



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by London School of Management Education Limited against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

London School of Management Education Limited's ambition and strategy as detailed in the 2019-20 access and participation plan:

Following an examination of both national and internal HE participation data and trends, we identified four distinct groups where we could extend our activities to encourage access. We targeted:

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

Group 2. Students with disabilities who have previously not considered higher education 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: the project aimed 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.

Success and Progression: To enhance the 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.

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 Strategies

Target Group 1

LSME-Inspire is a community outreach project, which focuses on building strong relationships and collaborative arrangements with neighbourhood secondary schools and FE Colleges to support students' aspiration and attainment. This project targets learners who are under-performing and are disengaged with learning and fail to see the link between personal achievement and future choices. In collaboration with the existing school teachers and LSME aims to provide additional learning support in GCSE Maths and English language and literature via one to one tutoring of 25 pupils from Year 11 to 13. LSME aimed to organise CPD events for students in their schools during open day and career development sessions to explain the benefits of higher education and establish an online platform with additional resources and information for students. The outcomes of interest are improved aspiration and attainment of GCSE Maths and English and progression into further studies.

LSME's Never Too Late to Learn (NTLTL) project aims to reach out to unemployed youths who have dropped out of schools to motivate and encourage them to take up education as an option. This project was developed with proposed partnerships with Job Centres, local councils and relevant youth groups. We aim to provide potential learners within our target population with free numeracy and literacy sessions via a Foundation year programme with the ultimate aim of progressing into higher education. Via this project, we aim to enrol a minimum of 25 learners within the target group in 2019-20.

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

Target Group 2

LSME aimed to 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. The institution would refer learners for assessment should there be any reason to doubt the learner's fitness to study. LSME will then make reasonable adjustments for learners requiring

additional support because of their disabilities. Depending on their type of disability, study skills support personnel (external) will work with these learners through their educational journey.

Target Group 3

LSME is committed to the OFFA's view that improving the skills of the current workforce will help both the individual and the economy. Some mature students are in employment and have declined an offer for higher education 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.

LSME aimed to develop and deliver more flexible and blended part-time opportunities for those in employment. The impact on student recruitment for flexible or part-time learning is evaluated at the end of the academic year.

To develop and deliver higher-level apprenticeships, we plan to collaborate with our validation partners, the University of Chichester. 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.

Success Strategies for 2019-20

Our priority will be to ensure that all student categories identified above as having access to our programmes can 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 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 focused 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 complete

2. Self-assessment of targets

The tables that follow provide a self-assessment by London School of Management Education Limited of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of London School of Management Education Limited's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	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.	2017-18	0%	5%	7.5%	Percentage	2019-20	6.6	Limited progress
T16a_03 (Access)	Improve access to higher education for students of low socio-economic status defined as household income below £45,000.00.	2017-18	0%	5%	7.5%	Percentage	2019-20	90	Expected progress
T16a_04 (Access)	Improve access to Higher Education for students with disabilities.	2016-17	1.1%	3%	4%	Percentage	2019-20	1.7	Limited progress
T16a_05 (Access)	Improve baseline proportion of students who are care leavers.	2016-17	0%	0.5%	1%	Percentage	2019-20	0	No progress
T16a_06 (Access)	Improve access to higher education for mature students of black minority ethnic groups such as the Caribbeans	2016-17	4%	7.5%	10%	Percentage	2019-20	14	Expected progress
T16a_07 (Access)	Improve access to white British males of low socio-economic backgrounds.	2017-18	0%	5%	7.5%	Percentage	2019-20	0	No progress
T16a_08 (Access)	Introduce part time and flexible blended learning provision for mature students with employment and other commitment.	2017-18	0%	5%	7.5%	Percentage	2019-20	14	Expected progress

T16a_10 (Access)	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	2017-18	0%	10 students	15 students	Headcount	2019-20	34	Expected progress
T16a_12 (Access)	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	2017-18	0	5 students	10 students	Headcount	2019-20	29	Expected progress
T16a_13 (Success)	All students in the target underrepresented populations will receive extensive academic and welfare support to achieve an excellent retention rate.	2016-17	92%	85%	87.5%	Percentage	2019-20	96	Expected progress
T16a_14 (Success)	All students in the target underrepresented populations will receive extensive academic and welfare support for an excellent achievement rate.	2016-17	90%	85%	87.5%	Percentage	2019-20	90	Expected progress
T16a_15 (Success)	Bespoke diagnosis and support at all disabled students to increase their achievement rate.	2016-17	90%	85%	87.5%	Percentage	2019-20	95	Expected progress
T16a_17 (Progression)	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	2016-17	none	75%	80%	Percentage	2019-20	95	Expected progress
T16a_18 (Progression)	Improve baseline proportion of economically disadvantaged males who study with us to progress into employment or further studies.	2017-18	0%	75%	80%	Percentage	2019-20	90	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	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	2017-18	0	1	2	Headcount	2019-20	2	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£138,000.00	£241,000.00	75%
Financial Support	£104,000.00	£22,000.00	-79%

4. Action plan

Where progress was less than expected London School of Management Education Limited has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target

T16a_01	<p>The Gaynes School re-established contact with LSME to deliver online academic support to its under-represented students. We will continue to provide online support to referrals made via the Aspire Virtual School to provide academic support on GCSE Maths and English.</p> <p>As part of the LSME-NTLTL project we are re-establishing links with the Barking and Dagenham and Redbrige Job centres to capture the attention of individuals who may have lost their jobs because of the Pandemic and may be considering retraining as an option.</p> <p>We have re-adjusted the Admissions Strategy to focus on enrolment of White British, BAME, people with disabilities, special needs, NEETS, POLAR4 (Q1 & Q2) regions. This would require extensive networking with relevant organisations, participate in fairs, open days and such events of our partner schools/organisation and community outreach activities with a view to recruit White British Males and BAME students. We have started discussion with Caribbean Diaspora through the CARICOM to recruit Black Ethnic Minorities from the Caribbean region.</p> <p>Admissions team is to regularly analysing enrolment data and trends in admissions to re-adjust efforts in meeting the APP targets.</p> <p>To increase the number of eligible students supported under the LSME-Inspire project from Sixth-Form, we are developing new partnerships with Sixth Form Schools and Colleges in the East London area for increasing direct enrolment of target population.</p> <p>We have also intensified our collaborations with Barking Football Academy to reach NEET, Care-Leavers, Refugees/Asylum Seekers.</p> <p>We are further networking and consulting with the organisations and agencies listed on the NEET Providers Forum of the London Borough of Barking and Dagenham.</p> <p>We are collaborating with AccessHE (NCOP) and joined National Network for the Education of Care-Leavers (NNECL) with a view to extend the network, learn from and share with others.</p> <p>These activities including our Marketing efforts are monitored and reviewed regularly. There is systematic checking of the enrolment forms, to filter Admissions data for postcodes against POLAR 4 Quintiles 1 and 2 and IMD</p> <p>APP committee meetings are held monthly with weekly updates to assess the progress made, work with the partners, pendings and plans to help meet our intended targets timely.</p> <p>We also monitor and follow up all enquiries to assess their eligibility through APP contextualised admission.</p>
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<p>T16a_04</p>	<p>We are currently monitoring the processes by checking the number of the referrals through marketing activities and working with the admissions team to identify the students with disabilities. We are working on increase the number of students and young people with disabilities and special needs accessing our AP programmes by engaging with more disability charities/organisations. Our new approach is to engage them in employability and interview skills and increase their awareness and understanding of the requirements for HE as an option. Through this, we can support them to apply to any University of their choice if they are not their preference is not available at LSME. We are expanding LSME's network of Institutes and organisations working with people with disabilities and special needs by working with Redbridge, Barking and Dagenham and Havering. We are developing relations with the SEND units of the local schools, which we have already started supporting with academic progression in Maths and English.</p> <p>Provide additional training to LSME teachers and develop resources for disabled students and to track and monitor their success.</p>
<p>T16a_05</p>	<p>Checking on the number of the referrals through marketing activities and working with the Admissions Team to identify the Care Leavers.</p> <p>Increased number of Care Leavers supported through both LSME-NTLTL and LSME-Inspire project. We have started negotiations with 14 different organisations to support our target to increase the numbers of Care Leavers in HE.</p> <p>Increasing the number of partner organisations with whom LSME will work to identify and receive referrals could help meet our target. We will continue to intensify our collaborations with the Barking and Dagenham Aspire Virtual School and Football Academy to reach out to, Care-Leavers, Refugees/Asylum seekers.</p> <p>Target recruitment of care leavers/ asylum seekers by-establishing partnership with the identified organisations working in the area and by working closely with the local councils. We continue to embed evaluation and monitoring in all these processes via our monthly meetings and weekly updates. .</p> <p>we will continue to organise/participate in Virtual events for care experienced young people providing IAG on access to Higher Education, application process, financial support and other HE options in collaboration with AccessHE, Uni Connect OfS, Havering Leaving Care Team and Virtual Schools and other Borough Councils.</p>

T16a_07	<p>In 2020-21 academic year, our strategy for APP suggests the provision of 100% fee-waiver for white British students preferably males. Our recruitment strategy would focus on getting them into LSME on a scholarship for the Foundation Year so that they will not apply for student funding from the SLC. Providing Academic Support for the Foundation Year and supporting their enrolment into other Universities for programmes of their choice would help meet our intended target.</p>
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5. Confirmation

London School of Management Education Limited confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
London School of Management Education Limited has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Dr Ravi Kumar
Position	Executive Director

Annex A: Commentary on progress against targets

London School of Management Education Limited's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
<p>We have made considerable progress in meeting the commitment of this target. We succeeded with our contextualised admission process and marketing activities to increase the percentage of students from LPNs. Inspire project was successful but the leavers were not interested in the courses on offer at LSME. Nevertheless, they were supported to find other suitable HE institutions. Our efforts to fully achieve this target was hampered by the COVID-19 Pandemic and the ensuing lockdown in March 2020. All activities in the local schools came to a halt. Our plans to start engaging with potential students from our established partnership with Prospects and Barking Football Academy (both look after young adults in the NEET category) were suspended due to the lockdown. This hard to reach population of potential students were not very keen on the idea of studying online. Supported schools (Gaynes & Loxford) 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 - Of the 23 students who took Maths, 21 (91%) had grade 3 and above, while 95.5% of students passed their English exams. Approximately 86% of students have progressed to the next level of their studies (Sixth Form Colleges-9, Year 13- 4, FE Colleges-8, Apprenticeship-2 and University-2) but not with LSME.</p> <p>We also engaged with the learners on one-to-one bases to sharpen their interviewing skills and organised career workshops with them. We introduced them to LSME and the entry requirement for those interested In Business and Health and social care.</p> <p>With the NTLTL project, we managed to obtain 19 students (target: 25) from the local community through marketing activities. Two of these students were in the NEET category, Caucasians (European origin) and belonged to the IMD quintiles 1 and 2. Gaining Access into LSME means that they are integrated into the LSME service. To date, all learners have been retained and progressed to the next level of their studies within LSME.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>LSME has taken additional steps to ensure we reach our intended milestone. This included establishing collaborative partnerships with Barking and Dagenham Aspire Virtual School for Looked After Children. Our negotiations concluded and a plan to refer learners was agreed for the next academic year. We tried to continue providing academic support to the Gaynes School using virtual classrooms but the managers of the institution did not think it could fit into their provision at the time. We started Online delivery of sessions for LSME students.</p> <p>We persevered in our efforts to work with Prospects and Barking Football Academy - which have a cohort of NEET, care leavers and asylum seekers. We organised online taster sessions for their prospective learners with a rather poor turn out as the prospective students were more interested in face to face learning,</p>

We also started working with Barking and Dagenham NEET Provider's forum to gain additional access to this population of students.

We started collaborating with AccessHE with a view to finding out how other providers are affected by the pandemic and learn from their good practice.

We also stepped up our marketing efforts using online resources.

Retention and progression initiatives
 We organised an internal survey for the students to assess whether the virtual learning had disproportionately affected our APP students compared to the rest of the student population.
 Financial support was provided to deserving students to ensure that students are able to attend and enjoy their learning experience.

Prepared Online Safeguarding Policies, Code of Conduct and develop additional resources for the outreach programmes. Different schools had placed different levels of restrictions on online sessions. For those who had made arrangements for online engagement, LSME recruited a professional tutoring agency to provide professional one-to-one tutoring support for the students of the Inspire project.

Target reference number: T16a_04

How have you met the commitments in your plan related to this target?

Entered into partnership with Sycamore Trust working with young people on Autism Spectrum. Raised awareness, in collaboration with Sycamore Trust by meeting with parents and some potential young people to discuss their future in HE during the parents evening organised at Sycamore Trust. Scheduled Parent and potential young people with special needs to visit LSME for exposure visits in coordination with Sycamore Trust, however planned visits had to be dropped due to the Covid-19 restrictions. We succeeded in training our staff to raise their awareness of autistic spectrum of disorders to facilitate a better understanding of their needs. These activities halted during the Covid-19 lockdown. We also intensified our marketing for disabled students and used contextual admissions. Overall only 1.7% of the 2019-2020 entrants had a disability which were mainly due to mental health issues or chronic longterm and unseen disabilities that could potentially affect the progression of students. The good news is that all disabled students had comparable attainment rate to the non-disabled students due to the individualised support they received in the academic year.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We started an online introductory session for the prospective students from Sycamore Trust to provide them with further information about our Disability Outreach Project together with a short video of a taster session. The response was very poor mainly because the prospective students' interest were more on the creative media programmes. We also introduced a collaborative social media campaign to advertise our Disability Outreach Project in collaboration with Sycamore Trust expanding it to their network of Special Needs organisation. We also approached the local newspaper and gave an interview to raise awareness about our Disability Outreach Project and reach

the potential students/young people locally. We worked with Sycamore Trust to redesign our flyers and promotional videos with the emphasis on the virtual classes and learning to generate some interest. This was uploaded on Sycamore Trust website and their social media pages. We planned to use Autism Ambassadors to promote and increase awareness of the project to young people on the Spectrum. But unfortunately, did not go ahead due to the increased severity of the Pandemic. Planned and brought about adjustments to physical infrastructure to support students with disabilities who may find it difficult to attend the online sessions.

Target reference number: T16a_05

How have you met the commitments in your plan related to this target?

The expectation was that Care Leavers will be attracted under the Not-Too-Late-to-Learn project. However, with the onset of Covid-19 Pandemic it became extremely difficult to seek referrals from the partner agencies. Our partner agencies were also of the view that Care Leavers are difficult to follow up as they move around very often and may not have a fixed address. With no option of face-to-face meetings with them through the partner organisations, it became very difficult to organise online meetings due to the digital divide they were facing.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Working in partnership with the local Councils and organisations that specialised in the NEETs we tried to facilitate the admission of Care Leavers to LSME. The Barking and Dagenham Aspire Virtual School that specialises in academic support for Looked After Children supported our mission and secured a partnership with LSME for the 2020-21 academic year.

We maintained our association with Barking Football Academy to identify NEET and Care Leavers who may be taking football lessons. But all these arrangements were not successful due to the lockdown.

We monitored admissions trends: All prospective students were asked to confirm their immigration status as part of the admission process, including to confirm if they are Care Leavers or not. The purpose was to identify a small group of asylum seekers and care leavers.

We intensified our relationship with the local Jobcentres and local authorities aiming at improving access for individuals on Job Seekers Allowance and Care Leavers.

We also stepped up our marketing activities (meetings and sending the flyers) to promote the support available through LSME-NTLTL project to target Care Leavers.

Target reference number: T16a_07

How have you met the commitments in your plan related to this target?

We have made considerable progress in meeting the commitment of this target by forging partnerships with the Jobcentres to improve access for young White British preferably males on universal credit or Job Seekers Allowance. The issue with the

Barking and Dagenham and Redbridge Job centre was the difference in priorities. While LSME advocated for HE, the Jobcentres advocate for employment. We succeeded, however with our contextualised admission process and marketing activities to increase the percentage of students but we did not succeed in reaching that target population.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The LSME-NTLTL project decided to focus its attention on other partners rather than the Jobcentres. We succeeded in our negotiations with Prospects and the Barking Football Academy which had our target population in the NEET category. They actually made some referrals of prospective learners but the students interest were different from the courses on offer at LSME. The COVID-19 lockdown measures derailed all planned activities.

Annex B: Optional commentary on targets

London School of Management Education Limited's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	The decision for these alternative activities was arrived at through a collaborative effort of the members of the APP Committee and our External Advisor. The aim was to find other agencies within the local community that deal with our target populations. We approached reputable organisations in this regard. For example, AccessHE, Barking and Dagenham NEET Providers Forum etc.
T16a_03	
T16a_04	The decision for these alternative activities was arrived at through a collaborative effort of the members of the APP Committee and our External Advisor. The aim was to find other agencies within the local community that deal with our target populations. We approached reputable organisations in this regard.
T16a_05	The decision for these alternative activities was through a collaborative effort of the members of the APP Committee and our External Advisor. The aim was to find other agencies within the local community that deal with our target populations. We approached reputable organisations in this regard. For example, AccessHE.
T16a_06	
T16a_07	The decision for these alternative activities was arrived at through a collaborative effort of the members of the APP Committee and our External Advisor. The aim was to find other agencies within the local community that deal with our target populations. We are focussing on Secondary and Sixth Form Schools in Barking and Dagenham and Havering, where there are more concentration of White British students and also targetting youth networks.
T16a_08	
T16a_10	
T16a_12	
T16a_13	
T16a_14	
T16a_15	
T16a_17	
T16a_18	

T16b_01

