LONDON SCHOOL®
OF MANAGEMENT EDUCATION

ACCESS AND PARTICIPATION

SUMMARY IMPACT REPORT

AY 2022-23

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1. INTRODUCTION

ACCESS AND PARTICIPATION

London School of Management Education (LSME) is committed to transforming young and mature students from all spheres to responsible leaders of future through quality and affordable higher education. We have a strong focus on promoting and facilitating access to higher education for under-represented groups in society since inception of LSME in 2007. Our niche programme areas are in Education, Business, Hospitality Management, Accounting and Finance and Health and Social Care and teaching, which are accessed by young and mature people from different backgrounds, many of whom have various challenges, including barriers to learning, socio-economic disadvantages, disabilities etc. The majority of our learners are mature and from Low Participating Neighbourhoods, low income, not in employment or in employment and considering a career change or progression within their existing careers to improve their future job prospects. Through its ambitious Access and Participation (AP) Plan LSME envisages making a substantial impact in the lives of the targeted groups of students having completed their higher education or progressing to further education.

REPORTING AND MONITORING

This annual report covers activity delivered in the AY 2022-23 under the LSME AP Plan 2020-21 to 2024-25. The plan is approved and reviewed by our Academic Board, with oversight of progress and delivery from our AP Committee. Both these bodies include student representatives and students also shape our activities through AP Student Ambassadors group. A comprehensive impact report is prepared annually for internal purposes and a summary report is compiled for general consumption.

2. EXECUTIVE SUMMARY

LSME began AP activities through its pilot project for the Academic Year (AY) 2019-20 upon registration with the Office for Students as an Approved (fee cap) Higher Education (HE) provider. Following the pilot project LSME devised its new and ambitious Five-year AP Plan from 2020-21 to 2024-25. Through this plan LSME committed to facilitating more equitable and fair access to higher education for the target groups through various impactful internal measures and outreach activities for community and secondary and sixth form schools.

There are various strategies, measures, infrastructure and allocated resources to aid meaningful implementation of the AP Plan. Through a combined effort of the AP and the Academic team along with the external partners, we work to achieve the commitments and goals of the plan. This involves annual planned activities to reach potential students in the target communities, provision of accurate and update information advice and guidance and smooth enrolment through contextualised admission process. It is essential to ensure all necessary support is provided for them succeed in their educational journey, improve their attainment and receive their academic awards. Also, activities aim to help students progress to highly skilled jobs. There are several outreach activities designed to work in the community and schools through collaborative partnerships targeting attainment raising in schools and others

The impact of all the activities are measured through qualitative and quantitative evaluation. This ensures we can provide evidence for the impact of our activities, the value of our investment and inform the future strategic direction to continue to evolve and improve.

LSME has maintained consistent high achievement of student attainment, as seen by the attainment rate of 89% in the AY 2022-23. The Foundation Year students produced an attainment rate of over 90%. We have maintained a remarkably a high student satisfaction over the last successive three years – 96.4% (2021), 92.6% (2022) and 96.5% (2023) in our National Students Survey (NSS)[1].

Despite facing persistent challenges in attaining certain targets, LSME remains unwaveringly dedicated to exerting every possible effort to reach them. Our journey has been characterised by continuous learning, improvisation, adaptation, and progression, guided by numerous organisations with extensive experience and expertise in relevant areas. Consequently, we persist in advancing, drawing lessons from our experiences, and formulating strategies for the future.

[1] https://lsme.ac.uk/students/national-student-survey/

3. PROGRESS AGAINST TARGETS

Within our plan, we have prioritised specific target groups that exhibit discernible outcome gaps. The AP Plan outlines ten primary targets to be achieved over a five-year period, each accompanied by annual milestones. Additionally, there are several supplementary commitments aimed at realising the ambitions of the overall plan.

Under the Access targets there are six commitments and to achieve them a number of activities are planned and implemented. The table below shows the commitment, the baseline status at the beginning of the plan, milestones set in the plan for the particular Academic Year, the progress made in that year and the future plans for improvement, if necessary.

ACCESS TARGET - 1: WHITE ECONOMICALLY DISADVANTAGED MALES

The target to improve the participation rate for white economically disadvantage students above 15% to ensure an increased proportion of White British among the White student population has met with some challenges. Just like the previous year, we could only recruit a few students in this category, and the number is statistically insignificant. We have worked with some sixth-form schools and attended a number of their career fairs, but many young White British sixth formers we encountered during the outreach project indicated they would like to go into STEM, IT, legal, creative, and media-related disciplines as a choice for their higher education. A few would like the option of being closer to home but many would like to experience the Uni life. This is evident from the interactions with Sixth-formers during their career fairs. LSME does not currently offer these subjects and may have to strategise moving forward.

While we do not have many White British at LSME as students, we have continued to support a number of students from Secondary and Sixth Form and Virtual schools through the LSME-Inspire project. This project is improving their attainment and removing barriers to accessing higher education upon completion of their Sixth Form. It is part of their preparation for better higher education prospects. The project's main objective is to remove their barriers and improve their chances of gaining a higher education qualification, irrespective of the provider. Evaluation findings thus far have demonstrated that 65% of the disadvantaged White British students supported in secondary and sixth form schools progressed to the next level of their education. The significant finding here is that the white female students (88%) are more likely to progress in comparison to the male counterpart (40%).

We remain committed to contextualised admissions process, offering evening and Saturday classes, Foundation Year scholarships, and bursaries to provide increased opportunities for individuals facing challenging circumstances and unable to pursue higher education due to other responsibilities, especially in this category.

ACCESS TARGET - 2: CARE-LEAVERS

Care Leavers are less likely to access higher education by threefold to a person who hasn't been in care[2], making them one of our target groups. We aimed to increase the proportion of Care Leavers in the entire student population by 1.5% in the AY 2022-23. While our numbers are statistically insignificant, we were able to support some Looked-after Children (LAC), who would eventually become care leavers. We provide academic support through online tuition to LACs referred to us by partnering organisation and some local schools. Their preferred choice of HEI would most likely be a university with residential accommodation as they would have to leave their Care Home by the age of 18. Nevertheless, the main objective of the project is to enhance their chances of accessing higher education.

LSME is working with a partner organisation and some HEIs to provide mentoring support to Care Leavers. Our objectives in participating in this project are to indirectly fill the gap of meeting our AP Plan targets; gather experience in working with Care Leavers, collaborate with HEIs and organisation with expertise and experience

[2] https://www.civitas.org.uk/content/files/Breaking-the-care-ceiling.pdf

in working with care leavers. This project has the potential to lead us in a path where we can expand our work with Care Leavers.

ACCESS TARGET - 3: DISABLED

LSME AP plan targets are set in an incremental order and hence the target for disability has risen from 5% in the last year to 7.5% in the AY 2022-23. While the total number of students with disabilities has increased from the previous year we have fallen behind the target due to many reasons including the increase in our overall number of students. This is a significantly a higher target set to help bridge the gap between LSME and other HE Providers in the sector. While we have not been able to raise the numbers to reach the targeted proportion, we have been successful in creating more awareness amongst students to disclose their disabilities and avail various support packages available to them including financial support. We have created IAG materials for prospective students to encourage them to disclose their disability status at the time of enrolment. We have conducted a number of training sessions to heighten awareness on Mental Health issues and wellbeing for students and staff.

ACCESS TARGET - 4: OTHERS (REFUGEES)

We aimed at increasing the percentage number of refugees in our college from 0% in 2019 to 1.5% in the AY 2022-23. Though we have made significant increase in the proportion compared to the baseline, we have fallen short of meeting the target. However, we need additional measures to ensure there are concerted efforts to increase the number of refugee students enrolled. We have been working with a few organisations, who support refugees and asylum seekers. Despite the concerted action, a gap remained in the efforts to meet the target, which we have to close in the coming years.

ACCESS TARGET - 5: ETHNICITY (BLACK CARIBBEAN STUDENTS)

We set out to increase the proportion of Black Caribbean students in our entire student population and reach a target of 7%, which is 2% higher than the previous year. In the AY 2022-23, we have significantly remained behind the target as we managed to recruit lower number of Black ethnic Caribbean students in LSME. We have made efforts to network with organisations supporting the Caribbean diaspora in London. We have established associations with new organiastions as per recommendations from the previous report. However, it may be too early for these relationships to bear fruit.

ACCESS TARGET - 6: ETHNICITY (ASIAN STUDENTS)

We have a substantial target set to achieve 20% of students' demography from the Asian background in the year 2022-23, and we have successfully achieved this target. Our achievement of target from the Asian community in the region is the result of creation of awareness and provision of appropriate AIG. While we have enhanced the targeted marketing and promotional activities, a good number of Asian students found out about LSME through word of mouth. We have followed on the recommendations of the previous report, which resulted in improvements in reaching the target group. However, it is vital to continue to further improve upon the numbers in order to meet the goal of the AY 2023-24.

4. PROGRESSION TARGETS

ANALYSIS OF GRADUATE OUTCOMES (GO) DATA

There were a little over hundred graduates who responded to the Graduate Outcomes (GO) survey of AY 2020-21. From amongst them 93% reported being in all forms of employment or studying and 89.5% reported full time employment. Data from HESA for the 2020-21 GO survey suggested an employment rate of 82% at the national level for graduates 15 months after their graduation.

During data analysis, it became evident that the students' survey responses were quite disorganized, posing challenges for analysis. Most students did not fully complete the survey, and there were inconsistencies in some responses. The matter was discussed in the AP Committee, and it was agreed that we need to raise awareness among students about the GO survey while they are still studying to prevent such issues in future.

PROGRESSION TARGET - 1: SOCIO-ECONOMIC

We proposed to reduce the percentage difference in highly skilled employment or further studies in students in IMD Quintiles 3-5 and those in Quintiles 1-2 from a baseline of 15.6% to 9% by the 2022-23 AY. This target has been achieved.

We will need to continue our efforts in strengthening LSME Employability and Enterprise Hub (EEH), which targets all the students irrespective of their LPN or any other characteristics in improving their skills, knowledge and experience in getting into a graduate-level job. The EEH Annual Activity Plan will be re-shaped based on the feedback received from the students.

PROGRESSION TARGET - 2: ETHNICITY

While the number of Asian students have been increasing, their progression to high skilled graduate level jobs has not been promising. The current rate of progression of Asian students is lower than the rest of the student population. Hence, the Plan set the target to improve the rate of progression for Asian students by 20% in the next 5 years from a baseline of 45% in the 2017-18 AY. We expected to improve to 60% in the AY 2022-23.

The dataset proved inadequate for conducting a comprehensive statistical analysis. Insufficient data were available to analyse salary ranges, primarily because the majority of Asian students worked only part-time.

PROGRESSION TARGET – 3: MULTIPLE

We proposed to reduce the progression gap between LSME and the HE sector as a whole, from 7% in 2017-18 AY to 4% by 2022-23.

From the GO data, we discovered that 89.5% of LSME students were either in full-time employment or pursuing further study, compared to the national average of 82% as reported by HESA in 2023. This represents a notable difference of 7.5%, surpassing our target for a reduction in the progression gap. Additionally, 63.5% of our graduates earned £25,000 or more.

The majority of our students are mature, and a significant portion of them comes from low socioeconomic backgrounds.

PROGRESSION TARGET – 4: OTHER

We proposed to reduce the gap in progression for the different age groups identified in LSME. The progression rate for our mature students between 31 to 40 years was to increase from 45% in 2017-18 to 60% in 2022-23 AY. The data suggests that 84% of students in the age group of 31-40 were in full time employment or studying. Unfortunately, only a small percentage of them submitted salary information and out of this, 71% are earning 25,000 or more or were engaged in further studies.

The target has been achieved but the quality of data needs to be improved by increasing awareness amongst the respondents. We could conduct awareness programmes for GO and other surveys necessary for regulatory reasons.

5. SUM UP OF ACTIVITIES DELIVERED IN 2022-2023

LSME has approached delivering the AP Plan more as a goal-driven exercise as opposed to a whole institution approach. However, over the years we have learnt that we need to integrate all aspects of our institutional infrastructure in supporting the overall objective of the Plan.

The Plan sets out a number of activities to achieve the targets and commitments outlined. The four main areas; access, success, progression, and institutional capacity development would require engagement of all the departments and external stakeholders in achieving success.

The implementation of the five-year plan also requires constant human resources and internal core capacity development. For this purpose, we have conducted a number of training programmes for staff and invested in developing infrastructure for delivery of the activities. We will continue to do this as part of the strategic development plan of the college.

6. SPECIFIC TARGET GROUPS AND SUPPORT

WHITE BRITISH MALES

The target of increasing White British males as a proportion of White students in LSME remained a challenge. As planned last year, we have attended a number of Career events organised at Sixth Form schools in the adjacent boroughs; made an extensive effort through UCAS Media in targeted promotion of our programmes to Sixth Form leavers and had consultations with the local Councils to propagate the message to the schools. However, it may take a few years before results may be realised.

We need to further re-strategise our outreach activities work more closely with the Admissions team and explore the possibilities of expanding our programme portfolio to include ICT and creative media related courses.

NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET)

Our records show that reasonable number of students in the AY 2022-23 who were unemployed and were not in education or training at the time of enrolment. It shows that the efforts to increase the number of students from the NEET category has pushed the numbers higher. We have continued our collaborations with the Councils and partner organisations which have resulted in reaching the target groups and supporting a few.

However, it is felt there is room to improve through modular approach of delivery or online learning option may resolve this situation to some extent.

LOOKED AFTER CHILDREN AND CARE LEAVERS

We have provided academic support to ten Looked After Children (LAC) through LSME-Inspire project for the AY 2022-23. We work with Aspire Virtual School and some Secondary schools in the region to help this category of students as an indirect way of supporting Care Leavers. At the age of 18 LACs become Care Leavers and we improve their chances of getting into HE through attainment raising, building confidence, raising aspiration and providing information about accessing HE.

We have become a signatory of the Care Leavers Covenant as a measure to move closer to the target group through networking and learning from people on the field.

REFUGEES/ASYLUM SEEKERS

In the AY 2022-23 we have supported a few students from refugee background. During this period we had a number of discussions with organisation working with refugees to find potential students we could support through the programme.

We do encounter hurdles working with this group, and may need to review our policies to enhance our support.

BLACK CARIBBEAN AND ASIAN STUDENTS

The number of students from the Caribbean diaspora has increased but it did not raise the proportion of the students as the overall student numbers have increased as well. We have started working with two organisations focussing on Caribbean people with the objective of finding a way into their community.

With concerted effort we have been able to exceed the target of Asian students in the Academic Year. However, it would require extensive effort to maintain an incremental proportion. We need strengthen our work with the Asian community networks that we have established.

DISABLED STUDENTS

Following the increased awareness raising activities, such as providing information leaflets at their initial interactions, additional information at the time of interview and during the induction process have enhanced the student's level of knowledge about the seen and unseen disabilities. This has led to new confidential disclosures seeking the support packages LSME offer. Those students, who require reasonable adjustments were facilitated the support.

APPRENTICESHIPS

While LSME's submissions to ESFA for registration of the Apprenticeship Programme in 2021 and 2022 have been unsuccessful. Moving forward, LSME aims to conduct a comprehensive analysis of the factors contributing to the unsuccessful applications and strategically address any identified issues. The future plan includes refining the application strategy, exploring potential areas for improvement, and seeking guidance from relevant experts to enhance the chances of success in subsequent submissions.

FOUNDATION YEAR STUDIES - FLEXIBLE LEARNING APPROACH FOR MATURE & WORKING STUDENTS

As we have a number of mature learners who have not completed formal education, LSME Foundation Year with the evening and weekend classes is a popular option. This option enables them to continue with their jobs to support their family while attaining a degree, which would move them to a graduate level job. Also, the contextualised admissions process greatly help in meeting their aspiration for HE despite not having a formal education to meet University entry requirements.

The Foundation Year has been liked by the old and the young people as well. It is a springboard for them to get direct access to HE, which otherwise would be a distant reality. They also appreciate the additional support they receive through the EEH and the financial support to those who are in the AP target groups.

EMPLOYABILITY AND ENTERPRISE HUB

The Employability and Enterprise Hub (EEH) at LSME serves as a vital resource for our students, fostering their employability skills and boosting entrepreneurial spirit. In the AY 2022-23, we continued to expand our services and engage with students and employers to achieve our goals.

This year EEH team worked on revamping the EEH online portal with a single sign-on facility to provide easy access to students for the EEH services and materials. During the induction sessions team creates awareness about services and materials available in EEH online portal.

The Hub organised a number of subject-specific guest lectures catering to a large number students to enhance their industry knowledge. The Online Employability portal prepared customised activity plans for students from all programmes to conduct activities during specific tutorial hours with the support of their lecturers.

One-to-one career guidance services and career weeks have greatly helped students in gaining in-depth knowledge of their career paths and understand the job market better.

7. OUTREACH ACTIVITIES 2022-23

SUPPORT TO PRE AND POST-16 STUDENTS WITH BARRIERS TO LEARNING THROUGH LSME-INSPIRE PROJECT

The LSME-Inspire project aims to support underachieving students and those from disadvantaged backgrounds to attain their GCSEs and A' levels, and improve their aspirations with the hope of progressing into higher education. The project targets socially disadvantaged young students from Y9 to Y13 who were underperforming and had barriers to learning preventing them from achieving higher grades.

Our partnering schools identified these students based on their level of engagement, attendance, barriers to learning, personal circumstances and academic performance. This Academic Year we had a good number of students enrolled in our one-to-one academic support for online lessons in Maths, English and Science through an online platform. Due to the positive outcome of the programme, we have been increasing the number of collaborating schools. So far, we have seven schools and more under consultation for partnership. We plan to increase the number of Sixth Form schools we work with to enable Sixth-formers transition to higher education seamlessly. The LSME-Inspire project indirectly supplements our target for White British males and Care leavers. In addition, we support a number of other ethnic groups and vulnerable children including those on Pupil Premium, FSM and children with disabilities.

The analysis of the project shows that "the LSME-Inspire participants appear to have benefitted, given that on average they were likelier than not to achieve their desired grade ('grade outcome'). This result suggests that the project did have an attainment raising effect." (SEER report, 2023)

We have received very positive feedback from the students who participated in the project as well as from the referral organistions and schools.

MENTORING PROGRAMME

We worked extensively with a professional Mentoring Programme to design and develop a mentoring project for the LSME-Inspire students. As an effort to enhance LSME-Inspire project's objectives of improving attainment and raising aspiration, we designed the project and committed resources. However, the project missed the start date due to contracting and procedural issues. Also, by the time the AY 2023-24 started we did not receive the minimum threshold numbers from the participating schools and hence, the project has been postponed to the next Academic Year.

Furthermore, LSME is working with another organisation to partner in a collaborative mentoring programme for Care Leavers to begin in the next Academic Year.

RAISING AWARENESS ON ACCESS TO HE AND CAREER GUIDANCE

As per the LSME AP Plan we target to conduct a number of activities to provide career guidance, pathways, raise awareness on options and how to access HE, especially to year groups nine to thirteen. These outreach activities would usually involve conducting or attending virtual IAG events, promotional days, assembly talks and career fairs and career workshops. In the AY 2022-23 we have attended a number of career fairs organized by our partner schools as well as schools that our partner organisations have recommended. In addition, we have attended in mock interview sessions and skills development events.

8. IMPACT OF FINANCIAL SUPPORT

The financial support provided under the Access and Participation Plan has become a critical aspect of the delivery of the projects. The rising cost of living and the inability to match expenses with the income are causing students inquiring more about the financial support while some students are even dropping out of their courses.

LSME financial support package helps the target group of students in bridging gaps in improving their learning outcome and timely meeting assignments deadlines. It can also be motivator and incentive for students to remain on the course and improve their attainment. We offer a one-off discretionary Bursary and a Hardship support for those who find it difficult to invest in their learning requirements such as good broadband connection or stationaries or a digital device to produce their assignments and do research. Some students are eligible for the Foundation Year fee-waivers. Based on the assessment process, AP students receive a mix or one-off financial support packages.

In the AY 2022-23, we have exceeded our total committed financial resources as well as the financial support investment to the students specified in the plan. The allocated budget for the AP activities further extends to Access support to pre and post-16 age groups, which involves our work with the partner schools and organisation in outreach activities. Under Access, adults and the community support budgetary allocations were made for human resource capacity development and online resources development.

As per the requirements of OfS, with the support of SEER Applied Inspiration we evaluated the impact of the financial support on the recipients. The study enabled us to understand certain trends and find aspects that may necessitate changes in our next plan. The outcome of the study shows that receipt of financial support has a positive impact on continuation, making students 6% likelier overall to progress from their Foundation Year into Year 1 of their BSc and crucially, students eligible for the LSME financial support (with family income of less than £25,000 p.a.) are 10% are more likely to continue if they received it. The fee waiver makes the greatest difference, raising the recipient's likelihood of continuation by more than 11%. Furthermore, attendance of timetabled teaching perhaps not surprisingly shows a positive effect on continuation.

9. FOUNDATION YEAR OUTCOMES ANALYSIS

Our Foundation Year outcomes data analysis is aimed at assessing the patterns of attendance, attainment, completion, and continuation.

The analysis identified the following:

- Rates of attendance increased from 2021-22 to 22-23 by 8.5pp (79.53%-88%)
- Rates of continuation to level 4 study increased from 2021-22 (87.4%) to 90.4% in 2022-23 by 3.2pp

During the AY 2022-23, our students resumed full face-to-face delivery of lessons, marking a significant return to in-person engagement. The notable increase in attendance may be attributed to a potential compensation effect from the retained students, after students who were adversely affected by the pandemic had previously dropped out. The retained students may have found renewed motivation and commitment to their academic pursuits after the pandemic. This positive shift in attendance possibly reflects the resilience and adaptability of our student community in navigating challenges and embracing a return to traditional learning formats.

The increase in the rates of continuation to level 4 study from 87.4% in the AY 2021-22 to 90.4% is likely a result of our sustained efforts in student engagement. There is compelling evidence indicating that a significant majority of Foundation Year students are indeed progressing to higher education, and this proportion is on a positive upward trend each year. This trend underscores the effectiveness of our initiatives in supporting students and fostering their academic advancement beyond the foundational level.

10. CHALLENGES

LSME AP Plan 2020-21 – 2024-25 is designed to be ambitious and without having prior experience of implementing AP plan, LSME faced a number of challenges on the ground driving the associated projects. The ambitious targets of enrolling White British males from a baseline of zero to 25% over a period of five years proved to be a challenge. Similarly, with the current setup attracting care leavers also faced hurdles. The challenging circumstances have been a great learning experience as it enabled to improvise, re-strategise and continuously scrutinise our actions in achieving the desired results. These would better prepare us for the next plan.

Being an ambitious project and faced with various challenges posed by the unprecedented Covid-19 Pandemic, LSME AP plan fell short of meeting some of the targets. Some of these challenges are summarised as below:

- Enrolling, retaining, and supporting progression of White British males have been a challenge since the start of the implementation of the plan. We continue to improvise our approach and actions, yet there is no promising result thus far.
- While we have been able to increase the number of students with special needs that we support but our project for transition support for SEND schools transition to college has not taken off.
- There is room for improvement of our online marketing and promotion to attract more of our target groups such as the White British males and NEET.
- The limited number of courses, especially in the creative, media and ICT draws students away from LSME
- Potential students increasing preference for more flexible and online learning options is also a challenge.
- We are hoping to address some of these issues in the short term and all of them in the longer term. The learnings will be ploughed back in the preparations of the next plan.

11. MONITORING AND EVALUATION

In the AY 2022-23 we have invested substantial time and resources in the monitoring and evaluation process owing to our interest in better understanding the challenges we face in meeting the objectives of some of our activities and how we can improve upon them. We have tried to understand the gaps through Theory of Change models for challenging targets and new areas we wish to work in widening access.

A notable monitoring and evaluation survey was carried out in the autumn of 2023 to assess the effectiveness of the induction programme integrated into LSME's provision. The aim of induction is to prepare students for HE and ultimately enhance student continuation.

We have taken a conscious decision to revamp and streamline the feedback processes and the regular surveys to make them more consistent, comprehensive, practical and of improved quality. We are cognizant of the survey fatigue of the students and have attempted to minimise the number of questions and interconnect surveys to solicit information for related subjects from a single survey.

We believe our efforts in strengthening the data collection, monitoring and evaluation process will lead to better results and success in the planning, development, and achievements of the next AP Plan.

WORKING WITH SPECIALISED ORGANISATIONS, COLLABORATORS AND ADVISORS

LSME is implementing its first five-year AP plan and hence needs to gather its first-hand experience, develop human resources and build its infrastructure to achieve the set goals efficiently and effectively. This requires working closely and collaborating with organisations with the expertise and experience in the area of widening access and the target groups. We are currently working with national level organisations such as AccessHE, Independent HE, NNECL and advisory and think tanks such SEER Applied Inspiration. We also work with different wings of the Councils of the neighbouring boroughs.

12. CONCLUSION AND WAY FORWARD - PLANS FOR AY 2023-24

Given the ambitious nature of the LSME AP Plan and the challenges hampering the achievement of all the targets, we need to continuously improvise and improve on our methods and delivery to enhance our performance in the achievement of existing targets for the AY 2023-24. Under the guidance of the AP Committee, we have made changes to some activities, taking care not to affect the targets and commitments. Based on the lessons learnt and the recommendations from the AP Committee, student body, advisory groups, the organisations we work with and stakeholders we will be making appropriate changes to the annual Action Plan. The comprehensive APP Annual Impact Report 2022-23 outlines a number of recommendations for future improvements, which will be taken up by the AP Committee and implemented under the guidance of the LSME Board of Governance.

LSME submitted its varied plan following OfS regulatory notice to amend the plan and include some areas of priority. The amendments focussed on significantly improving the volume and quality of evaluation. Attainment raising in schools is a priority identified by OfS and hence we enhanced this area of our work which we have been able to deliver successfully. We committed to work with more partner schools, relevant organisations and the community.

While implementing the AP activities, we are also focussing on the development of our next AP Plan, hence we are increasingly aiming to improvise and learn from experience to inform the new plan. It will be formulated on the risks to equality of opportunity based on the practical knowledge, experience and current reality. Therefore, though the current AP Plan has fallen short in meeting some of its ambitious targets in all aspects, it has been an extremely useful learning experience and beneficial evidence gathering exercise to build a strong foundation for our work in area of widening access and enhancing participation and improving progression.

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