LONDON SCHOOL®
OF MANAGEMENT EDUCATION

ACCESS AND PARTICIPATION

SUMMARY
IMPACT REPORT

2023-24 Academic Year

www.lsme.ac.uk

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1. INTRODUCTION

ACCESS AND PARTICIPATION

The London School of Management Education (LSME) is dedicated to providing high-quality student centric higher education with the goal to develop young and mature students from all walks of life into responsible future leaders. Since LSME's founding in 2007, we have placed a priority on encouraging and assisting under-represented groups in society to have access to higher education. Young and mature individuals from a variety of backgrounds, many of whom face various obstacles, such as learning barriers, socioeconomic disadvantages, disabilities, etc., can access our specialised foundation and undergraduate programmes in education, business, hospitality management, accounting and finance, and health and social care.

LSME has maintained consistent high achievement of student attainment, as such in AY 2023-24 LSME exceeded the attainment rate of 85%. The student retention rate was maintained at approximately 90%. We continued with a remarkably high student satisfaction rate over several years – 96.4% (2021), 92.6% (2022), 96.5% (2023) and 98% (2024) in the National Students Survey (NSS). However, aligned to the national policy and sector reality of gaps in access to higher education for different sections of the society, LSME needs to widen access, facilitate success and support progression for the under-represented groups.

LSME' Five-year AP Plan from 2020-21 to 2024-25 provides strategic direction and targets to achieve widening access agenda. This plan follows the pilot plan for the Academic Year (AY) 2019-20, which we implemented upon becoming an Approved (fee cap) Higher Education (HE) provider. Based on the research and analysis of internal data, the Plan prioritises the target groups of White British males, Black Caribbean's, Care Leavers, refugees, students with disabilities, Asians, those in the categories of 'Not in Employment, Education or Training and from Low Participating Neighbourhoods. A variety of effective initiatives and outreach programmes for community, Secondary, and Sixth Form schools were developed to support the target groups to ensue more equitable and fair access to higher education.

We continue to experience challenges and obstacles in achieving some of the targets despite our commitment to making every attempt exceed the targets. Nevertheless, through the learning, improvisation, adaptability, and advancement we have found ways to directly or indirectly support the target groups to improve their access to higher education in collaboration with multiple organisations with vast experience and knowledge in the areas where we lack. As a result, we have moved forward, learnt from the challenges and innovating and improvising for the future.

2. PROGRESS AGAINST TARGETS

Over a five-year period, the plan lays out ten main goals to be accomplished, each with yearly benchmarks. In order to achieve the goals of the overall plan, there are also a number of additional obligations as well. The target groups set for each group or commitment to improve the condition are ambitious and dependant on variables.

There are six commitments under the Access objectives, four under the Progress objectives and several activities are planned and carried out to meet them efficiently. The table below explains the targets with their description, the baseline data used to calculate the milestones to achieve over the plan period and future plans for improvement or any change or refocussing required achieve the set milestones.

ACCESS TARGET - 1: WHITE ECONOMICALLY DISADVANTAGED MALES

We set the target to improve the participation rate for white economically disadvantaged students to ensure an increased proportion of White British among the White student population by 20% in the AY 2023-24. Despite our efforts to reach the target audience through Sixth Form partner schools and others promoting the various incentives and support packages, we could not substantially raise the numbers and that remained statistically insignificant. Given the low numbers of White British male students at LSME, we continued supporting younger White British and students with barriers to learning in the Secondary and Sixth form through LSME-Inspire project, making an indirect impact.

In the future, we plan to intensify our work with Sixth Form schools and other relevant partner organisations and make interventions through the LSME-Inspire project.

ACCESS TARGET - 2: CARE-LEAVERS

The plan set to increase the proportion of care leavers in the entire student population by 2% by AY 2023-24 and improve the overall outcomes for this group of students. Target of increasing care leavers to 2% from the baseline of 0% remained challenged. The small numbers are suppressed as they are deemed statistically insignificant. Though we have not been able to attain the target due to some inherent issues such as unavailability of residential support and the limited portfolio of courses, we remain committed and continue work indirectly to support the group. For this reason, we work extensively in improving attainment of Looked After Children through our partner organisations to indirectly impact on the group.

Given the challenges in raising the number of Care leavers at LSME, we teamed up with AccessHE and two other universities to design a collaborative initiative. This multi-stakeholder collaborative programme draws on the expertise of care leaver and youth charities, mentoring specialists, community partners including Virtual Schools and local authorities, to deliver one to one mentoring and life-skills to a small group of care-experienced young people in London as they begin to consider their post-16 education and career pathways. The preliminary report prepared based on the feedback from the participants shows it improved the confidence and helped the participants take more informed decisions about their future. LSME will be one of the lead partners in the Phase-2 of the programme in the AY 2024-25.

ACCESS TARGET - 3: DISABLED

We have improved the number of students with disabilities enrolled on our courses from our baseline of 1.1%. In the plan we set to increase the proportion of disabled students entering higher education in order to reduce the existing gap between LSME and other HE Providers in the sector and we set an ambitious target of 9% by Ay 2023-24. Despite the overall increase in numbers our percentage is at 4.6% which is below the target. The number of students with disabilities identified and supported under the APP has increased. However, the percentage has fallen short of the target. we have been effective in raising awareness among students about the need to disclose disability and take use of the numerous support packages, including financial aid, that are available to them. To encourage potential students to report their disability status at the time of enrolment, we have developed flyers and added information to our website. To raise staff and student understanding of mental health issues and other disabilities, we have held several training sessions.

With our focus on attainment raising in Secondary and Sixth Form to improve the chances of our target group transitioning to higher education, we continued to support young students with various disabilities and special needs through the LSME-Inspire project.

ACCESS TARGET - 4: OTHERS (REFUGEES)

While our baseline for refugee students were 0% we have targeted to increase the proportion of asylum seekers in the entire student population at LSME to 2% by the AY 2023-24. We achieved 1.2% which is slightly lower than the set target, but we have been able to provide additional academic and financial support to this group of students to improve the overall outcomes. While the refugee student numbers have been increasing gradually over the years, we still enhance our efforts working with more organisations such as CARAS, who support refugees and asylum seekers with the aim of identifying potential candidates for admission through our contextualised admission scheme. We also plan to use our existing networks and the word-of-mouth to promote the support available for this group.

ACCESS TARGET - 5: ETHNICITY (BLACK CARIBBEAN STUDENTS)

To increase the proportion of mature Black Caribbean students in our entire student population, we set a target to achieve 10% from a baseline below 1%. Our achievement for the AY 2023-24 is 0.9%, which is significantly below the expectation. In the year we continued our efforts to promote programmes within the Caribbean community by distributing flyers, however, we noted the numbers slightly reduced compared to the previous years. This raised the alarm to work harder to access the Black Caribbean ethnic community through various means. We plan to use community networks, establishments and social media to access Black Caribbean communities in and around Redbridge.

ACCESS TARGET - 6: ETHNICITY (ASIAN STUDENTS)

Our efforts led to exceeding the target of increasing the proportion of Asian students in the entire student population to reflect that of the local community. From a baseline of 13.5% the Asian student representation has gone up to 27.8%. The target for the AY 2023-24 is 22%. The target exceeded as the numbers have grown steadily over the plan period, mostly due to the word of mouth and increased the distribution of course flyers to prominent places such as community gathering venues. In order to keep the momentum, we need to further increase the utilisation of community gatherings and spread further awareness amongst our Alumni community about the support and benefits available to the target groups under the LSME AP Plan.

3. PROGRESSION TARGETS

ANALYSIS OF GRADUATE OUTCOMES (GO) DATA

A total of 180 graduates from the 2018-19 to 2021-22 academic years have participated in the Graduate Outcome (GO) survey, as indicated by the OfS Student Outcomes Data dashboard, which informs regulatory condition B3. The data shows that 40.4% of our graduates have progressed into further studies or graduate-level employment. In comparison, national data from the dashboard indicates that 71.9% of graduates are employed at the graduate level 15 months after graduation. This results in a progression gap of 31.5% between LSME and the national sector. Our goal is to reduce this gap to 3% by the 2023-24 academic year. Moving forward, we aim to review and improve the support currently provided to our students and develop strategies to better assist them in securing graduate-level employment or pursuing further studies. Some potential strategies for improvement could include enhancing career services with tailored advice and mentorship programmes, offering more networking opportunities with industry professionals, and strengthening partnerships with employers to ensure our students are aware of and prepared for available graduate roles.

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 7% by the 2023-24 academic year. We have exceeded this target by reducing the percentage to 3.2%.

We must keep working towards improving the delivery of the support through the LSME Employability and Enterprise Hub (EEH), which aims to help all students, regardless of IMD quintiles or other characteristics, develop the skills, knowledge, and experience necessary to land a graduate-level position. We conduct annual review of EEH and the delivery plan will be re-strategised based on the findings.

PROGRESSION TARGET - 2: ETHNICITY

The Plan set the target to improve the rate of progression for Asian students by 62.5% by the AY 2023-24 from a baseline of 45% in the 2017-18 academic year. Despite the growing number of Asian students in the LSME student community, this progression target could not be reached. However, we noticed that students responses in the Graduate Outcome data sets were inconsistent. Their reporting of the salary levels were not matching with some of their other responses. As a result of this we have initiated increasing awareness on the Graduate Outcome Survey to final year students.

Also, through EEH we will be delivering more consistent and individually targeted interventions to improve students' soft and transferrable skills. We plan to increase employer engagement and strive to attain more opportunities for our students to get industry exposure and work placements.

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 3% by 2023-24. The progression gap between LSME and the HE Sector remained at 31.5%, the overall sector average is 71.9% compared to 40.4% for LSME. Again, the substantial difference can be attributed to the inconsistency and poor quality of the response received in the Graduate Outcome survey. The proposed measures to improve the employability and leadership skills would strengthen the chances of our students attaining graduate level high skilled jobs in the future.

PROGRESSION TARGET – 4: OTHER

We targeted to improve the progression rate in the 31-40 years age group by 20% in the 5 year plan period to tally with that of the rest of the school. For the AY 2023-24 we proposed to increase from the baseline of 45% in the AY 2017-18 to 62.5% in 2023-24 AY. The data shows that overall progression rate for 31-40 years age group were at 40.4% and below the target.

The quality of data may have affected the analysis and hence, we plan to enhance awareness and further education our final year students about the importance of providing accurate responses to the surveys.

4. PROGRESSION SUPPORT THROUGH EEH

LSME's Employer Engagement Strategy aims to enhance students' employment prospects by fostering strong partnerships with employers. It focuses on developing students' adaptable and transferable skills to secure high-skilled, well-paying jobs or pursue entrepreneurship. The strategy integrates Access, Success, and Progression into the curriculum, embedding market-relevant skills and employer input into programme design.

LSME's employer engagement initiatives are designed to influence the Graduate Outcomes. Involving employers in the curriculum design ensures that students are placed in suitable roles. It is crucial to prepare students throughout their studies to secure advanced employment or pursue self-employment upon programme completion. Therefore, we continue efforts to employer engagement reshaping the curriculum and integrating market-relevant skills and knowledge in the programmes. The LSME Employability and Enterprise Hub (EEH) carries out the execution of the strategic direction of the policies.

The work of EEH is multi-facetted and endeavours to engage the entire student community. Following key activities implemented in the AY 2023-24 includes a series of Guest Lectures aimed at understanding the job market dynamics and needs from the industry experts. The second most important engagement is the dedicated online platform, where our students gain the industry insights into recruitment processes including interviews, skills assessments, aptitude tests etc. employed by employers. Over the year, our students have taken more than 1,555 activity tests through this portal. The EEH team conducted over 64 one-to-one career consultation sessions and over 20 business start-up consultation sessions. In addition to CV Clinics, EEH facilitated seven Employer Recruitment Information Sessions to connect students with potential employers. Regular workshops are held to support students develop transferable soft skills. The annual Career Fair is one of the most important days for students, as they are able to have interactions with potential employers while annual Business Pitch Competition gives an opportunity for enterprising students to show their talents.

We will continue to strategise, strengthen and make the delivery of progression related activities through EEH more meaningful.

5. TARGETTED INTERVENTION PROJECTS

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

LSME-Inspire Project is focusses attainment raising in secondary and sixth form schools and, targets underperforming students, especially those from disadvantaged backgrounds, achieve their GCSEs and A-levels and aspire to go into higher education. The project supports socially disadvantaged youths in Years 9 to 13 who face academic challenges and obstacles to higher grades. Partner schools select students based on engagement, attendance, learning barriers, personal situations, and academic performance. Parental consent is required for online tutoring. The student engagement is assessed through attendance records and tutor reports. Feedback from students, carers, and social workers helps understand their aspirations and learning barriers. In the current academic year, 112 students from 7 schools received one-on-one academic support in Maths, English, and Science via the My Tutor platform. The project indirectly supports White British males and Care leavers. This year, 56 White British boys and 27 Looked-after Children (LAC) and 2 Care Leavers benefited from the tutoring. The project also supports other ethnic groups and vulnerable children, including those on Pupil Premium and Free School Meals (FSM). In the new academic year we plan to increase involvement with Sixth Form schools to facilitate smoother transitions to higher education. Though the project specifically targets AP risk groups, as seen in Fig 1 and Fig 2, the LSME-Inspire project cuts across different ethnicities and all POLAR4 quintiles.

Fig 1: Percentages of LSME-Inspire students by ethnicity

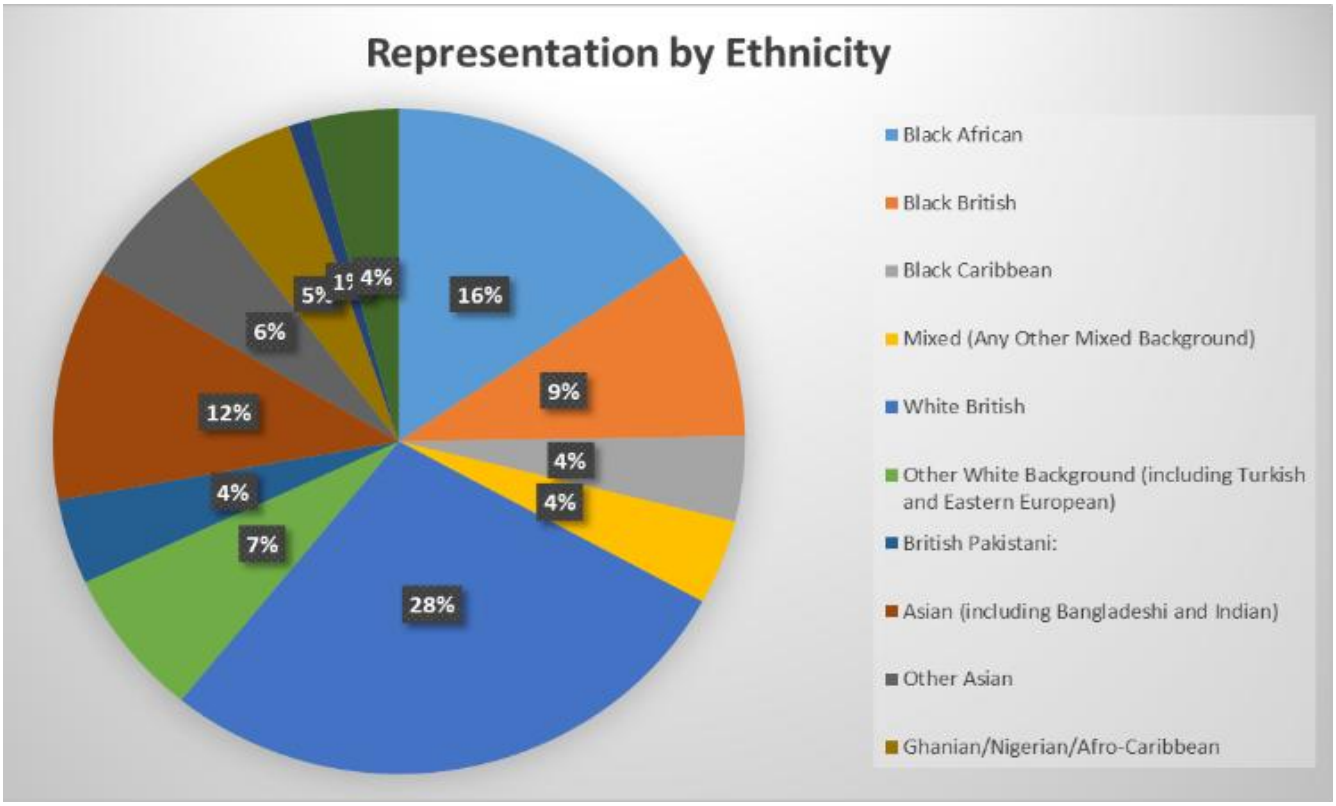
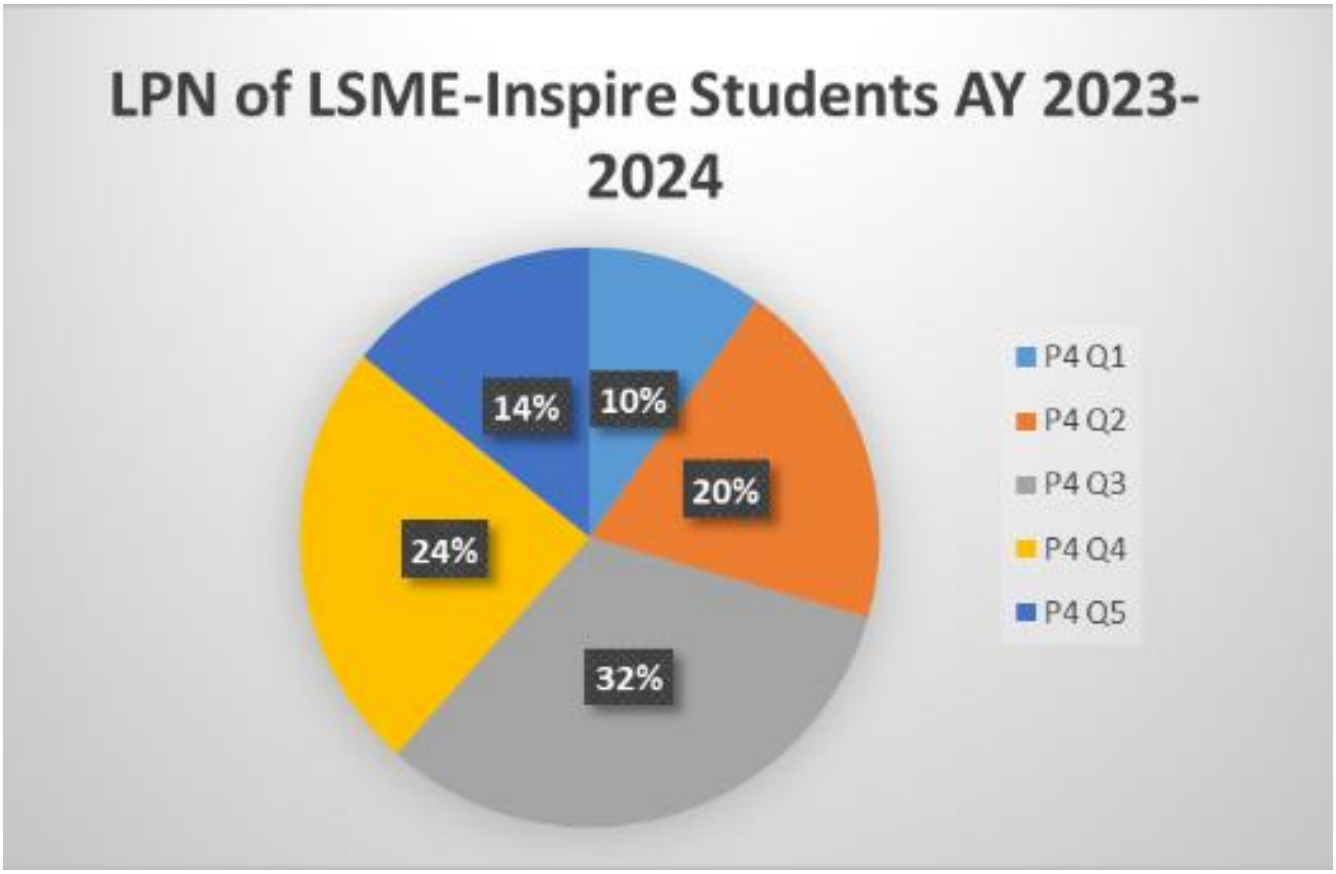


Fig 2: Percentage of LSME-Inspire students by POLAR4 quintiles



ACCESSHE ELEVATE PROGRAMME

LSME entered into partnership with the AccessHE Elevate Programme to support mentoring and skills development for care-experienced young people, aligning with three objectives of our Access and Participation Plan. The collaboration with two universities, and an organisation working directly with young people in developing their life skills allowed us to enhance our outreach efforts effectively while utilising our trainee teachers. The programme targeted 12 participants, engaging 11 with 8 actively involved, focusing on life skills and mentoring through an online app. Positive feedback indicates improved educational engagement and practical skills like cooking and financial literacy. Suggestions for improvement include condensing the programme duration and enhancing session integration. Overall, the Elevate programme aims to empower care leavers as they transition to independent living and higher education opportunities, addressing the significant barriers they face. The project was a great learning experience for LSME, and we are confident of its potential in the future.

RAISING AWARENESS ON ACCESS TO HE AND CAREER GUIDANCE

According to the LSME AP Plan, we aim to carry out various activities to offer career guidance and raise awareness about pathways and options for accessing higher education, specifically for students in years 9 to 13. These outreach initiatives typically include participating in or hosting information, advice, and guidance (IAG) events, promotional days, assembly presentations, career fairs, and workshops. In the academic year 2023-24 we have attended a number of Career Fairs organised by our partner schools as well as from the neighbouring boroughs. Through these events we have targeted attracting White British males, students from low participating neighbourhoods, Asians, Black Caribbean, refugee background and students with barriers to learning and disabilities. We have supported Mock Interview sessions for students helping them prepare for a competitive job market. Also, attended Parent's Evening to provide career and pathways related IAG to parents. Furthermore, we have organized Open Days partner schools, catering to diverse backgrounds, including first-time university entrants and those from underprivileged circumstances. For students preparing for transition it is an avenue to explore study choices, funding options, available support, and an opportunity to experience an exciting taster session.

6. IMPACT OF FINANCIAL SUPPORT

The LSME AP Plan underscores one of the reasons for lower rate of attainment, progress for students from the target groups is the financial struggle, and hence some financial support would incentivise their success. The financial support packages include discretionary bursary of £350, hardship support of £500 and Foundation Year fee-waivers to eligible students designed to help them overcome short-term financial barriers. The eligibility is assessed by the AP Team based on information provided at enrolment and the additional information sought from the students. The total financial investment committed in the AP plan for the AY 2023-24 is £465,000 and the total expenditure was in the range of £451,000. We spent around £281,000 in access investment and £149,000 in financial support to the disadvantaged students. The overall drop in the investment is due to the reduction in the total number of students and the AP eligible students against the estimated numbers. The evaluation of the financial support conducted by SEER Applied Inspiration shows that the financial support increases the likelihood of continuation by 52.4% for eligible students and the financial support positively impacts continuation across different ethnic categories, though students of Bangladeshi background have lower continuation rates even with support. The study showed that the form of financial support does not significantly affect outcomes and the disability, area of residence such as POLAR4 quintiles, age or the academic year did not significantly affect the continuation in relation to the financial support provided. However, the students aged 30 and over who received financial support showed higher continuation rates. Based on the learnings of the current AP plan and emerging risks of financial hardship and rising costs of living for students, our next AP plan will explore expanding the reach of the financial support.

7. CHALLENGES

In the year under review, the outcome fell short of meeting the high targets set in the LSME AP plan. It proved difficult to meet the goal of enrolling 20% of White British males from a baseline of zero. In a similar vein, the existing system's attraction of care leavers has created further difficulties. The challenging circumstances have given us the opportunity to rethink and innovate as we go along. With the hurdles face in implementing the current plan, we are better informed to prepare the next plan to avoid pitfalls.

Meeting some of the targets remained a consistent challenge, despite strategies implemented to overcome some of the barriers. It may require making substantive changes in the overall approach of delivery in order to change the status quo. Some of the specific hurdles include; LSME's focus on mature students makes it harder to attract younger students, White British males, and care leavers and Programmes are geared towards career advancement, which may not appeal to the target groups. Furthermore, efforts to retain the small number of White British males and younger students have been challenging and our efforts to increase their enrolment through promotion and increasing awareness in Secondary and Sixth Form schools have not yielded much.

The lessons learned in implementing the current AP Plan would be utilised in the designing of the new AP Plan for 2025-26 to 2028-29. We need to bring changes to the model delivery, including exploring flexible and online learning options. The curriculum and the delivery method need to be adapted to cater for the circumstances of the target groups. There is room for LSME to improve its marketing and outreach strategies to access the target communities.

8. MONITORING AND EVALUATION

The need to better understand the obstacles we have in achieving the goals of some of our operations and to find ways improve upon them, we have dedicated a significant amount of time and resources to the monitoring and evaluation process in AY 2022–2023. We have used the Theory of Change models deconstruct the targets and their implementation strategies. We administered additional surveys and feedback sessions to collect more data on certain key aspects of the plan, such as outreach activities, financial support, induction, educational gain etc.

The Induction Programme Study was launched in autumn 2023 with the objective of evaluating the effectiveness of the LSME induction, particularly to understand its impact on the students during their entire learning journey at the college. Through the recommendations of this survey we expect to improve their transition to higher education, better learning experience and improvement in their attainment and progression. According to the results of the study, the Induction Programme received overwhelmingly good feedback from participants, who felt confident and ready to learn and succeed. This is especially evident when it comes to overall opinions on the academic delivery and other HE skills. Nonetheless, LSME should take note of the areas to improve and provide more support and assistance to the students to attain higher grades.

Amongst the areas of improvement desired by the students were in the IT related areas and English language development. As we collect data in a continuous series, the quality of data will improve and we should be able to analyse and gather results based on demography, which could assist determine whether a focused strategy for additional support would be beneficial. To establish a baseline and create an evidence base for the impact of the induction programme, we will conduct the survey both before and after the programme. The impact of financial support on Foundation Year students was also completed as part of the evaluation studies.

To make the monitoring and evaluation process more efficient, consistent, thorough, and beneficial, LSME is currently updating several of its regular surveys and student feedback systems to include the critical indicators. We are also cognizant of the survey fatigue faced by students due to the number of surveys they have to fill, eventually leading to low quality of data output. We have tried to streamline surveys to reduce the number of questions and link surveys to gather data on relevant subjects from a single survey session.

By improving the data gathering, monitoring, and evaluation process based on the lessons learnt, we will be able to drastically improve the monitoring and evaluation of the next AP Plan and achieve greater success.

WORKING WITH SPECIALISED ORGANISATIONS, COLLABORATORS AND ADVISORS

LSME works and collaborates with a number of organisations with mutual interest in supporting the same target groups. As LSME lacks long-term experience in working with some the target groups, to achieve synergy it is critical to associate with organisations, who have experience and expertise in their field of work.

We have selected to work and collaborate with certain organisations to synergise efforts towards achieving our common goals. Their experience and expertise in supporting our widening access target groups, gives us an advantage areas we lack experience and hence collaboration is the best way forward.

ACCESSHE

We work with AccessHE on several projects; most importantly the AccessHE Elevate Project. The Elevate project targets Care-experienced young people and provides them with life skills and mentoring support through a dedicated Mentor. The project has been successful in supporting 12 care leavers referred by Councils and bringing together three HEIs and a young people's skills development organisation. Trained Mentors through an online platform support the young people over a period of six months.

Secondly, AccessHE coordinates with schools in the neighbouring boroughs and arranges LSME to participate in their Careers events, soft skills development sessions, leadership events etc.

INDEPENDENT HE

Independent HE provides a broader perspective of widening access, student engagement, policy updates and related matters and opportunity for networking and listening to other providers. It is an avenue to learn and understand what is happening in the wider widening access and participation space.

NATIONAL NETWORK FOR THE EDUCATION OF CARE LEAVERS (NNECL)

NNECL is dedicated to supporting care experienced young people get fair access to, succeed in and progress from higher education. It is a community of HEIs and professionals working for the same cause and hence, LSME finds it a learning ground working with care-experienced people. As we are not able to attract many care-experienced people to enrol at LSME, we are able to work indirectly supporting them through these avenues.

PROPEL

Propel is a service offered by Become Charity aiming to support care-experienced young people into college and university. LSME listed on their website as an HEI providing opportunities for care-experienced. The site is one-stop shop for information on various resources, support, financial aid and tailored guidance to access and life in a HE setting. This is an assurance to care-experienced young people about the support available while searching for the right course and the college or university to attend.

CARE LEAVERS COVENANT

Care Leaver Covenant is an organisation which works with more than 500 organisations across the country with the objective of connecting care leavers with exclusive opportunities in education, work, wellbeing, money and their home. As the community needs wider support, resources and access to facilities, the organisation extend necessary support to the member's network and beyond. LSME is a proud signatory, which shows our commitment and ongoing efforts to help care leavers attain better life chances.

KING'S TRUST

The King's Trust is the leading charity working with young people in the age group of 11 - 30. Based on a collaborative understanding they provide their regular updates on the various programmes they arrange throughout the year for young people. LSME promote them amongst our student community and encourage those in the age bracket to join the leadership and training programmes to develop themselves and seek additional opportunities.

ASSOCIATION OF GRADUATES CAREERS ADVISORY SERVICES (AGCAS)

LSME took the member of AGCAS with the objective of widening the scope for our students to enter into graduate level employment and develop themselves as professional using the resources they provide. It is work in progress for the partnership to grow and become beneficial for our students. LSME Employability and Enterprise Hub works closely with AGCAS to provide the resources to the student community.

PROSPECT

Prospect is part of the Shaw Trust with over 25 years of experience in inspiring young people in schools and colleges with different careers to choose from. Prospect works with a number of schools in the neighbouring boroughs to organise career events. Through this partnership LSME gets invitation to attend a number of career events beyond our partner schools.

SEER APPLIED INSPIRATION

SEER Applied Inspiration works with LSME as a partner at a practical level directly addressing supporting as an external advisor as well as conducting research and evaluation of the impact. LSME finds it useful to receive their expertise, sector intelligence, and opportunities to participate in their forums and trainings, which directly help in the execution of the plan. SEER supports in the monitoring and evaluation process through surveys and research.

9. CONCLUSION AND WAY FORWARD - PLANS FOR AY 2024-25

LSME is in the process of developing the new AP plan to start from September 2025 covering the plan period AY 2025-26 to 2028-29. The plan will be based on the guidance and advisories of the Office for Students (OfS), students embodying the Equality of Opportunities Risk Register (EORR) provided by the OfS. LSME will analyse the risks and assess them in the context of LSME, the stakeholders and the future aspirations. By implementing the current AP plan LSME has gathered experience and learnt valuable lessons in working in the area of widening access and outreach activities. Hence, the focus from here onwards will be in ensuring that the new plan is practical, encompasses the student voice, well-informed of the societal needs, backed by data and research and based on the lessons learnt and experienced gained.

The hurdles faced by the current plan are multifaceted, while being a very ambitious plan, we were challenged with the Covid-19 pandemic and its aftermath. We are hoping to tackle many of these challenges in the new AP Plan.

The recommendations below will be incorporate in the new Action Plan and will help us meet our goals and exceed them.

ACCESS

- Conduct transition workshops and event for students from Sixth Form schools preparing to progress to HE,
- Develop modular courses, preferred by the major AP target groups, which they can complete in blocks over time.
- Explore flexible learning options such as modular learning option through Life Long Education and online learning
- Increase the number of outreach activities including exposure visits, open days and community engagement events to spread awareness.

SUCCESS

- Increase awareness amongst the students about the process for disbursement of the financial support,
- Continue closely monitoring and tracking student performance, attainment and engagement in consultation with the lecturers to provide timely appropriate support,
- Engagement of Student Ambassadors in the outreach activities,
- Ensure all necessary information are provided to the students through various means including the APP Noticeboard.

PROGRESS

- Explore partnerships with employers who can provide placements and work experience for our students,
- Spread awareness amongst the final year students about the importance of Graduate Outcome survey and how to provide comprehensive information.

SUPPORT TO PRE AND POST-16 STUDENTS

- Maintain the LSME-Inspire project support to about hundred students and gradually increase the number of Sixth Form Schools.
- Participate in Career Fairs of partner schools to increase visibility and encourage them to access HE.
- Conduct soft skills development in schools gearing students to access HE.
- Participate in the second phase of the AccessHE Elevate collaborative Mentoring programme for Care-experienced.

MONITORING & RESEARCH

- Continue the collaborative research on Financial Support, induction, impact of LSME-Inspire project and Educational gain project with SEER Applied Inspiration.
- Make the data collection, collation, analysis and representation more systematic.

NEW AP PLAN DEVELOPMENT

- Prepare a plan and strategise the development process of the LSME new AP Plan for Ay 2025-26 – 2028-29,
- Ensure consulting with students, supporting them in their submission by providing information and resources,
- Ensure consultation with key stakeholders, including students, teachers, partner organisation etc.,
- Participation in external events, webinars and trainings on preparation of the new AP Plans, and
- Review of regulatory guidelines.

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