are requested to attend these events and network with old students and employers. We will use the alumni to maintain contact with the target population to find out how they are getting on and also send them information on job opportunities.

## Investment

The Board of Directors approved an investment plan for the Access and Participation strategy in their April 2018 meeting. LSME plans to invest approximately £285,000 on Access and Participation activities and financial support to students. This will come from our estimated HFI of £452,750 for 2019-20 Academic Year and £544,500 in subsequent years. Investment in Access activities is based on our estimated figure £2000 per outreach activity with 5 events per academic term (4 events for LSME-Inspire and 1 event for LSME-NTLTL with follow up of potential participants), making a total investment of £30,000 per annum.

In-house events such as our taster sessions and CPD events will also attract an additional £12,000 for two events in a term. Our Access, Progression and Employment Officer will receive an annual salary of £36,000. Three part-time teachers for GCSE support will each receive an annual salary of £18,000.

We plan to engage about 30 Student Ambassadors who will receive allowances for transport and other expenses estimated at £200/ Student Ambassador per annum. This comes to a total of £138,000 for Access activity alone.

Majority of our Success activities are embedded within our existing provision. Success activities will incur an additional £10,000 to offer additional learning support and mentoring activities for learners. The proposed Senior Tutor role to oversee Student Welfare support will incur an additional salary of £18,000 per annum, making a total of £28,000.

We envisage that our CPD and Employability events for student Progression will attract an additional £15,000 per annum. Financial support commentary is provided in Table 6. The overall investment is over 52.3% of the estimated HFI for each year.

## Provision of Information to Students

Students have been directly consulted with in relation to the Access and Participation Plans and the financial support available through the college; discussions have taken place with the admissions team who are the first point of contact with prospective students and are able to provide relevant feedback based on comments from prospective learners. Students have also been part of the Board of Directors that approved the final draft of the Access and Participation Strategy and the Resource Plan. Hence, information about financial support under this plan has been made clear to existing learners.

The Access and Participation Plans will be published on the institution's website in a location where it can be accessed easily by current and prospective. Financial support provided to targeted group of underrepresented learners will be clearly articulated on the website. Information about tuition fees are usually published on the website and on course brochures.

It is envisaged that at the end of the 2019/20 Academic Year when a review of the Access and Participation Plans takes place, financial support will be an item to be discussed. From that, additional outcomes will feed into the allocation and make-up of the financial support package where relevant.

<sup>1</sup>HESA, (2018) Table T7 - Participation of students in higher education who are in receipt of Disabled Students' Allowance (DSA) <https://www.hesa.ac.uk/news/27-03-2018/experimental-uk-performance-indicators>.

<sup>2</sup>Family Resources Survey 2011 to 2012 (<https://www.gov.uk/government/publications/disability-facts-and-figure>)

<sup>3</sup>BIS, (2016) Higher education: success as a knowledge economy - white paper (<https://www.gov.uk/government/publications/higher-education-success-as-a-knowledge-economy-white-paper>).

<sup>4</sup>HESA, 2018, Participation of under-represented groups in higher education (Table series T1 and T2) <https://www.hesa.ac.uk/news/27-03-2018/experimental-uk-performance-indicators>

<sup>5</sup>HESA, 2018. Experimental Table T3 - Non-continuation following year of entry. <https://www.hesa.ac.uk/data-and-analysis/ukpis/experimental/table-t3>

<sup>6</sup>Office for fair Access, 2017. Outcomes of access agreement monitoring for 2015-16 <file:///E:/OFS%20REGISTRATION/OFFA-Monitoring-Outcomes-Report-2015-16-Final.pdf>

<sup>7</sup>HESA 2017, HE Qualifiers by subject and provider. <https://www.hesa.ac.uk/data-and-analysis/students/outcomes/breakdown>

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

LSME will not be inflating fees for the 2019-20 entrants in subsequent years.

Full-time course type:	Additional information:	Course fee:
First degree		£8,000
Foundation degree		*
Foundation year / Year 0		£7,000
HNC / HND		£7,000
CertHE / DipHE		*
Postgraduate ITT		£7,000
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		£5,000
CertHE / DipHE		*
Postgraduate ITT		£5,000
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

**Table 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Other (please give details in the next column)	Improve baseline proportion of students from low participation neighbourhood to get access to full time opportunities for higher education via the LSME-Inspire and NTLTL projects.	Yes	2017-18	0%	5%	7.50%	10%	12.50%	15%	the percentages refer to the proportion of our entire student population. The initial 5% increase is based on the benchmark value proposed by HESA's widening participation data. We will work collaboratively with Schools, Colleges, Local Authorities and Job Centres in order to achieve this target.
T16a_03	Access	Socio-economic	<b>Other statistic</b> - Other (please give details in the next column)	Improve access to higher education for students of low socio-economic status defined as household income below £45,000.00.	Yes	2017-18	0%	5%	7.50%	10%	12.50%	15%	Our current baseline information on socio-economic status of our learners by household income is not available and cannot be estimated. We hope to collect this information simultaneously with age, ethnicity and race in low participating neighbourhoods from 2018-19 Academic Year to allow effective analysis of multiple variables. Aspects of this work will be done in Collaboration with the British Indian Turkish Business Forum.
T16a_04	Access	Disabled	<b>Other statistic</b> - Other (please give details in the next column)	Improve access to Higher Education for students with disabilities.	Yes	2016-17	1.10%	3%	4%	5%	6%	7%	In line with the benchmark figure for LSME as per the HESA statistics, an increase of 5% of students on DSA is proposed for the 2018/19 Academic Year. A steady increase to 7% will demonstrate overall success with access activities for disabled students
T16a_05	Access	Care-leavers	<b>Other statistic</b> - Other (please give details in the next column)	Improve baseline proportion of students who are care leavers.	No	2016-17	0%	0.50%	1%	1.50%	2%	2.50%	We currently do not have care leavers in college. As such we hope to improve access to at least 10 care leavers via our NTLTL and Inspire projects in FE Colleges.
T16a_06	Access	Ethnicity	<b>Other statistic</b> - Other (please give details in the next column)	Improve access to higher education for mature students of black minority ethnic groups such as the Caribbeans	No	2016-17	4%	7.50%	10%	12.50%	15%	17.50%	Baseline internal data of 4% is for Caribbean learners only. There are currently no white British students in the college. We hope to increase both target populations to 20% in the 18/19 Academic Year and improve further in 2019-20 Academic Year.
T16a_07	Access	White economically disadvantaged males	<b>Other statistic</b> - Other (please give details in the next column)	Improve access to white British males of low socio-economic backgrounds.	Yes	2017-18	0%	5%	7.50%	10%	12.50%	15%	Our Target for white British males is based on the national priority. Currently this group of learners do not exist in LSME. Our LSME-Inspire and NTLTL projects should attract this group in the low participation populations and will be implemented in collaboration with local schools and Colleges, local authorities and Job Centres.
T16a_08	Access	Mature	<b>Other statistic</b> - Part-time (please give details in the next column)	Introduce part time and flexible blended learning provision for mature students with employment and other commitment.	No	2017-18	0%	5%	7.50%	10%	12.50%	15%	We currently do not run part time courses in the institution. Part time provision will provide access to mature students who cannot meet the requirement for full time study.
T16a_10	Access	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	White economically disadvantaged males, black minority ethnic populations and other students of low social backgrounds who do not meet our entry requirement will undertake a foundation study year to improve their access to HE	No	2017-18	0%	10 students	15 students	20 students	25 students	30 students	The foundation year programme will be designed by LSME and validated by University of Chichester. Not all students in the foundation year will be targets for our access and participation plan. We envisage that about 40% of these students will be in our target population .
T16a_12	Access	Attainment raising	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	Raise GCSE attainment of learners of low socioeconomic backgrounds. Our target is to support learners to achieve at least 5 GCSE passes at Grade C or above including Maths and English	No	2017-18	0	5 students	10 students	15 students	20 students	25 students	Improving GCSE attainment for 25 learners of low social backgrounds in low participation areas in the community through the LSME-Inspire project by 2022/23 academic year.
T16a_13	Success	Multiple	<b>Other statistic</b> - Other (please give details in the next column)	All students in the target underrepresented populations will receive extensive academic and welfare support to achieve an excellent retention rate.	No	2016-17	92%	85%	87.50%	90%	92.50%	95%	Our baseline internal data for student retention is over 90% for the 2016/17 Academic Year as at September 2017. For our target students as per this Access and Participation Plan, we hope to maintain our retention rate at 90%.
T16a_14	Success	Multiple	<b>Other statistic</b> - Other (please give details in the next column)	All students in the target underrepresented populations will receive extensive academic and welfare support for an excellent achievement rate.	No	2016-17	90%	85%	87.50%	90%	92.50%	95%	The overall internal achievement of students from LSME is approximately 90% as at September 2017. We would like to maintain this trend in the coming years for students in our target population.
T16a_15	Success	Disabled	<b>Other statistic</b> - Other (please give details in the next column)	Bespoke diagnosis and support at all disabled students to increase their achievement rate.	No	2016-17	90%	85%	87.50%	90%	92.50%	95%	Achievement for disabled students is benchmarked against that of the rest of the College.

T16a_17	Progression	Low income background	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	A high proportion of our target students in the schools and Colleges identified for our support, should progress to Further Education and/ or Employment. All students from low income backgrounds should progress to further education or employment	Yes	2016-17	none	75%	80%	85%	90%	95%	Our LSME-Inspire project will introduce these students to HE opportunities and support their application to HE institutions of their choice. Our CPD events will provide the relevant employability skills for learners. We are currently working collaboratively with employers and with the National Career Services
T16a_18	Progression	White economically disadvantaged males	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	Improve baseline proportion of economically disadvantaged males who study with us to progress into employment or further studies.	Yes	2017-18	0%	75%	80%	85%	90%	95%	Our current DLHE and internal data suggests about 70% of our students go into employment and further studies . With the introduction of improved progression strategies, we are targeting a higher percentage of 80% with 50% of highly skilled employment for our socially disadvantaged white British males.We are currently working collaboratively with employers and with the National Career Services

**Table 8b** - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Support State Schools and FE Colleges in low participating areas to improve access to higher education for learners from low social backgrounds and struggling with academic attainment via the LSME-Inspire project	No	2017-18	0	1	2	3	4	5	We aim to work closely with 2 State schools and 2 colleges in low participation areas by 2019-20 to raise attainment of learners of low socioeconomic backgrounds and to facilitate access to HE workshops.

**Optional commentary on milestones.**

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.