London School of Management Education (LSME)

Summary of LSME 2020-21 to 2024-25 Access and Participation Plan

What is an access and participation plan?

Access and participation plans set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education. You can see the full access and participation plan for LSME by clicking here.

Key points

LSME is located in East London in the borough of Redbridge, providing higher education opportunities for all neighbouring boroughs. We offer Diploma and Degree courses in Business Management, Health and Social Care, Hospitality Management and Diploma and Masters courses in Teacher Training. LSME has approximately 700 students and encourages students from various ethnicities, backgrounds and age groups to study with us. The majority of our students are mature but the number of young students is gradually increasing. Under our Access and Participation Plan (APP), we are supporting students from the following groups and backgrounds to join LSME or other universities or colleges to gain a degree level qualification, and to progress through their study and into good employment outcomes:

- White British Males
- Black ethnic minorities (particularly Caribbean)
- Asian students
- Care leavers or Care experienced young people
- Refugee or asylum seekers
- People with disabilities
- Students from areas of the country where participation in higher education is low
- Young people from economically disadvantaged families or low-income households

Fees we charge

Our fees for our full-time Degree programmes are £8,000 per year. Fees for our full-time Foundation Year / Year 0, and our HND and HNC courses are £7,000. Fees for our part-time HND and HNC courses are £5,000 per year. Full details of our fees are available here.

Financial help available

LSME provide a range of financial support to students with financial difficulties, particularly those students from the categories above. We provide a free Foundation Year for students from our target groups; these students do not have to pay fees for the Foundation Year.

LSME also provides a one-off bursary of £350 to students from the above categories with household incomes of £25,000 or less on the Foundation Year. This supports travel and materials required to study. We offer a one-off hardship fund of £500 to help these students buy a laptop or install broadband or remove a financial burden allowing them to engage fully in their studies.

Information for students

Information about courses and tuition fees is published on the website and on course brochures. Information about financial support is also on our website. Information on opportunities for eligible students under the Plan is available on our website, here. During our marketing and promotional events, such as Career Fairs and Open Days, we provide information to all prospective students about the benefits and opportunities available for them. Also, we use our social media platforms to reach information to potential students. There are additional resources produced for marketing

such as brochures and flyers both in hardcopy and electronic, containing substantial information for sharing with prospective students.

What we are aiming to achieve

Our ambition is 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. Based on our assessment of our current performance, we are focussing on:

- **Access** – providing appropriate support to groups who are under-represented at LSME and identified as a national priority to progress towards higher education, including enhancing our success with specific groups.
- **Attainment –** continued enhancement of existing inclusive teaching and learning practices and the maintenance of retention and achievement strategies to ensure the maintenance of high attainment levels for all learners.
- **Progression –** ensure the establishment of a more robust employability initiative in partnership with students, staff, employers and other external stakeholders, to ensure good employment outcomes for all learners
- **White British Males** – by 2024-25, we will increase enrolments to 25%
- **Care leavers** – by 2024-25, we will increase enrolments to 2.5%
- **Disabled students** – by 2024-25, we will increase enrolments to 10%
- **Asylum seekers** – by 2024-25, we will increase enrolments to 2.5%
- **Black Caribbean students** – by 2024-25, we will increase enrolments to 12.5%
- **Asian students** – by 2024-25, we will increase enrolments to 25% and increase progression into good employment or further post-graduate study to 65%
- **Students from low-income backgrounds** – by 2024-25, the gap in progression into good employment or further post-graduate study between the lowest and highest income backgrounds will not exceed 5%
- **Mature learners who are 31-40 years of age** – by 2024-25, we will increase progression into good employment or further post-graduate study to 65%
- **All LSME students** – by 2024-25, we will ensure that the gap in progression into good employment or further post-graduate study between LSME graduates and the sector average, does not exceed 2%.

What we are doing to achieve our aims

We have identified a range of activity to support achievement of our aims and targets. These are:

To support our access (enrolment) targets:

- Working in partnership with Secondary & Sixth form schools to raise attainment and provide career guidance through activities and taster sessions.
- Working with relevant organisations, including local Councils, Virtual Schools, disabled students and asylum seekers to offer and provide tuition, academic support, experience sessions, mentoring and career guidance.
- Work with organisations and groups in touch with Caribbean diaspora and those in touch with Asian ethnic groups to provide information on the opportunities available, academic support, mentoring, careers advice and taster sessions.
- Provide contextual admissions, which means that students from our target groups will be assessed on case-by-case basis for gaining entry, and we will consider broader circumstances (rather than just grades).
- Offering a Foundation Year to bridge the gap for potential students not meeting the entry requirements and helping them boost their study skills.

To support our progression (employment outcomes) targets:

- Provide opportunities to improve employability through Employability and Enterprise Hub

- Developing curriculum to include necessary skills, practical and recent case studies, market orientation and current business dynamics.
- Providing student work placement opportunities.
- Facilitating guest lecturers from the industry experts, skills development sessions
- Employer and alumni engagement events and Career Fairs, job exposure visits
- Higher level Apprenticeships will be provided to prospective candidates who require them.
- Providing flexible and part-time learning opportunities to allow for work
- Developing new academic programmes to increase employability of graduates

How students can get involved

The plan was developed in consultation with students and we continue to engage students through our Access and Participation Committee and the student body in general. Every year we select a group of students as Student Ambassadors, who are trained to communicate and interact with students and community members. These student ambassadors will spread awareness amongst their peers about the opportunities available for students and how they can make use of it. Student Ambassadors are engaged in outreach activities in the partner schools and organisations. They attend career fairs, career guidance sessions, and skills development events, such as interview and personal statements writing sessions. Our trainee teachers are engaged in providing one-to-one tuition to under-achieving and disadvantaged students from those schools. Our students also participate in conducting feedback surveys and preparing students submission reports.

Evaluation – how we will measure what we have achieved

Our activities are informed by evidence and research into what works for our target students. Five-year targets set in the plan are evaluated each year, showing the impact of our work. The admissions, student details, academic performance and progression data are collected directly from the Students database, in addition to the student feedback, surveys and focus groups conducted to collect data. Feedback from students and schools continuously help us to improve our activities based on the evidence. This data allows us to evaluate:

- our programme design
- trends in access, success and progression for our target students
- the impact of our outreach activities on access
- the impact of foundation year programme, its financial support and contextual admissions
- the impact of mental health support on student retention and achievement
- the overall impact of our access and participation activities

For the purpose of comparison and analysis, LSME's internal, HESA and sector-wide data is used. The results from the evaluations are used in the improvement of the implementation of the activities in the successive years. We take support of external agencies to conduct evaluation to understand the impact of our work.

Monthly meetings of the Access and Participation Committee are held to discuss progress and advise improvements. This committee report to the College Academic Board. Annual Impact Monitoring report is prepared and submitted to the Office for Students. We will communicate findings from our evaluations through publishing on our website and in our annual research conferences and at stakeholder meetings. We are supported in evaluation by external specialists through our membership of Specialist Evidence Evaluation and Research (SEER), who also conduct research and evaluation on our behalf.

Contact details for further information

For more information or to ask any questions about our access and participation plan, you can contact Head of Access and Participation, Mr Hassan Shifau, email: Hassan.Shifau@lsme.ac.uk.