LONDON SCHOOL®
OF MANAGEMENT EDUCATION

ACCESS AND PARTICIPATION PLAN

2025-26 to 2028-29

www.lsme.ac.uk

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1. INTRODUCTION AND STRATEGIC AIM

The London School of Management Education (LSME) is a Higher Education Provider located in the London Borough of Redbridge. Our identity and drive is rooted in the delivery of an inclusive and transformative lifelong learning experience aligned closely with the UN Principles of Responsible Management Education (PRME). We deliver cost effective and high quality programmes in Business, Health and Social Care, Hospitality and Tourism, Accounting and Finance and Education as full time undergraduate and postgraduate qualifications. Our exceptional student focus is demonstrated by our high continuation and completion rate ranging from over 97% and ~95% from 2017-18 to 2020-21[1] respectively. This is achieved within the context of over 90% of the cohort being mature and 63% of our students living in IMD Quintiles 1 & 2 areas[2]. In consideration of our minimal entry requirements, this demonstrates a truly remarkable track record of enhancing value throughout the student experience journey. The Table below represents a comparison between our students' and the HE sector-wide, 4-year aggregate (2018-19 to 2022-23 Academic Year) profile obtained from the OfS dashboard for new entrants.

Characteristics	English HE Sector	LSME
IMD(2019)		
$Q_{1\ \&\ 2}$	43.7%	59.1%
$Q_{3,4\ \&5}$	56.3%	40.9%
Q_{1} (Most deprived)	22.5%	21.6%
Q_{5} (least deprived)	19.5%	5.2%
Tundra		
Q_{1} (least participation)	12.2%	9.2%
Q_{5} (most participation	30.2%	46.5
Age		
• Under 21 years	71%	8%
• 21 years and over	29%	92%
Disability		
• Yes	17.4%	3.6%
• No	82.6%	96.4%
Ethnicity		
• **White**	65.6%	64.4%
• **Asian**	15.4%	18.8%
• **Black**	10.6%	15.0%
• **Other**	2.8%	1.2%
• **Mixed**	5.5%	0.6%

Table 1: LSME new entrant profile compared with the overall HE sector profile from 2018-19 to 2022-23.

Mission Statement

Our mission is to provide affordable and high quality training for aspiring and practising managers, health and social care professionals and educationalists that is innovative and global in perspective and abides by the UN PRME. At LSME, we value diversity and are committed to providing an equal opportunity for all individuals irrespective of their race, ethnicity, sexual orientation, age or religion in the provision of education and training or employment. Our Access and Participation projects present a focused and tailored approach to the needs of our students. These initiatives facilitate the passage of non-traditional students with low entry qualifications into and through Higher Education.

Academic Year In the 2019-20 to 2023-24 Academic Year, we have embedded AP into the student lifecycle. Starting with a pilot project for the 2019-20, 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. To date, LSME has succeeded in providing academic support in GCSE and A levels Maths and English to over 150 disadvantaged School children in its local community and ~90% of these children have progressed to HE or to the next

[1] https://www.officeforstudents.org.uk/data-and-analysis/student-outcomes-data-dashboard/data-dashboard/
[2] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/

level of their studies. Internally, LSME has maintained high continuation and completion rate as indicated above and with a remarkably a high student satisfaction over the last successive three years – 96.4% (2021), 92.6% (2022) 96.5% (2023) and ~98% (2024) in our National Student Survey (NSS). Despite facing persistent challenges in attaining our targets for disadvantaged young White British males, Care Leavers, disabled students and refugees, LSME remains dedicated to exerting every possible effort to supporting the vulnerable communities in and around its neighbourhood. 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 appropriate strategies for AP.

This Plan reflects our ongoing commitment to creating an inclusive and supportive learning environment for target students, including those with protected characteristics such as disability, age and ethnicity. We aim to provide a curriculum and support system that ensures all students achieve their full potential in degree attainment and graduate progression. Additionally, we are dedicated to identifying and closing any gaps between target groups.

Over the next five years, our strategic aims focus on deepening our understanding and enhancing performance in areas identified in this Plan as 'Equality of Opportunity Risks' at the local, national, and sector levels. We aim to address disparities in access, success, and progression, and to improve social mobility for all underrepresented students**.**

2. RISKS TO EQUALITY OF OPPORTUNITY

In this Plan, we focus on key risk areas considering our institution's size, limited subjects offered, and below-average entry requirements, which attract mature and disadvantaged individuals who have left mainstream education. While we face challenges in attracting young candidates due to competition with larger providers, we have successfully supported disadvantaged local students in accessing higher education. The small cohort data we use, as shown in the current OfS dashboard, limits our capacity for statistical analysis and valid interpretations. However, we have utilised additional data sources and reviewed sector-level risks from the OfS Equality of Opportunity Risk Register. We have completed a performance assessment (Annex A) that examines enrolment, continuation, completion, degree outcomes, and progression to employment for our students using the most recent four-year aggregate data (2018-19 to 2022-23).

2.1 ACCESS

2.1.1 Risk 1

There is a risk that young learners, students from low participating neighbourhoods in LSME's local communities (Redbridge, Havering, Barking and Dagenham and surrounding areas), and students with disabilities are experiencing inequality of access to pre-entry knowledge and skills, information advice and guidance, and have perceptions about higher education that are resulting in unequal access to LSME programmes. The indicators of this risk are as follows:

a. Low HE Participating Neighbourhoods (TUNDRA Quintile)

Aggregate data reveals that there **is a gap of -36.9 pp in the recruitment of students from TUNDRA Quintile 1 (9.2%) and Quintile 5 (46.2%) across 2019-2023, which is significantly higher than the sectoral gap of -17.2 pp over the 4-year aggregate period**. This gap was significantly larger when looking at data from 2018 to 2022, indicating that LSME-Inspire outreach project has contributed to some successful outcomes since its introduction. That said, it is not surprising that performance for TUNDRA presents a data gap, given our large recruitment base in London and the low numbers of TUNDRA Quintile 1 areas in London, which typically has higher HE participation. However, certain areas within Redbridge, and particularly its surrounding Boroughs like Barking and Dagenham and Havering, are predominantly low-participation neighbourhoods. Data from the Trust for London reports a level 3 attainment gap of 20% in 2022-23 Academic Year for students on Free School Meals (FSM) and the non-FSM students in outer London[3]. LSME should therefore intensify its efforts to support schools in these

[3] Trust for London, (2024) Level 3 attainment gap between Free School Meals and non-Free School Meals students at 19 years-of-age (2004/05-2022/23) available at https://trustforlondon.org.uk/data/topics/shared-opportunies/?tab=19-year-old-attainment-gap.

neighbourhoods with academic support and the provision of information and guidance on HE by continuing to work closely with its local schools in the affected neighbourhoods.

b. Disabled Students

LSME **enrolled a lower proportion of disabled students in comparison to the sector average (3.6% vs 17.4%, respectively) over the last 4-year aggregate** (Annex A, Fig.3). The 2-year aggregate of the most recent data in the OfS Dashboard shows a very small increase in enrolment at the institution (4.0%). The disaggregated disability data (Annex A, Fig.5) are small, so meaningful analysis is difficult. However, the data indicates that the number of students at LSME with a sensory, medical, or physical impairment are 0.8pp below the sector average (1.5% compared to 2.3%), and those with mental health issues are 4.5pp below the sector average (0.4% compared to 4.9%) while cognitive impairment was 4.9% below the sector average (0.8% compared to 5.7%). Despite the efforts of our disability outreach project, LSME acknowledges that this particular target group continues to present challenges for the institution. We recognise the need to enhance our current efforts and introduce new outreach initiatives to better attract disabled students.

c. Young People

At LSME, we have observed a lower representation of young people (6%) compared to the general higher education sector, where young people are more prevalent (71%), as shown in Table 1 above. Although the national focus is on recruiting more mature students, our underrepresentation of young individuals could be linked to the limited higher education options available to them within LSME. This issue is particularly significant because disadvantaged students often prefer to study close to home to minimize cost, and the lack of available options within their local community may hinder their ability to access higher education. Our internal data on the aspiration of disadvantaged school children from our local communities from 2019 to date, indicates that some prospective young students may not choose LSME as an HE option due to the limited access to sufficiently wide variety of HE courses. This risk mainly affects socially disadvantaged students in LSME's local communities, who may prefer studying close to home for economic reasons. As a result, the application rates from disadvantaged young people are very low. Addressing this gap is important in ensuring that all students, regardless of age, have equitable opportunities to pursue Higher Education.

2.1.2 Links to Equality of Opportunity Risk Register (EORR)

Based on evidence from the education sector and our own institutional experience alongside student consultations, it appears that the disparities in enrolment rates identified in Risk 1 may stem from EORR Risks 1, 2, 3 and 5. These risks may manifest in various combinations and to differing degrees for each identified target groups in Risk 1.

EORR Risk 1 pertains to access to knowledge and skills. Students from low participating neighbourhoods (TUNDRA Quintile 1) may face greater challenges in attaining a grade 5 in both English and mathematics GCSEs compared to their peers, which in turn affects their chances of receiving an offer of higher education. Disparities in pupil attainment can influence their participation and performance in higher education, as well as their prospects later in life. It is a national issue supported by research conducted by Farquharson et al in 2022 (cited in (Transforming Access and Student Outcomes in Higher Education) TASO Review, 2023), using Free School Meal (FSM) eligibility as a measure of socio-economic status. Their findings from the 2018-19 data revealed that 24.7% of FSM-eligible pupils achieved at least a grade 5 in both English and mathematics GCSEs, compared to 49.9% of other pupils. The authors also illustrate that GCSE performance significantly impacts students' post-16 school choices, influencing their pathways into Higher Education and the labour market[4].In the context of the LSME's low participating local communities, this risk is most likely to affect students from a low income households, first in family, disabled, mature or young people, care experienced, children in need, socially disadvantaged White and global majority students.

EORR Risk 2 relates to access to information and guidance about higher education, including higher education choices, study modes, expectations, and access pathways; as well as linked information about

[4] Farquharson, C., McNally, S. & Tahir, I. (2022) Education Inequalities. The IFS Deaton Review. Institute for Fiscal Studies. Cited in TASO, 2023 Rapid review to support development of the Equality of Opportunity Risk Register. Available at https://www.officeforstudents.org.uk/media/2c6a1cfc-cec3-4368-957f-8ea546238616/taso-rapid-review.pdf

careers and employability prospects. Low participation in Higher Education is directly linked to social disadvantage. Disadvantaged people often lack access to information and guidance needed to develop ambitions and make informed higher education choices. This sector-wide issue is evident in our 2022-2023 Admission and Interview Report, which shows that most prospective students from our local community had limited knowledge of Higher Education and relied heavily on our admissions team for guidance. A student's home, school, and local resources shape the quality and quantity of information they receive about higher education and careers. Research shows disadvantaged youth, particularly those with low attainment or special educational needs, have poorer outcomes and receive less effective Information Advice and Guidance (IAG) compared to their advantaged peers[5]**.**

EORR Risk 3 is about perceptions of Higher Education (HE). Low participation in HE can be attributed to limited course choice, financial constraints, cultural differences. This risk is also linked to **EORR Risk 5**: Limited choice of course type and delivery mode. Students from low participating neighbourhoods may not have equal opportunity to access a sufficiently wide variety of higher education course types. LSME's internal data on the aspiration of school children from our local communities from 2019 to date, indicates that certain groups of prospective young students may not have equal opportunity to access a sufficiently wide variety of higher education course types at LSME. Financial constraint has also been a deterrent for potential students from low participating areas in Barking and Dagenham[6] and other parts of the country.[7] Disadvantaged people within the vicinity of LSME who need to study close to home to mitigate the cost of HE do not have access to a sufficient range of HE courses at LSME. This may have affected the participation of young people and disabled students in the context of our data.

2.2 STUDENT SUCCESS (CONTINUATION, COMPLETION AND ATTAINMENT)

2.2.1 Risk 2

There is a risk that a lack of access to a range of appropriate support after enrolment, and other capacity issues, may be affecting continuation of young people and disabled student and attainment of good degree outcomes (achievement of a First or 2:1) for LSME students in general and particularly for the most deprived and global majority students at LSME.
Continuation is measured as the proportion of Year 1 students continuing in their studies 1 year and 15 days post-enrolment. The indicators of this Risk are as follows:

a. Significant Gap in Continuation Rates between Mature and Young People

Mature learners at LSME have consistently continued at higher rates than their peers across the sector, with continuation rates from aggregated data obtained over the last four years being 95.6% compared to the sector average of 82.8%. On the contrary, our young learners lag behind their peers across the sector with a continuation rate of 79.5% compared to the sector average of 91.8% (Annex A, Fig 5). Hence, **there is a 16.1pp gap in continuation between our mature and young learners while the sector wide gap is -9pp in favour of young people**. This finding may be linked to a lack of adequate support for young people, affecting their sense of belonging and learning experience when learning alongside mature students. It is also possible that our teaching methods are more tailored to mature students, and might not fully meet the needs of younger learners or simply because the course they are studying is not their preferred choice. These factors have all been substantiated in a recent research on dropout rates in higher education[8]. Irrespective of the possible reasons, LSME recognised that we should have the

[5] Nicoletti, C. and Berthoud, R., 2010. The role of information, advice and guidance in young people's education and employment choices. DFE RR019. Essex: Department for Education. https://www. Education. gov. uk/publications/eOrderingDownload/DFE-RR019. pdf.
[6] Grimond, W. (2023) Poorest children in Barking and Dagenham less likely to progress to higher education. available on https://www.londonworld.com/your-london/barking-and-dagenham/poorest-children-in-barking-and-dagenham-less-likely-to-progress-to-higher-education-4247707.
[7] Raven, N. (2024)The cost of participation: perceptions of higher education amongst young, white British males from areas of educational disadvantage available at https://www.hepi.ac.uk/2024/01/02/the-cost-of-participation-perceptions-of-higher-education-amongst-young-white-british-males-from-areas-of-educational-disadvantage/
[8] Hillman, N. (2024)'Dropouts or stopouts or comebackers or potential completers?': Non-continuation of students in the UK* available at https://www.hepi.ac.uk/wp-content/uploads/2024/04/Dropouts-or-stopouts-or-comebackers-or-potential-completers-Non-continuation-of-students-in-the-UK.pdf

same high expectations for all students, regardless of background or circumstances. Hence we aim to intensify our efforts to close this gap.

b. Gaps in Non-Continuation Rate between Disabled Students and their Non-Disabled Peers

Data by disability type is very small and therefore largely supressed for annual performance data. This limited data means that the disaggregated disability data are so small that meaningful analysis is challenging. However, **we note a 4-year aggregate continuation rate of 95.2% for students with no declared disability compared to 85.3% for those with declared disability** with limited data on types of disability to allow any meaningful analysis (Annex A). This -10pp gap in non-continuation in disabled students compared to their non-disabled peers is significantly higher than the sector average of -1.4pp. Being able to ascertain the types of disability associated with non-continuation would provide valuable insights on how to mitigate this risk. For example, due to deteriorating physical health, students with chronic medical conditions are more likely to drop out of their studies compared to those with other forms of disabilities[9]. In our 2022-23 Student Welfare report, 7.3% of students indicated that they had mental health issues and they had some level of disruptions in their study due to poor mental health. However studies have shown that the link between mental health and drop out is not clear cut. Using data from several years of the HEPI/Advance HE Student Academic Experience Survey, the Centre for Transforming Access and Student Outcomes in Higher Education (TASO) found that despite the rise in mental health challenges among students, this is not manifesting in a rise in dropout rate[10]. A detailed analysis of the continuation data for disabled students shows that the numbers are currently too low to ascertain statistical significance of the estimates obtained. As a result, we will continue to monitor this data over the coming years and focus on improving access for disabled students.

c. Gaps in Attainment between LSME Students and Other HE Students in the Sector and Also between LSME's Most Deprived (IMD_{2019} Quintile 1) and Least Deprived (IMD_{2019} Quintile 4 & 5) Students

Attainment is defined as the proportion of students who achieve a 'good degree', which is a term used to describe a First (1st) or a 2:1 degree outcome. This section provides LSME's performance in respect of attainment for students from the OfS key target groups. **Overall, for all students, LSME's attainment across the 4-year aggregate has been significantly lower than the sector average (54.8% vs. 80.5%, respectively).** Although the data for students in the IMD Quintile 5 had been suppressed because of the small numbers, there was a 23.1 pp gap in attainment between students from the IMD Quintile 4 (62.2%) and those from IMD Quintile 1 (39.1%) from the 4-year aggregate data (Annex A fig 6). This gap is almost 9pp above sector average.

d. Attainment Gaps between Global Majority Students and White Students

Attainment by ethnicity lags the sector for every ethnic group whose data is not subject to suppression (Asian, Black, and White ethnicity groups respectively). The difference is the greatest for **Black students, where attainment rates for LSME being 33.7pp below the sector average. Black students not only have a low rate of attainment at LSME (47.6% over the 4-year aggregate), but also have an attainment gap compared to White students (6.7pp**) at the institution.

Asian students have the second lowest attainment rate at LSME, at 50.0% (75% sector average). The attainment gap between Asian and White students is also significantly higher than the sector average (8.1pp compared to 1.5pp sector average).

[9] Cerqueira A, Botelho Guedes F, Marques-Pinto A, Branco A, Galvão C, Sousa J, Goulao LF, Bronze MR, Viegas W, Gaspar T, Godeau E, de Matos MG. Chronic Conditions and School Participation of First-Year University Students-HOUSE ULisbon Study. Children (Basel). 2022 Sep 15;9(9):1397. doi: 10.3390/children9091397. PMID: 36138706; PMCID: PMC9497637.

[10] TASO (2023) Student mental health in 2023: Who is struggling and how the situation is changing. available at https://s33320.pcdn.co/wp-content/uploads/student-mental-health-in-2023.pdf

White students having the highest rates of attainment at 54.3% (84.2% sector average. Despite the small gaps in attainment between the global majority students and their white peers, we strongly believe that our focus should be on improving the overall attainment rates for all LSME students. This aspect will be closely monitored internally as we introduce attainment raising interventions for all students at LSME.

2.2.3 Links to the Equality of Opportunity Risk Register

These differential student outcomes may be a result of EORR Risks 6 to 10. These risks may be present in different combinations and to varying extent for each identified target group.

EORR Risk 6 - Insufficient academic support. Disadvantaged students at LSME are less likely to succeed in HE compared to their less disadvantaged peers. This could be attributed to insufficient personalised academic support which may be due to the lack of commitment from the students to access the support available. This in turn could hinder disadvantaged students at LSME from advancing in higher education compared to their peers. Regardless of the grades a student has upon entering higher education, they may require varying levels of academic support due to:

- Individual circumstances, such as personal health issues, Special Educational Needs (SEN) diagnoses, or home difficulties that affect their ability to fully engage with their studies.
- Differences in prior educational experiences that may not have provided them with the same level of relevant skills or knowledge as their peers.

EORR Risk 7 - Insufficient Personal Support is also considered a risk in our context, particularly with increasing pressures on students regarding costs, mental health and wellbeing; and the institutional capacity and flexibility for support as the needs of students change. This risk affects mature students who need flexible study options to balance work and family. Many feel time-pressured, impacting their engagement although we have smaller class sizes with one to one academic and tutorial support to our students. National data shows mature students are more likely to drop out[11] and are less likely to achieve a First or Upper second degree classification[12].

EORR Risk 8 - Students may not experience an environment that is conducive for good mental health and wellbeing. Students dealing with mental health issues may encounter challenges in maintaining and advancing their higher education pursuits if their learning environment lacks support and accommodation for their needs. In our 2022-23 Student Welfare report, 7.3% of students indicated that they had mental health issues and they had some level of disruptions in their study[13]. LSME recognises the need to embed interventions for this risk in the overall interventions for student success for continuation, completion and attainment.

EORR Risk 9 - **Ongoing Impact of the Coronavirus Pandemic.** In the context of LSME, this risk may have impacted the financial pressures faced by mature students. Some of our students lost their jobs during the pandemic and had to relocate further away from the institution to locations where they would find the cost of living crises a lot manageable. This obviously affected their level of engagement with their studies.

EORR Risk 10 - **Cost Pressures** is considered the highest priority risk for our students in terms of non-continuation. This risk affects all students in some capacity, and the wider-spread impact is being experienced by all. Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade. Mature students at LSME face significant financial pressures, often working full-time while studying. Those from disadvantaged backgrounds risk losing social benefits when they apply for student finance, leading some to withdraw. A recent survey showed bursaries are crucial, helping students reduce work hours, alleviate financial stress, and avoid borrowing money.[14] LSME recognises the need to embed interventions for financial support in the overall interventions for student success for continuation, completion and attainment.

[11] Continuation and transfer rates, OfS
[12] Differences in student outcomes, OfS
[13] LSME 2022-23 Student Welfare Report (unpublished data)
[14] Evaluation of the Impact of Financial Support Packages at LSME 2020-21(unpublished data)

2.3 STUDENT SUCCESS (PROGRESSION)

2.3.1 Risk 3

Progression is defined as being in highly skilled employment (professional or managerial) or undertaking further post-graduate study. **LSME's overall progression rate of 45.6% over the 4-year aggregate is below the sector average of 72.4%.** There is a risk that students graduating from LSME may face challenges in progressing to further study or graduate-level jobs in comparison to their peers from other HEIs. The main indicators of this risks are as follows;

a. Index of Multiple Deprivation (IMD) 2019

LSME's progression outcomes for students from IMD Quintile 1 lag the sector average (47.1% vs. 66.4%, respectively). Although there is no significant gap in progression outcomes between the students from IMD Quintile 1 (47.1%) compared to IMD Quintile 4 (47.0%) at the institution, both Quintiles lag behind the sector average by -19.3pp and -27.7pp respectively. The progression gap for the IMD Quintile 3 and the sector average for the same quintile is however approximately -30pp. Although there may not be significant gaps in several IMD Quintiles except between IMD Quintile 3 (40.8%) and IMD Quintile 1 (47.1%) in the 4-year aggregate data and between IMD Quintile 4 (34.6%) and Quintile 1 (47.7%) in the 2-year aggregate data, the IMD measure is therefore of concern in the context of Progression, specifically related to all IMD Quintiles compared to the sector averages. Our Quintile 5 data did not allow for meaningful statistical analysis due to the small numbers of students. In view of this findings, LSME will focus on improving its overall progression rate in the next five years while monitoring the gaps between IMD Quintiles.

b. Differential Progression Rates by Ethnicity

LSME's ethnicity-based data for progression show significant variations in outcomes. **The institution's White, Black, and Asian students have progression rates significantly lower than the sector averages (31.3% vs. 73.2%, respectively for White students; 52.7% vs. 69.4%, respectively for Black students; 60.0% vs. 70.0%, respectively for Asian students**). In addition to this, the data on progression gaps, shows that White students perform worse than their Black and Asian peers. The progression gaps for Asian students compared to White students, and Black students compared to White students, are not only inverse, but six-eight times bigger than the sector gaps (-27.9pp vs. 3.4pp for Asian student progression gap; -26.6pp vs. 4.4pp for Black student progression gap). Nevertheless, LSME will focus on improving its overall progression rate in the next five years while monitoring the gaps between the ethnic groups in the institution.

2.3.2 Link to Equality of Opportunity Risk Register

EORR Risk 12 - Progression from higher education. These differential student progression outcomes may be the result of disadvantaged students from LSME not having equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience. This is linked to their financial position, access and time to undertake extracurricular and supra-curricular activities or lack of information and guidance. In our situation, the risk affects our mature students, those from low socio-economic backgrounds, and global majority students.

2.4 ADDITIONAL RISKS

Through conducting our assessment of performance, we identified other risks to equality of opportunity, which will not be addressed through this APP due to our size, capacity, and resource. These decisions have been carefully considered and we will continue to monitor these performance areas annually and consider them through our whole provider approach. The additional risks, not covered in the APP, are discussed below:

EORR RISK 4 - **Application Success Rate:** For courses or providers that are competitive, students may not have equal application outcomes despite having the same attainment at Key Stage 4 and Key Stage 5 as another student**.** According to the OfS EORR, admissions practices, including the evaluation of personal statements, interviews, and entrance exams, as well as the application process itself, can influence this. This risk may not pertain to LSME, as our courses are not classified among the highly sought-after subjects. In spite of that, our admission process includes interviews, personal statements, and initial assessments in numeracy and literacy, which are intended to ensure that applicants are ready for the academic demands of higher education, rather than as a method for selecting or rejecting candidates. We will continue to monitor how our application process may impact access to LSME courses over the life cycle of this plan.
EORR Risk 11 - **Capacity Issues:** Students may not have equal opportunity to access limited resources related to higher education, such as suitable accommodation. This could disproportionately affect those without the financial resources or wider support to react appropriately. In terms of the provision of suitable accommodation, this risk will not be considered through this APP as we cater mainly for prospective students within the local community and surrounding areas**.** However, as we plan to expand our curriculum to cater to the needs of more students, we will also have to improve our capacity to deliver the new programmes**.**

2.5 OTHER CHALLENGES

a. Small Datasets

When deciding which risk areas to concentrate on in this APP, we took into account our small dataset limiting our capacity for comprehensive data analysis and statistical significance. This constraint also impacts our ability to make accurate assessments and interpretations, particularly when examining disaggregated data and intersections of various characteristics. Nevertheless, we have conducted evaluations and provided insights from our specific contexts where appropriate.
Inadequate numbers of Students eligible for Free School Meals (FSM), Care Leavers, Young carers and Refugees

Our dataset shows that LSME does not have adequate numbers of students in the above category and provide a meaningful analysis of how the perceived risks to equality of opportunity affect these groups of students. However our outreach efforts, although directed to all disadvantaged students, will closely monitor these categories carefully to access the impact of our proposed intervention on their access and success in Higher Education.

3. STRATEGIC OBJECTIVES

Through our assessment of performance as detailed in Annex A, we have identified several indications of risks. Our APP will address a number of targets of these indications of risks to equality of opportunity through activities embedded across the student lifecycle.
A detailed breakdown of the strategic objectives is shown in the table below:

Reference	Objectives	Intervention Strategy
PTA_1 PTA_2	Objective: To support access and pathways to HE and to LSME for individuals from TUNDRA Quintile 1 and 2 neighbourhoods in Redbridge, Havering, Barking and Dagenham and surrounding areas achieving a steady increase in participation from 18.2% to 30% by 2029 and To support access and pathways to HE and LSME for disadvantaged school children by supporting the attainment of GCSE Maths and English for 50 eligible children per year in the target population over the next 5 years.	IS1, IS2

PTA_3	Objective: To improve access to HE and to LSME for disabled students achieving a 10% enrolment of disabled student by the 2028-29 Academic Year.	IS1, IS2
PTA_4	Objective: To improve access to HE and to LSME for disadvantaged young people achieving a 15% enrolment by 2028-29 Academic Year.	IS1, IS2
PTS_1	Objective: To eliminate the attainment gap of -23pp between students from the IMD quintile 1 and quintile 4 and 5 by 2028-29 Academic Year	IS3
PTS_2	Objective: To reduce the existing continuation gaps between our young and mature learners (-16pp) by 50% (-8pp) in the next five years.	IS3
PTP_1	Objective: To improve student progression among all LSME students from 45.6% to 70% in the next 5 years.	IS4

Table 2: Strategic objectives

4. INTERVENTION STRATEGIES AND EXPECTED OUTCOMES

Our intervention strategies comprise of various projects, initiatives and activities, some of which are ongoing activities that we plan to continue to deliver and evaluate throughout the Plan's duration. The strategies are designed to address identified risks to equality of opportunity and achieve the objectives outlined above. Each activity has been mapped using a theory of change model, following the template and guidelines produced by TASO.

4.1 PUBLICATION PLAN

Summary of publication plan	
Format of findings	**When findings will be shared**
We will produce an annual summary progress and review report, which will: Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes. Capture learning and insights that inform practice improvements and any appropriate changes and developments. Highlights and themes from this report will be shared online, for example through our website / the website of our collaborating partners and consultants (e.g. SEER website.	Progress 'highlights' will be shared annually
We will produce an 'Evaluation To Date' or an 'End of Project' Report (whichever is relevant) capturing all evaluation and findings, disseminated online via our website and the SEER website, and via channels mentioned below where appropriate.	4 years on from Plan commencement (Autumn/Winter 2028) and/or at the conclusion of projects.
We will also contribute at conferences and through workshop and events hosted by our networks such as SEER, AccessHE, NECCL, LBBD NEET Providers Forum, AGCAS etc.	At minimum every 2 years, starting from 2025-26
We will contribute to other calls for evidence, such as through TASO or publish our relevant findings from empirical research in academic journals.	As they arise, at minimum every 2 years.

Table 3: Summary publication of the Plan

4.2 INTERVENTION STRATEGIES

4.2.1 Student Access

LSME has used evidence-based practices to effectively assist target learners in accessing higher education. These strategies are multi-faceted, addressing specific barriers commonly faced by these groups, including financial hardship, competing responsibilities, and external pressures. Our students Access activities have several components which are summarised below:

a. LSME-Inspire Outreach Project

The first initiative is geared towards creating more opportunities for access to HE and to LSME for low participating TUNDRA Quintile1 neighbourhood in Redbridge, Barking and Dagenham, Havering and surrounding boroughs and to improve attainment in secondary education for the local schools in target

population. We also plan to improve aspiration and motivation for higher education for disadvantaged young people in our local community. This is intended to support their access to higher educational institutions of their choice or to LSME. We also intend to create more accessible options and pathways to higher education in LSME for the range of students within our target population. The final component of the Access intervention is to review existing pathways for higher education for our underrepresented students. This is shown in the intervention strategy (IS1) in Table 4.

b. Evidence Base and Rationale For IS1

The rationale for these interventions is to widen participation in higher education and reduce the attainment gap for pupils from disadvantaged areas across LSME's local community to prevent its long term impact on social mobility. This risk has been identified from EORR **(**Risks 1, 2 and 3)[15]; the TASO report on attainment raising[16] as well as the school performance data in Redbridge and surrounding boroughs[17]. Evaluating the effectiveness of targeted attainment raising interventions in young school children is quite complex. Consequently, it is not surprising that studies are yet to establish a direct causal link between outreach intervention activities and student performance or achievement[18] although there are strong positive associations between student engagement in several types of academic interventions and subsequent access, retention, attainment and/or employment outcomes[19] [20] [21] [22]. This complexity arises given the multitude of intervention initiatives or engagements occurring at the same time from both in and out of school. We conducted an assessment of the impact of the LSME-Inspire Project in the 2022-23 Academic Year with support from SEER Applied Inspiration. The main findings from our analysis indicate that 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 might have an attainment raising effect which may be due not so much to receiving subject and Key Stage specific academic support, but simply to providing learners with the extra support with their studies. 'Inspire' did not result in a significant 'grade increase' but boys were 11% more likely to meet their 'grade outcome' (i.e. achieve their desired grade at GCSE and A level), and 9% more likely to experience a 'grade increase', i.e. raise their grade from pre 'Inspire' levels compared to girls[23]. This and other existing evidence seeks to examine the effect of a bundle of components and our understanding of which elements of multi-intervention outreach are most effective is still emerging. Our internal qualitative review of the Never-Too-Late-To-Learn project suggested that disadvantaged individuals in our community are very hard to reach and most often disengaged from the available support in the community. Despite our challenges in meeting our ambitious targets, we strongly believe that a change in our approach is warranted. Evidence from research conducted by The National Institute of Adult Community Education (NIACE) suggests that the use of trusted intermediaries to contact people informally in their own neighbourhoods and specifically tailoring interventions to their individual needs has worked[24]. Related evidence has also shown the importance of career education and guidance in improving access to higher education[25] [26]. Evidence from TASO (2023) also suggests the impact of transitioning disabled learners into HE.[27]

[15] https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/equality-of-opportunity-risk-register/
[16] https://cdn.taso.org.uk/wp-content/uploads/TASO-attainment-raising-typology-and-rapid-evidence-review.pdf
[17] https://www.compare-school-performance.service.gov.uk/schools-by typestep=defaulttable=schoolsregion=geographic=lafor=secondary
[18] Anthony, A., 2019. 'What works' and 'what makes sense' in Widening Participation: an investigation into the potential of university-led outreach to raise attainment in schools. University of Kent (United Kingdom)
[19] Mannion, J. and Mercer, N. (2016). Learning to learn: improving attainment, closing the gap at Key Stage 3, *The Curriculum Journal*, 27(2), pp. 246-271.
[20] Gartland, C (2015). Student ambassadors: 'role-models', learning practices and identities, B*ritish Journal of Sociology of Education*, 36(8), pp. 1192-1211.
[21] Education Endowment Foundation (EEF) (2014) Reading at the Transition. Interim Evidence Brief. June 2014, London: EEF.
[22] Strand, S. (2014). School effects and ethnic, gender and socio-economic gaps in educational achievement at age 11. *Oxford Review of Education*,40(2), 223-245.
[23] LSME Impact Report 2022-23- *Unpublished data*.
[24] NIACE, 2014. Reaching-and-engaging-disadvantaged-groups-in-community-learning.pdf https://learningandwork.org.uk/wp-content/uploads/2020/05/Reaching-and-engaging-disadvantaged-groups-in-community-learning.pdf
[25] Hughes, D., Mann, A., Barnes, S. A., Baldauf, B., & McKeown, R. (2016). Careers Education: International Literature Review. EEF.
[26] Thompson, D. W. (2020). Aspirations and ambiguities – the need for focused IAG for school pupils considering progression to higher education (HE). Journal of Further and Higher Education. 44(7), 911-924.
[27] TASO (2023) What works to reduce equality gaps for disabled students. https://taso.org.uk/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students.pdf

c. Intervention Strategy 1 (IS1): LSME Outreach Projects: Targeting TUNDRA Quintiles 1 and 2 Neighbourhoods, Supporting Success in Secondary Education and Improving Aspiration and Motivation

Risks to equality of opportunity	**EORR-Risk 1 (insufficient knowledge and Skills for HE) , 2 (Insufficient Information and guidance on HE) , 3 and 5 (Limited course provision and limited provision mode)**
Objectives	To support access and pathways to HE and to LSME for individuals from TUNDRA Quintile 1 and 2 neighbourhoods in Redbridge, Havering, Barking and Dagenham and surrounding areas achieving a steady increase in participation from 18.2% to 30% by 2029 and To support access and pathways to HE and LSME for disadvantaged school children by supporting the attainment of the GCSE Maths and English for 50 eligible children per year in the target population over the next 5 years. To improve access to HE and to LSME for disabled students achieving a 10% enrolment of disabled student by the 2028-29 Academic Year. To improve access to HE and to LSME for disadvantaged young people achieving a 15% enrolment by 2028-29 Academic Year.
Targets	PTA_1, PTA_2, PTA_3, PTA_4

Activity	**Inputs**	**Outcomes**	**Evaluation**
Establish **Outreach Team** to identify target population and develop partnership agreement and determine APP activity plan.	APP staff	Intermediate outcomes: Effective (targeted, positive, structural, sustainable) relationships and partnerships. Identification of mutual goals and expectations. Outcomes: Collaboration to design and agree the details, content and delivery processes/ schedules of Activities 2 and 3, below. Identification and uptake of opportunities to further develop and improve collaborative practice to achieve the objectives. Deepening understanding and insights of the challenges, barriers and what works for target groups, to improve practice.	Process Evaluation: Data Analysis: Number and % of pupils at partner schools and colleges with target characteristics. (T1) Output analysis: the number of schools /colleges in a relationship. (T1) Impact Evaluation: Surveys and focus groups or interviews with partners to: Understand the effectiveness of the relationship and whether agreed goals/expectations were met. (T1, T2) Identify further opportunities. (T2) Draw out deeper understanding about challenges and what works. (T1, T2) Surveys include a baseline survey and thereafter surveys each Academic Year to measure changes and development of the partnerships. Comparative analysis of data over the surveys will determine how the activity has met the intended outcomes over time. (T2) Up to 5 semi-structured interviews or focus groups will be held every two years (from 2026-27) to explore key themes. (T1, T2) Development of 2-3 school/college partner case studies. (T1, T2)

Activity	Inputs	Outcomes	Evaluation
LSME-Inspire project. Delivery of one to one academic support for GCSEs and A level.	Qualified GSCE tutors with relevant subject knowledge from 'My Tutor platform' or similar others	Short term outcomes Improvement in Strategies for learning and practical understanding of GCSE and A level, Maths and English. Intermediate outcomes GCSE and A level attainment in Maths, English and Science. Longer-term Outcomes Applications to HE, Offers from HE providers, Enrolments in HE providers of their choice. Improved HE participation in TUNDRA Q1 and 2 neighbourhoods.	Process Evaluation: • Data Analysis: Number and % of pupils at partner schools with target characteristics. (T1) • Output analysis: the number of students involved in Inspire Project at schools /colleges with target characteristics. (T1) Impact Evaluation: • Surveys and focus groups/interviews with schools: o Understand the effectiveness of the Inspire Project (T1, T2) o Draw out deeper understanding about challenges and what works. (T1, T2) • Surveys with mentees to understand the effectiveness of the project (T2) • Baseline and post event assessment results. Comparative analysis of data will determine how the activity has met the intended outcomes over time. (T2) • Development of 2-3 school/college partner case studies. (T1, T2)
Deliver personalised Career mentoring support for school children via the **LSME-Inspire Project.**	Trained career advisors and mentors from Partner institutions such as AccessHE. LSME Ambassadors	Intermediate outcomes Improved cognitive and metacognitive outcomes. Improved self-perceptions about academic abilities and confidence. Improved sense of belonging in HE /pathways to HE. Increased knowledge and awareness of HE. Increased knowledge of HE pathways and the HE application process. Increased knowledge of financial support and student loans. Improved confidence and preparation for HE selection process. Improved soft skills such as team working and public speaking Longer-term Outcomes Improved creative skills. Applications to HE. Offers from HE providers.	Process Evaluation • Data analysis: Number and % of pupils attending activities with target characteristics (T1). • Output analysis: the number of activities delivered (T1). • Post-activity polls gathering stakeholder (practitioner and students) experiences and perceptions (T2). • Impact Evaluation • Annual end-of-year participants Survey exploring experience and outcomes • Annual end-of-year Teacher/Staff/ Practitioner Survey exploring: (a) perceptions of achievement of interim outcomes for participants; and (b) interim outcomes for practitioners (T2). • 2-3 student focus groups per annum from 2025-26, to explore themes from surveys (T2). • (Y12-13 cohorts) Data Analysis: Number and % of participants: • Applying to HE / LSME • Engaging with the LSME community

Activity	Inputs	Outcomes	Evaluation
		Enrolments in HE.	• At present, we do not have a mechanism for tracking student enrolments into HE, particularly due to the associated costs. We will explore this collaboratively with our SEER partners in 2024-25.
LSME HE Transitions Workshop for out of school disadvantaged young and mature people in our target population. These workshops will cover information and guidance on HE, taster session, HE application process, entry requirements, Courses on offer, including personalised career advice and guidance. .	APP staff, Student ambassadors, trained career advisors and mentors from voluntary groups from our partner institutions.	**Short and Intermediate outcomes:** Develop 'soft skills' including building resilience, confidence, and motivation. Improved self-efficacy and attitude to learning. Improvement in HE expectation and knowledge to enable them apply to HE institutions of their choice Improved knowledge and awareness of HE Improved knowledge of HE application process. **Long-term outcomes** Application to HEs Offers from HE providers, Enrolments in HEPs of their choice or LSME.	Process Evaluation: Data Analysis: Number and % of participants engaging and % of participants with target characteristics. (T1) Output analysis: Number of sessions run. (T1) Some post activity polls gathering participant experience and perceptions. (T2) Impact Evaluation: Number and % of participants who enrolled in HE. Baseline and annual participant survey exploring perceptions and confidence in respect of academic skills. (T2) 2-3 participant focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys. (T2) Data Analysis: Workshop continuation and completion rates by target groups. (T2) If possible: Comparative analysis of outcomes (continuation, completion, attainment) between students who have engaged with workshops and those who have not. (T2 and T3)
LSME Disability Outreach project on bridging the transition from SEND Sixth form to HE or Further Education in partnership with special needs schools.	APP staff, Student ambassadors, Trained SEND coordinators.	Intermediate outcomes • Improved soft skills • Improved cognitive and metacognitive outcomes. • Improved self-perceptions about academic abilities and confidence. • Improved sense of belonging in HE /pathways to HE. • Increased knowledge and awareness of HE. • Increased knowledge of HE pathways and the HE application process. • Increased knowledge of financial support and student loans. • Improved confidence and preparation for HE selection process. • Improved soft skills such as team working and public speaking Longer-term Outcomes • Improved creative skills. • Applications to HE. • Offers from HE providers.	Process Evaluation • Data analysis: Number and % of pupils attending activities with target characteristics (T1). • Output analysis: the number of activities delivered (T1). • Post-activity polls gathering stakeholder (practitioner and students) experiences and perceptions (T2). • Impact Evaluation • Annual end-of-year Teacher/Staff/ Practitioner Survey exploring: (a) perceptions of achievement of interim outcomes for students; and (b) interim outcomes for practitioners (T2). • 2-3 student focus groups per annum from 2025-26, to explore themes from surveys (T2). • (Y12-13 cohorts) Data Analysis: Number and % of participants: • Applying to HE / LSME • Engaging with the LSME community

Activity	Inputs	Outcomes	Evaluation
		• Enrolments in HE.	At present, we do not have a mechanism for tracking student enrolments into HE, particularly due to the associated costs. We will explore this collaboratively with our SEER partners in 2024-25.

Table 4: Intervention Strategy 1 (IS1): LSME Outreach Projects

Intervention Strategy 2: Expansion of Curriculum: Creating more Accessible Options for Disadvantaged people

LSME plans to develop and expand new pathways, to support target students enter and succeed within higher education. This includes consideration of programmes of study, course and curriculum content; and modes and methods of study. We also plan to reach a wider range of audiences by adding new courses. We also propose to introduce new courses that align with the Lifelong Learning Entitlement (LLE) proposed by the Government, the College has the opportunity to develop courses that will retrain or upskill individuals. As such modular courses with standalone accreditation or combined into a full one year programme of study which can contribute towards the attainment of an undergraduate honours degree will be considered. This will provide more flexibility and a clear transition for mature and young disadvantaged learners entering HE for the first time. LSME provides a contextual admissions process that evolves annually to better serve applicants. With this, the entry requirements are designed to be flexible, particularly for our target students. With the addition of new modular courses, students will gain greater flexibility to choose from various course levels. These levels can be adjusted even after application, ensuring each student is placed in the course that best matches their academic abilities and interest and maximizes their chances of success. Our Integrated Foundation Year studies, developed in direct response to improving the participation rates of underrepresented and disadvantaged learners, provide a broad core curriculum, for students to build transdisciplinary academic learning skills required to progress onto full degree programmes. Learners from underrepresented and deprived backgrounds have benefited from this approach. A further review of this initiative is proposed within this Plan to access how the Foundation Year has supported students to build a social capital for HE and improved their exposure to a range of disciplines and HE learning experiences, to make informed choices and build their confidence and effective learning and study skills. This intervention strategy is summarised in Table 5 (IS2) below and further details are shown in Annex B.

a. Evidence Base and Rationale for IS2

These intervention projects are in response to EORR - risk 3, 4 and 5, which suggest significant gaps in access to higher education between socially disadvantaged and their peers and a poor perception of higher education due to limited course options and challenging admission process for disadvantaged students[28] [29]. Although LSME generally performs above the national average in enrolling global majority ethnicities and mature students, our performance in attracting young people and disabled students has been below average **(Annex A - Assessment of Performance)**, prompting the need to introduce further interventions to improve access to disadvantaged individuals within the local community. Feedback from prospective candidates have confirmed that our limited range of courses is a deterrent for many prospective students, particularly the disadvantaged students in the local community. A reduction in options for mature students have seen a sharp sector-wide decline in mature students undertaking part time courses. There is compelling evidence from our internal data indicating that a significant majority of Foundation Year students are indeed progressing to higher education, and this proportion is on a positive upward trajectory since the beginning of the programme. The increase in the rates of continuation of the Foundation Year students to level 4 study from 87.4% in the 2021-22 Academic Year to 90.4% in 2022-23 [30] is likely a result of our sustained efforts in student engagement. Evidence from research also confirms the impact of the use of contextual admissions to support access for disadvantaged students[31]. The OfS has shown that part-time options benefited mature students and other groups such as younger students who wanted to reduce course intensity because of disability or child birth[32].

[28] Boliver V. (2016) 'Exploring Ethnic Inequalities in Admission to Russell Group Universities'. Sociology. 2016 Apr;50(2):247-266. doi: 10.1177/0038038515575859. Epub 2015 May 12. PMID: 27904229; PMCID: PMC5117128.
[29] Campbell, S., Macmillan, L., Wyness, G., Bryson, A., Stokes, L., & Wilkinson, D. (2019) 'Mismatch in higher education: prevalence, drivers and outcomes'
[30] LSME APP Impact Report-2022-23 (unpublished)
[31] Boliver, V.; Gorard, S.; Siddiqui, N. (2015) 'Will the Use of Contextual Indicators Make UK Higher Education Admissions Fairer?' Educ. Sci. 2015, 5, 306-322. https://doi.org/10.3390/educsci5040306
[32] OfS, 2021. Improving Opportunity and Choice for Mature Students. https://www.officeforstudents.org.uk/publications/improving-opportunity-and-choice-for-mature-students/

b. Intervention Strategy 2 (IS2): LSME Expansion of Curriculum - Creating more Accessible Options for Disadvantaged People

Risks to equality of opportunity	**EORR-Risk 3 (limited course provision)**
Objectives	To improve access to higher education and to LSME for disabled students achieving a 10% enrolment of disabled student by the 2028-29 Academic Year. To improve access to higher education and to LSME for disadvantaged young people achieving a 15% enrolment by 2028-29 Academic Year.
Targets	PTA_3, PTA_4

Activity	Inputs	Outcomes	Evaluation
Improved flexibility in existing programmes: Introduce hybrid and/or part-time options for the existing courses over the next 5 years for students who are time-pressured and cannot commit to full time study.	Enhance our technology for hybrid teaching. Trained teachers for hybrid delivery. Curriculum developers for online courses. Resources and infrastructure development.	**Intermediate Outcomes** Improved choice of course type and delivery mode, lowering barriers to access for target groups Increased flexibility, making degrees more accessible and affordable for target groups **Longer-term Outcomes** Applications to degree courses Enrolment on degree courses Improved Continuation, Attainment (Awarding), and Completion for target groups	**Process Evaluation** Data Analysis: Number and % of pupils applying and enrolling to new courses with target characteristics (T1). Output analysis: review of the changes in provision to accommodate part time and flexible modules of teaching (T1) **Impact Evaluation** • Surveys and focus groups or interviews with students and BIMM stakeholders to: • Understand the effectiveness of the new provision and whether expectations were met. (T1, T2) • Identify further opportunities for continuous improvement. (T2) • Draw out deeper understanding about challenges and what works. (T1, T2) Student continuation, completion attainment (awarding) and success of new course delivery mode students (T2)
Expanding the curriculum LSME plans to develop short term modular programmes in Business, Health and Social Care, Tourism and Hospitality, Education and Training, Graphic Design, Software Development etc.	Curriculum developers for modular programmes. Resources and infrastructure development. Academic staff with relevant qualifications and skills.		
Foundation Year study To academic skills and give students a broad understanding (a 'foundation') of the subject area, as well as building confidence ahead of starting a three year undergraduate degree.	Academic staff time		

Table 5: Intervention Strategy 2 (IS2): Curriculum expansion

4.2.2 Intervention Strategy 3: Student Success (Continuation, Completion and Attainment)

We are proposing the following interventions for student success, including a comprehensive induction of new students, a year-round comprehensive teaching and learning support and curriculum support including;

- Individual learning plans and term-wise reviews
- Additional learning support and weekly tutorial reviews
- Reasonable adjustments for disabled students
- Inclusive teaching and learning practice
- Student mentors for students at risk of dropping out
- Reducing stress and maximising Mental Health and wellbeing activities
- Provision of financial support for eligible students

These interventions are chosen to improve the continuation rate for young students and to close the attainment gaps between students from the most and least deprived backgrounds (IMD Q4-5 vs. Q1) and the Asian and Black global majority student and their white peers. These groups encounter distinct barriers to success, resulting in varying outcomes as previously noted. The strategies as shown in Table 6 **(IS3)** below.

a. Evidence Base and Rationale for IS3

Mature learners at London School of Management Education have enjoyed continuously increasing rate of achievement of First or 2:1 degree outcomes between 2016-17 and 2021-22. In the latest year (2021-2022), outcomes for mature learners reached 64.7%; an increase of 37.4pp compared to the earliest annual data available from 2019-2020. While this increase in attainment for mature learners is promising, the most recent four years aggregate data shows an attainment gap of -18.6 pp compared to the sector average. Besides, LSME students from IMD Q1 neighbourhoods are at higher risk of achieving below the level of their Q4 peers. Likewise, there are significant gaps in attainment between the Asian and Black Global Majority individuals and their white peers. Hence this intervention strategy is aimed to reducing all existing gaps in attainment between these distinct groups of students. A study comparing retention rates for Black students who participated in the African American Student Network with those who did not, demonstrated that the network participants were retained at a significantly higher rate than randomly selected non-network African American students due to improved sense of belonging in HE[33] while there is evidence suggesting that recreational activities improved student success[34]. Research demonstrates that students with continued participation in extra-curricular activities show greater persistence in goal pursuits[35]. A qualitative research findings also underscore the importance in developing social competencies that help individuals problem-solve and adapt in a complex world[36]. Research evidence also underscores the importance of ILPs in developing clear career and academic paths for learners.[37] While these papers have not conclusively shown a causal link between the interventions and the expected outcomes, they do identify valuable correlations and associations. The risk to mental health has been identified from the following data sets; Equality of Opportunity Risk Register - Office for Students (Risks 8); the OfS insight brief insight-brief-mental-health-are-allstudents-being-properly-supported.pdf, and LSME Student Welfare Report (2022-23

[33] Grier-Reed, T., Arcinue, F., & Inman, E. (2016). The African American Student Network: An Intervention for Retention. Journal of College Student Retention: Research, Theory & Practice, 18(2), 183-193. https://doi.org/10.1177/1521025115584747

[34] Danbert, S. J., Pivarnik, J. M., McNeil, R. N., & Washington, I. J. (2014). Academic Success and Retention: The Role of Recreational Sports Fitness Facilities. Recreational Sports Journal, 38(1), 14-22. https://doi.org/10.1123/rsj.2013-0010

[35] Guilmette, M., Mulvihill, K., Villemaire-Krajden, R., & Barker, E. T. (2019). Past and present participation in extracurricular activities is associated with adaptive self-regulation of goals, academic success, and emotional wellbeing among university students. Learning and Individual Differences, 73, 8-15. https://doi.org/10.1016/j.lindif.2019.04.006

[36] Whiteside, M., Bould, E., Tsey, K., Venville, A., Cadet-James, Y., & Morris, M. E. (2017). Promoting Twenty-first-century Student Competencies: A Wellbeing Approach. Australian Social Work, 70(3), 324–336. https://doi.org/10.1080/0312407X.2016.1263351

[37] Solberg, S., Martin, J., Larson, M., Nichols, K., Booth, H., Lillis, J. and Costa, L., 2018. Promoting Quality Individualized Learning Plans throughout the Lifespan: A Revised and Updated" ILP How to Guide 2.0". *National Collaborative on Workforce and Disability for Youth*.

Academic Year). Our intervention on mental health has also drawn on key findings from systematic reviews on the benefits of light recreational activities, computer-based interventions and mindfulness-based interventions[38] [39] [40]. Financial difficulties have also been linked to mental health problems among students[41]. Research evidence shows that the provision of financial support do have a positive impact on attainment for underrepresented students[42]. From 2019 to date, we have continued to improve on how we provide financial support to eligible students identified under our existing AP Plan. We have evaluated the impact of the financial support to our students using type 1 evaluative tools in which students have indicated that the financial support has supported their continuation on their course[43]. In relation to the cost-of-living crisis, it is important for LSME to consider additional grants for students and enhance the provision of financial support to those who need it most.

[38] Worsley JD, Pennington A, Corcoran R. Supporting mental health and wellbeing of university and college students: A systematic review of review-level evidence of interventions. PLoS One. 2022 Jul 29;17(7):e0266725. doi: 10.1371/journal.pone.0266725. PMID: 35905058; PMCID

[39] Breedvelt, J.J.F., Amanvermez, Y., Harrer, M., Karyotaki, E., Gilbody, S., Bockting, C.L.H., Cuijpers, P., & Ebert, D.D. (2019). The effects of meditation, yoga, and mindfulness on depression,anxiety, and stress in tertiary education students: *A meta-analysis. Frontiers in Psychiatry,10, 1-15.*

[40] Davies, B.E., Morriss, R., & Glazebrook, C. (2014). Computer-delivered and web-based interventions to improve depression, anxiety, and psychological well-being of university students: A systematic review and meta-analysis. Journal of Medical Internet Research, 16(5), 1-24.

[41] McCloud T, Bann D, (2019) Financial stress and mental health among higher education students in the UK up to 2018: rapid review of evidence. *J Epidemiol Community Health* 2019;73:977-984

[42] Ilie, S., Horner, A., Kaye, N. & Curran, S. (2019). Financial support evaluation research report: Financial support and undergraduate outcomes in the University of Cambridge. Available online at: https://www.cao.cam.ac.uk/financial-supportand-undergraduate-outcomes-2019

[43] LSME Access and Participation Impact Report-2022-23 (Unpublished data).

b. Intervention Strategy (IS3): Student Success, Continuation and Attainment

Risks to equality of opportunity	**EORR-Risk, 6 (insufficient academic support), 7 (insufficient personal support) 8 (Mental health support) and 10 (cost pressures)**
Objectives	To eliminate the attainment gap of -23pp between students from the IMD quintile 1 and quintile 5 by 2028-29 Academic Year. To reduce the existing continuation gaps between our young and mature learners (-16pp) by 50% (-8pp) in the next five years.
Targets	PTS_1, PTS_2

Activity	Inputs	Outcomes	Evaluation
Comprehensive induction: **Unlock Your HE Potential'** Workshop	Qualified academic and non-academic staff time	**Intermediate outcomes** Improved student emotional and mental wellbeing throughout the student journey Student's financial, social and academic needs are supported. Students able to participate in various academic and social facets of university life (positively impacting sense of belonging). **Outcomes** Increased continuation and completion rates for target students. Increased attainment rates for target students.	**Process Evaluation:** Data Analysis: Number and % of students engaging and % of students with target characteristics. (T1) Output analysis: Number of sessions run. (T1) Some pre and post activity polls gathering student experience and perceptions. (T2) **Impact Evaluation:** Baseline and annual student survey exploring perceptions and confidence in respect of academic skills. (T2) 2-3 student focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys. (T2) Data Analysis: continuation and completion rates by target groups. (T2)
Provision of a **comprehensive teaching and learning support** throughout the year on student class days, including additional learning support, weekly tutorial and curriculum support (industry visits role play scenarios.	Trained advisors and mentors Qualified academic staff and personal tutors	**Short term outcomes** Improvement in overall student experience Improvement in student engagement Improvement in the understanding of the curriculum A strong sense of agency in all teaching staff to make AP interventions in their classrooms **Intermediate outcomes** Higher continuation and completion rates for target students Incremental improvement in degree outcomes for target groups Incremental improvement in completion for target groups **Longer-term Outcomes**	**Process Evaluation:** • Data Analysis: Number and % of students engaging and % of students with target characteristics. (T1) • Some post activity polls gathering student experience and perceptions. (T2) **Impact Evaluation:** • Baseline and annual student survey exploring perceptions and confidence in respect of academic skills. (T2)

Activity	Inputs	Outcomes	Evaluation
		Improvement in HE attainment with elimination of significant gaps between target groups. Improved good degree awards for target groups · Improved completion for target groups	• 2-3 student focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys. (T2) • Data Analysis: continuation and completion rates by target groups. (T2) • Survey analysis: Trained advisors, mentors, personal tutors survey exploring perceptions and impact of support
Development of **Individual Learning Plans (ILP**) and term-wise reviews conducted on class days.	Qualified academic and non-academic staff time	**Intermediate Outcomes** • Improved student motivation and engagement in learning. • Improved student self-perceptions about academic abilities, confidence and belonging. • (Tutors) Improved understanding of student experiences and challenges affecting student outcomes; and in-curricula strategies for effective support. **Outcomes** • Improved continuation rates for target students. • Improved completion and attainment rates for target students.	**Impact Evaluation** • Enhanced review of ILP's exploring student experiences and feedback. (T2) • Data Analysis: continuation rates for target students. • Data Analysis: completion and attainment rates for target students.
Student mentoring scheme: a befriender service to support those at risk of dropping out.	Trained student mentors.	**Short term outcomes** Improvement in sense of belonging. Improvement in engagement and participation in higher education. Improvement in mental health and wellbeing of students. Reduction in academic work related stress **Intermediate outcomes** Higher continuation and completion rates for target students **Longer-term Outcomes** Improvement in HE attainment with elimination of significant gaps between groups.	**Process Evaluation** • Data Analysis: Number and % of students engaging with mentoring and % with target characteristics (T1). • Some post-project polls gathering student experience /perceptions (T2). **Impact Evaluation** Data Analysis: continuation and completion rates by target groups (T2).

Activity	Inputs	Outcomes	Evaluation
'Mind Mastery: Thriving Beyond the Classroom' **Embed extra-curricular employability-related activities** that can enhance attainment in the scheduled time table to allow all students to participate	Trained staff for all extra-curricular activities.	**Short term outcomes** Improvement in engagement and participation in higher education. Reduced Stress and Anxiety Enhance communication skills **Intermediate outcomes** High continuation and completion rate **Longer-term Outcomes** Improvement in HE attainment with elimination of significant gaps between groups.	**Process Evaluation** • Data Analysis: Number and % of students engaging and % of students with target characteristics (T1). • Output analysis: Number of sessions run (T1). • Some post-activity polls gathering student experience and perceptions (T2). **Impact Evaluation** • Baseline and annual student survey exploring perceptions and confidence in respect of career development and management / employability skills and professional networks (T2). • 2-3 student focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys (T2). • Data Analysis: continuation and completion rates by target groups (T2). • Data analysis: progression into employment and into highly skilled employment or post-graduate study pathways for target students (T2). • *If possible:* Comparative analysis of outcomes (attainment, progression) between students who have engaged with the activities and those who have not (T2 and T3).
Provision of means tested Financial support to eligible students in the form of bursaries, fee waivers and hardship fund**.** **Implement new funding opportunities, to support target students facing financial difficulty** (to purchase equipment or to pay for a disability assessment test, provision of travel vouchers and to pay for the cost of disability assessment test).	APP Staff time Additional cost to SLC to administer financial support to students	**Intermediate outcomes:** Improved student emotional and mental wellbeing, linked to financial security. Student's financial needs are supported. Students able to participate in various academic and social facets of university life (positively impacting sense of belonging). Job/ income pressure is decreased. **Long term Outcomes:** Increased continuation and completion rates for target students. Increased attainment rates for target students.	**Process Evaluation** **Data Analysis:** Number and % of students receiving fee waivers and bursaries (T1), analysed by student characteristics. **Output Analysis:** Total spend on fee waivers and bursaries, including by student characteristics. (T1) Poll gathering bursary/ fee waiver holder's experience and perceptions (students and staff) of the process / allocation. (T2) **Impact Evaluation** As per relevant parts of the OfS Evaluating the Impact of Financial Support toolkit, every two years from 2024-25.

Activity	Inputs	Outcomes	Evaluation
Encourage students via EEH to take up part time jobs			
'EDI Principles in Practice' Support application for Disabled Student Allowance depending on the type of disability). Use of a range of learning resources that meet individual needs. Regular staff training on EDI principles. Staff training on disabilities such as autism and dyslexia	Academic staff time. Trained staff on dyslexia and autism awareness. Services of SEND Coordinator / Study skills coordinator if necessary.	**Intermediate outcomes** Increased awareness of mental health support. Increased number of disclosures of mental health difficulties. Increase in referrals for mental health support. Improved student emotional and mental wellbeing, linked to ability to obtain DSA support. Student needs are supported. Intermediate outcomes · Improved academic staff fluency and confidence in anti-racist and decolonial theory, disability justice, and cultural theory as applicable to their classrooms. · **Longer-term Outcomes** Improved self-perceptions about academic abilities and confidence. Students are personally and appropriately supported with study. Improved module / assessment grades. Improved continuation, completion, and attainment rates for disabled students.	**Process Evaluation** Data Analysis: Number and % of pupils engaging with service and % with target characteristics (T1). Output analysis: Number of sessions run (T1). Data analysis: Analysis of DSA applications, by student characteristics (T1). **Impact Evaluation** Baseline and annual student survey exploring student mental and emotional wellbeing (T2). 2-3 student focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys (T2). Annual end-of-year Staff Survey exploring confidence in providing coaching and perceptions on impact for students (coaches) (T2). Annual end-of-year Staff Survey exploring confidence in EDI and AP areas and in providing effective and tailored student support to meet diverse needs (T2). Data Analysis: continuation and completion rates by target groups (T2). Data Analysis: module attainment and attainment (degree outcome) by target students (T2).
Mental health Support Explore and develop relevant partnerships to increase support available in all aspects of existing support. Improve accessibility to mental health support, communication and training and use of self-help activities (yoga, mindfulness, light recreational sports etc.	Counsellor, Development of mental health resources		

Table 6: Intervention Strategy 3 (IS3): Improving Continuation and Attainment Gap

4.2.3 Intervention Strategy 4: Student Success (Progression)

Our focus is to improve the progression of LSME graduates to employment or further studies as the current estimates present significant gaps in comparison with the sector average. We also aim to reduce the employment gaps between Black and Asian students and their White peers which is in favour of the global majority students. Employment opportunities and advice will be tailored to the individual's needs and personal circumstance. Students will be offered opportunities for more one to one employment sessions if need be. The Employment and Progression Officer will continue to organise career events and employability and interview skills development workshops at least twice a term for all learners at the departmental and non-departmental level. Further details are shown in Table 7 **(IS4)** below and in Annex B.

a. Rationale and Evidence Base for IS4

This work aligns with the OfS approach, which prioritises enhancing progression outcomes for Higher Education graduates. At LSME, there are notable disparities in graduate outcomes compared to the overall HE sector, with significant differences in employment rates between its global majority students and their White peers. This is not surprising as students with lower social capital have historically faced disadvantages in the labour markets[44] [45]. A recent report has concluded that providing graduates with advice and guidance on available careers before and after graduation may limit the extent to which they remain unemployed or rely on low pay jobs to build the necessary experience to enter into their chosen careers[46]. This is particularly important for our target groups. However, HE students have a tendency to overlook the importance of such advice and are not adequately engaged in the career services provided by institutions[47].

At LSME, we have already established the Employability and Enterprise Hub (EEH) which not only supports employability but will also be a catalyst for the growth and sustainability of small businesses to enhance the economic development of the local community. However, some of our students are unable to engage with the portal fully due to their personal commitment. As such our intervention is geared towards embedding employability fully in the curriculum to improve student participation and engagement while in the classroom. LSME will work with its partners (employers) to be creative and ambitious in developing mechanisms and routes for students to gain work experience, including internships, curriculum-based assessments and project-oriented placement opportunities[48]. Studies have demonstrated that team-based employment simulations have a positive impact on life skills development and subject matter expertise[49] and others suggests that students who participate in a practice-based (career learning) and inquiry-based curriculum, and who have helping conversations about their study with their teachers, feel more motivated towards learning, and less likely to quit[50].

The aim is to provide relevant skills to meet the needs of employers and budding entrepreneurs throughout the student life cycle (during their studies and after graduation) and maximise the number of graduates who find suitable jobs. The following dataset has supported the development of this risk. Equality Office for Students (**Risk 12**); Student outcomes: Data dashboard - Office for Students.

[44] Greenbank, P. (2009) 'Re-evaluating the role of social capital in the career decision-making behaviour of working-class students', Research in Post-Compulsory Education, 14(2), pp. 157–170. doi: 10.1080/13596740902921463

[45] Hansen, M., & Pedersen, J. (2012). An examination of the effects of career development courses on career decision-making self-efficacy, adjustment to college, learning integration, and academic success. *Journal of the First-Year Experience & Students in Transition*, 24(2), 33-61

[46] Reardon, R.C., Peace C.S. and Burbrink I.E. (2019) College career courses and instructional research from 1976 through 2019. *Scholarship of Teaching and Learning in Psychology*.available at http://dx.doi.org/10.1037/stl0000254.

[47] AGCAS and Simplicity, (2022) The opportunities and challenges of student engagement in careersand employability provision.available online at https://www.agcas.org.uk/write/MediaUploads/Resources/Research%20and%20knowledge/Symp_22_Student_Engagement_Report_Final.pdf

[48] Reardon, R.C., Peace C.S. and Burbrink I.E. (2019) College career courses and instructional research from 1976 through 2019. *Scholarship of Teaching and Learning in Psychology*.available at http://dx.doi.org/10.1037/stl0000254.

[49] Scheuring, F., & Thompson, J. (2024). Enhancing graduate employability – exploring the influence of experiential simulation learning on life skill development. Studies in Higher Education, 1–15. https://doi.org/10.1080/03075079.2024.2334837

[50] Meijers, F., & Kuijpers, M. (2014). Career learning and career learning environment in Dutch higher education. *Journal of Applied Research in Higher Education*, 6(2), 295-313

b. Intervention Strategy 4 (IS4): Student Progression - Employability and Enterprise Support

Risks to equality of opportunity	**Linked to EORR - Risk 12**
Objectives	To improve student progression among all LSME students from 45.6% to 70% in the next 5 years.
Targets	PTP_1

Activity	Inputs	Outcomes	Evaluation
Embed employability and entrepreneurship activities into the curriculum to ensure all students gain access to employability and enterprise support throughout their life cycle. Activity includes: Use of GraduateFirst portal, Work experience opportunities and Employer engagement forums Continue to use the **GraduateFirst portal** to provide access to a large number of organisations, alumni, students and job opportunities through the online portal.	APP Staff time EEH team staff time Academic staff time. Employer Student Progression Officer Student Employment Officer Employer's time APP staff time Student Engagement Progression Officer staff time.	**Short-term outcomes** Increased access to Employability and Enterprise support via the online hub Increased access to employers in their respective fields. Improvement in networking opportunities for disadvantaged students. Increased access to a range of specific and personalised support **Intermediate outcomes** Increase in number of students acquiring employability and enterprise skills Improved confidence to apply for graduate level jobs. Target groups are supported to develop a Personal Development plan **Long term outcomes** Increase proportion of students taking up graduate level employment and / or further study.	**Process Evaluation** • Data Analysis: Number and % of students engaging and % of students with target characteristics (T1). • Output analysis: Number of sessions run (T1). • Some post-activity polls gathering student experience and perceptions (T2). **Impact Evaluation** • Baseline and annual student survey exploring perceptions and confidence in respect of career development and management / employability skills and professional networks (T2). • 2-3 student focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys (T2). • Data Analysis: continuation and completion rates by target groups (T2). • Data analysis: progression into employment and into highly skilled employment or post-graduate study pathways for target students (T2). • If possible: Comparative analysis of outcomes (attainment, progression) between students who have engaged with the activity and those who have not (T2 and T3).
Work experience / Volunteer or placement opportunities. Partnerships with local businesses.			
Employer engagement forums- Improve the intensity and frequency of these forums.			

Activity	Inputs	Outcomes	Evaluation
NCS Employability workshops - continue with face-to-face development of employability skills with professionals from the NCS. Could be done once a term with term wise review and follow up of students.	Student Engagement and Progression Officer. Career experts from NCS.		
LSME Student Entrepreneurs project - to support a handful of students who want to run their own business to succeed. **Business Pitch Competition** should be organised annually under the umbrella of the Student Entrepreneurs Project.	Employers Student Progression Officer Academic Staff External support from Banks to advice on financial opportunities for start-ups.	**Short and intermediate outcomes** Improved knowledge of the requirements for self-employment Target groups are supported to develop their Business plan **Longer-term Outcomes** Increase proportion of students with start-up businesses	**Process Evaluation** • Data Analysis: Number of projects delivered (T1). • Data Analysis: Number and % of pupils engaging with projects and % with target characteristics (T1). • Some post-project polls gathering student experience /perceptions (T2). **Impact Evaluation** • Data Analysis: continuation and completion rates by target groups (T2).
Strengthening our Alumni to take part in all extracurricular employability activities	Employment Officer Alumni Working Group	**Intermediate outcomes** Improved motivation and engagement in learning and community. Increase help-seeking behaviours Improved self-perceptions about academic abilities, confidence and belonging. Improved mental health and wellbeing. **Longer-term Outcomes** Improved continuation rates for target students. Improved completion rate	**Process Evaluation** • Data Analysis: Number of projects delivered (T1). • Data Analysis: Number and % of pupils engaging with projects and % with target characteristics (T1). • Some post-project polls gathering student experience /perceptions (T2). **Impact Evaluation** • Data Analysis: continuation and completion rates by target groups (T2).
AP target students are offered **travel opportunity** which gives access to international mobility aimed at underrepresented students	Receiving organisation cost. Travel expenses Living expenses	**Short term outcome** Develop employability and networking skills Obtaining international exposure Acquire skills in leadership and teaching **Long term outcomes** improving future job prospects for LSME students	**Process Evaluation** • Data Analysis: Number and % of pupils engaging with Schemes such as Turing and % with target characteristics (T1). • Some post-project polls gathering student experience /perceptions (T2). **Impact Evaluation** • Data Analysis: attainment, continuation, completion and progression rates by target groups (T2).

Table 7: Intervention Strategy 4 (IS4): Student Success (Progression to further study and/or graduate level jobs)

5. WHOLE PROVIDER APPROACH

LSME is committed to improving Access and Success for all underrepresented students and any student facing any form of disadvantage. This includes collaboration and engagement with key stakeholders across the entire institution, ensuring a whole-provider approach. We take a Whole Provider Approach (WPA) to access and participation, which we have considered under this Plan via participation in emerging research on the WPA, working with our SEER colleagues and led by Professor Liz Thomas[51]. We have evaluated our current WPA context and identified areas where we can go further, as part of the commitments in this Plan. The following provides a summary against the key domains in the WPA.

5.1 OUR INSTITUTIONAL JOURNEY

Since implementing the Access and Participation initiative in 2019, LSME has made significant strides in widening access and supporting student success. Our commitment to breaking down barriers and fostering an inclusive learning environment has positively impacted student attainment and accessibility. Reflecting on our institutional journey, we have embraced the principles of the Widening Access and Student Success Maturity Model, evolving our practices to ensure that every student, regardless of background, has the opportunity to thrive. While we are proud of the progress made, we remain focused on continuous improvement to further enhance equity and success for all our learners. To date, we have enhanced our outreach projects, supporting disadvantaged school children in the local community while also strengthening partnerships to advance these efforts in the future. Despite the fact that the majority of our learners come from disadvantaged backgrounds, we have maintained higher-than-average continuation and retention rates. Moving forward, our priorities will be to improve access for students from low-participation neighbourhoods in the local community and to raise the attainment levels for all LSME students.

5.2 OUR INSTITUTIONAL AND SENIOR LEADERSHIP COMMITMENT

Access and Participation is an intrinsic aspect of LSME's key strategies for 2021 to 2026.[52] The leadership is dedicated to ensuring that this plan aligns with our approved and published institutional strategies. Since our previous APP, we have integrated access and participation values into all aspects of our operations. LSME's current Strategic Plan, along with our Teaching and Learning Strategy, is committed to a holistic approach to widening access and participation activities. We believe this approach benefits not only the institution but also the broader community and sector.

The overall responsibility for LSME's Access and participation plan, lies with the College's governing body which is the Board of Directors that include representatives of the student body. The budget for Access and Participation activities is initially prepared by the Head of Access and Participation, then reviewed and approved by the Board of Directors at the start of each financial year. Once approved, the Head of Access and Participation is responsible for managing the funds. A detailed statement of income and expenditure is submitted to the Board of Directors for review at the end of the financial year, contributing to the development of financial statements and reporting to the OfS.
Access and Participation is also an integral part of our staff training agenda approved by the senior management. As such staff receive refresher training that highlights the nature of our target student population and the intervention strategies to be implemented to meet the desired outcomes for our students. Through this Access and Participation Plan, we have engaged all Academic Programme Leaders for the continuation and attainment monitoring activities, identified personnel responsible for its implementation, monitoring and review.
In addition to this, we seek and build partnership with external organisations that support our efforts to improve student outcomes. We work closely with AccessHE, Barking and Dagenham NEET Providers

[51] Thomas, L. (2024) Higher Education Provider enabling environment review tool (version 1). WPA support programme. CRESJ, University of York.
[52] https://lsme.ac.uk/wp-content/uploads/documents/LSME-Strategic-Plan-2021-2026.pdf

Forum, Independent Higher Education (IHE), and National Network for Education of Care Leavers (NNECL) and the Care Leaver's Covenant.

5.3 OUR WPA STUDENT EXPERIENCE: WORKING ACROSS THE STUDENT LIFECYCLE AND EXPERIENCE FOR ALL STUDENTS

Students are engaged in formulating, supporting and evaluating Access and Participation Plan interventions across the College. A full student lifecycle approach is adopted, where widening participation activity is provided from pre-entry to on course success, through to post-graduation progression.

AP is embedded and aligned with all college activities on a day-to-day basis, from admission of new students, induction, enrolment, delivery of sessions, student support and welfare services to the support provided post-graduation. We are a TEF silver provider and have been commended by the QAA for our excellent student support. Irrespective of the demographic profile of our learners our learners are supported to continue and complete their studies and this is reflected in our track record of excellent NSS satisfaction rates which surpass the sector average in all areas. The success in these areas stems from a good level of alignment of EDI and AP principles which are an integral aspect of the ethos and values of the institution as discussed below.

All our past strategic interventions have been embedded in every aspect of the student life cycle. The Access and participation team work closely with the admission team to identify and attract eligible students for our programmes. Our on course provision is a combined effort of the AP committee, Student Welfare and Academic teams and it is offered to all students irrespective of their protected characteristics. The AP committee also work closely with the Access and Progression Officer, Student Support and Engagement Officer, the Employability and Enterprise Hub team and the Alumni Working Group to ensure that the progression targets and objectives are taken into consideration in their daily activities.

In the future, we aim to make data from these groups centrally accessible to both the AP committee and relevant stakeholders. Additionally, we plan to ensure that new academic staff stay engaged with the access and participation agenda through regular refresher training each term.

5.4 ORGANISATIONAL STRUCTURES THAT PRIORITISE AND FACILITATE WIDENING ACCESS AND STUDENT SUCCESS

The Access and Participation (AP) Committee is chaired by the Head of Access and Participation. The committee is supported by the Executive Director, the Principal, representative of the Academic Board, Access and Progression Officer, Student Support and Engagement Officer, Admissions Officer, Student Welfare Officer and a Student Ambassador. The committee is largely responsible for the overall implementation of the Plan from Admissions through to post graduation progression. Hence to ensure a whole institution approach, the AP Committee works closely with the Admissions team, the Academic teams and Alumni Working Group. This committee reports directly to the Academic Board which in turn represents to the Board of Directors.

Our Access and Participation activities also align with key policies in the organisation as suggested in our Institutional strategy and others such as Equal Opportunities, Teaching and Learning, Admission Policy, Marketing strategy and the statement of Inclusiveness and Non-Discriminatory Practice.

Equality and Diversity

APP is embedded in our Equal Opportunities Policy[53] which advocates for an inclusive practice for student recruitment, retention and progression irrespective of ethnicity, gender, age, race, sexual orientation, religion and disability. As part of our obligations under the Equality Act 2010 and our commitment to the EORR, no student is discriminated against when applying for a programme at LSME and we obtain and monitor equal opportunity by examining demographic information provided by students to ensure that individuals with protected characteristics are not excluded from our provision.

[53] https://lsme.ac.uk/wp-content/uploads/college-policies/LSME-Policy-Equal-Opportunity-Policy.pdf

As a requirement of the Access and Participation Plan, our Equal Opportunities Policy and as per the Public Sector Equality Duty, LSME will ensure that any form of unlawful discrimination, harassment and other conduct that is forbidden under the Equality Act 2010 is avoided. Staff and students are becoming increasingly aware of both APP and EDI initiatives at LSME. These initiatives are seamlessly incorporated into all aspects of our operations, from admissions to completion as they are naturally embedded and integral to everything we do. We believe that inclusion should be at the heart of our ethos and approach in all our activities. Key policies relating to our staffing are made in line with the Equality Act 2010 also deliver EDI training to our staff annually as a refresher and also during induction.

Teaching and Learning

Our teaching and learning strategy has embedded APP and EDI through inclusive Curriculum Design which ensures that course content, teaching methods, and assessments are inclusive and accessible to all students, particularly those from underrepresented or disadvantaged backgrounds. We have created a supportive learning environment that addresses the needs of our students. This includes offering additional academic support, mentoring, and resources to ensure that all students, regardless of their background, have an equal opportunity to succeed.

However, we have faced challenges with integrating access and participation goals with our teaching and learning outcomes. We will continue to ensure we use data to track student success, retention, and completion rates at the classroom and departmental level to help us better refine its teaching strategies to better support underrepresented groups. Our teaching staff are trained to be aware of APP. We offer regular training and updates to align practices with broader institutional goals for access and participation.

Admission Policy and Marketing Strategy

LSME align their admissions policies with APP by ensuring that entry requirements and selection processes are inclusive and accessible to students from underrepresented backgrounds. This includes offering contextual admissions, where additional consideration is given to applicants from disadvantaged or low-participation areas who have the academic potential and using target outreach (through engagement with schools, community groups and organisations that work with disadvantaged students) as part of the AP activities.
Our marketing campaigns specifically target underrepresented groups, such as students from low-income families or those from global majority backgrounds. Marketing materials are often tailored to highlight support systems, scholarships, and pathways for these groups.

5.5 STAFF AND STUDENT ENGAGEMENT AND CONTRIBUTION TO WIDENING ACCESS AND STUDENT SUCCESS

This Plan has been formulated through workshops that involved a good number of stakeholders drawn from across the College and including staff and students who are increasingly aware of access and participation activity and proactively seek further guidance if necessary. This inclusive, whole institution approach is important to embed a culture that understands the needs of under-represented students. We ensured inclusion and engagement of all staff across the College, from the governance team, academics, administration and student support services, senior management, careers services, digital and technical support services.
We initially conducted a survey on staff knowledge of APP and held a consultation with staff, followed by Staff training on EORR and the selection of the peculiar risks that pertained to LSME. Following this consultation, the staff then guided students to undertake their own survey and consultations on the new APP at departmental level.
We also held some focus group discussions with Student Reps to understand their main concerns with access and participation. Information gathered from these activities as well as accessible data on LSME target groups informed the preparation of this plan.
Our communications in Access and Participation is clear and concise, without the use of jargons that would confuse staff and students to enable our stakeholders to have a clear understanding of what is

being offered. APP information is regularly reviewed and maintained on the online platforms such as Canvas and on our website to ensure accuracy. We also communicate with staff and students via our electronic and general noticeboards and also in the classrooms through the student activity boards or via their class representatives and class teachers or via Student WhatsApp Groups and SMS. Hence all events that align with APP strategic interventions will reach the intended audience in several ways. We will review these processes with the new APP to ensure they are accurate and fit for purpose.

5.6 OUR USE OF DATA AND EVIDENCE

We have a highly trained data management team and are able to collect a range of data across all our services. However, we need to improve on the centralisation of this data to make it more accessible to all our relevant stakeholders to enable the monitoring of APP targets. We recognise this limiting factor and as such we are undertaking a significant upgrade to our systems with the objective of addressing these concerns.
Within our systems and processes, we have some areas which pose risks as a whole. We collect detailed learner data and analytics in a number of systems which are difficult to collate hence we are currently working on implementing new student records system for the entire pool of data.

We have engaged the Specialist Evidence, Evaluation and Research (SEER) Applied Inspiration team as our external evaluators for Access and Participation. Their team provides a wealth of experience and expertise that we would not normally have access to in-house. Already in the last year significant progress has been made towards improving our practice in data collection for monitoring an evaluation purpose.

6. STUDENT CONSULTATION

LSME has a robust student engagement strategy that is underpinned by the principles of equality, diversity and mutual respect. Throughout the Academic Year, students have engaged with the management and staff of the College in accordance with the engagement strategy and have contributed to the development of several initiatives and ideas. Our Student Representative body, led by the Lead Student Representative, consist of representative from each class within the College. The Representatives has work collaboratively with the AP Committee in the design and development of this Plan, participating in a range of discussions to explore and develop appropriate interventions within this plan. The student consultation section of this Plan has been collated from feedback from the Students. The Student submission was developed by the student ambassadors made up of volunteers, some of whom are student representatives. These student representatives are from diverse backgrounds/differing target characteristics and demographics which is representative of the entire student body.
We held a series of meetings with the entire student body and also conducted a focus group discussion and a formal survey of students' opinions on the EORR and on which interventions they believe will apply in the LSME context. The meetings sensitised student about the proposed new Plan and the importance of AP activities. A small group of students took part in our focus group discussion their perception of HE and areas they feel should be improved. One notable discussion point was their inability to attend extra-curricular activities due to time pressures. This feedback prompted us to embed a lot of the extra-curricular activities into the regular time table to improve access to most students.
Three hundred and sixty students (60% of entire student body) responded to the survey and their responses indicated that The Plan is positive and provides equal opportunities for students from diverse backgrounds, including those from low-income families, minority ethnic groups, and those with disabilities. The plan is also seen as a way to support students who may face barriers to accessing Higher Education due to lack of information, support, or motivation. Many respondents mentioned that the plan provides financial support, tutoring, mentoring, and career guidance to help students overcome these barriers and succeed in their studies. The plan is seen as a means to promote social justice and equality of opportunity in higher education, working with local communities, and authorities to support students from diverse backgrounds. Overall, the respondents view the APP as a positive initiative that aims to promote social justice and equality of opportunity in higher education. Our students also made

suggestions of what they would like to see in the new Plan. Some of their suggested which have been actioned in the new Plan are as follows;

- Many respondents suggested improving communication and awareness of the APP, through social media, presentations, and word of mouth.
- Some respondents recommended providing more support services, including counselling, mentoring, and financial assistance to students.
- Others suggested increasing accessibility of information on APP by making it available on various devices.
- A few respondents recommended implementing targeted outreach programmes to reach underrepresented groups, such as students with disabilities or from low-income backgrounds.
- Some respondents suggested providing flexible learning options, such as online or part-time courses, to accommodate students with different needs and circumstances.
- A few respondents mentioned the importance of peer support networks and student-led initiatives.

7. EVALUATION OF THE PLAN

The impact of our interventions will be evaluated using OfS standards of evidence, TASO guidelines, the College's monitoring, evaluation, and reporting strategy, and the Monitoring and Evaluation Plan detailed in this document, along with an annual review of the APP data performance milestones. Working in partnership with the SEER Applied Inspiration service, we will be engaged in an ongoing evaluation of our intervention strategies and will continuously respond to the evaluation findings to improve and develop our practices.

7.1 STRATEGIC CONTEXT FOR EVALUATION

Evaluation and research are part of our 'Whole Institution' approach to access and participation. Our academic, professional and leadership teams contribute to the monitoring and evaluation of Targets, Intervention Strategies and Activities in this Plan through supporting and inputting on the range of evaluation measures. Our data team have skills in ensuring data capture is appropriate for the required monitoring and evaluation outputs, including designing new reports and processes to capture, collate and extract data for various evaluation and research questions. We also draw on the skills of staff responsible for the delivery of the Activities in this Plan, and our student representatives, to effectively incorporate evaluation.

In our assessment of our current context for evaluation, using the OfS evaluation self-assessment tool, we are 'emerging' across all areas. We have some foundations in place, but need to develop our practices, including embedding evaluation into activity design and delivery and ensuring feedback cycles into improving practice. Therefore, as we are continuing to build our cross-institution capacities for effective evaluation and the application of findings to improve practice, staff and student representatives will be supported with relevant training in Theory of Change and evaluation methods, provided through our SEER membership.

Students are important in this work, and we will work in partnership with students on the design and implementation of evaluation and research, particularly where this pertains to current students.

SEER provides us with the evaluation and research expertise we need to deliver our commitments in these areas. We will actively participate in this network, which provides us with opportunities to be part of collaborative research and evaluation projects as well as learning and sharing practice with other members and external stakeholders. SEER host an annual Symposium and regular workshops, roundtables and 'learning lunches' throughout the year, as well as providing us with opportunities to showcase our practice and insights. We will also engage with TASO and other relevant organisations in calls for evidence, conferences and events, and training.

7.2 ACTIVITY DESIGN

As detailed in the Strategic Measures section of this Plan, evaluation has been established at the start. We have built effective evaluation practice into our Strategies by establishing a range of evaluation

attached to the individual activities that contribute towards the overall objective of each Strategy. We can therefore build up an understanding of which activities are 'working' and which are not. We have taken a Theory of Change approach to the development of our Intervention Strategies, identifying clear intended outcomes (intermediate and end) and a supporting evidence base that has informed our activity development and challenged assumptions. With the help of SEER, we will continue to review, develop and strengthen our Theories of Change (ToC), adding to our evidence base as our evaluation findings emerge and developing enhanced activity-level ToCs where required.

7.3 EVALUATION DESIGN

We have collaborated with SEER and drawn from OfS and TASO toolkits and guidance on effective evaluation approaches. We have considered how the outcomes of activities can be evaluated credibly, particularly as our context as a medium size provider means that we are likely to be dealing with small/medium cohorts. Employing mixed method approaches is particularly important, as we will need to rely on qualitative data to support our understanding, or fill gaps, in quantitative data. We will triangulate findings where possible and seek to deepen our insights through qualitative methods. Given the developmental stage of our evaluation practice, the majority of our evaluations are type 1 (narrative), and type 2 (empirical enquiry) of the OfS 'Standards of Evidence'. We have however noted that we will explore and consider where we type 3 evaluation could be implemented in future.

Our evaluation approach has also considered the context and scale of the activities and, as we have proposed working with strategic partners (schools, colleges, community groups, specialist service providers) in our Intervention Strategies, we wish to note that some flexibility and development may be required as our collaborations take shape, allowing for input and advice from partners.

We have also considered LSME's context and, where appropriate, will trial more creative evaluation instruments (as methods in surveying, focus groups and interviews). This may help to mitigate the issue of survey fatigue, which is a significant issue for effective evaluation and is compounded in small cohorts where the same students are more likely to be subjects of multiple evaluation and research projects. We will continue to be cognisant of this in collection of feedback and have aligned our evaluation and measures across our activities to enable us to minimise the number of collection points, where possible and appropriate.

Our evaluation approach, data collection and analysis have been formulated on the intended outcomes and objectives of our activities. Where appropriate and possible, we will consider and employ validated scales to our evaluation practices. We have also considered evaluation that spans (a) process and (b) impact, to provide comprehensive understanding of how our activities are working. We will explore, with SEER, further research projects in relation to our activities and our ambition to better understand the experiences and challenges of target students and issues of equality of opportunity. For example, consultation with students as part of the development of this Plan supports the identification of risks relating to insufficient to personalised academic and non-academic support; however, we consider that there is further research, supported by our learning analytics activity, that would add insight to this area.

7.4 IMPLEMENTING OUR EVALUATION PLAN

We will collaborate internally across our team and with our strategic partners to deliver our evaluation plan. We will be guided by our School, College and community partners, and our students in respect of effective implementation of the plan. Our evaluation process will comply with LSME policies and complies with all legal requirements relating to data protection, following ethical, safeguarding, and legal and risk considerations.

As noted above, we have become members of the SEER service, with whom we will work in partnership to deliver our evaluation plan. A Data Sharing Agreement has also been established. SEER provides us with opportunities to collaborate on various evaluation and research items, including for example the evaluation of the impact of financial support, using the OfS toolkit.

The design of our evaluation has also been heavily informed by intended and projected standardised outcomes being adopted by SEER across its membership base, which not only increases efficiencies but provides opportunities to increase the sample size and evaluation, helping to mitigate the issue of small datasets. SEER incorporate and draw on TASO guidance on best practices for evaluations with small cohorts (small n). Further, such collaborations may provide us access to tools that would

otherwise be unaffordable. For example, in respect of our access activity, we have noted the possibility of implementing tracking, which will be explored via SEER. As a practice network, we are also able to participate in peer review of practice and evaluation, and share practice and findings.
As a medium size provider we are also well placed to respond with agility to interim findings and emerging data. We are able to be responsive in flexing our activity accordingly to help to keep us on track to achieve our objectives and targets, and continuously improve our practice.

7.5 LEARNING FROM AND DISSEMINATING FINDINGS

We are committed to sharing our learning and findings internally, with our partners, within our close networks and with the broader sector, to develop stronger and an increased volume of evidence about what works and what can be improved. We are pleased to help to grow the evidence base for equality of opportunity in higher education and we will submit evaluation outputs to OfS's repository of evidence as appropriate.
In Section 4 we have set out our publishing plan, which includes publishing findings on interim and longer-term outcomes through a range of channels. In developing the format of our communications, we will consider creative and visual methods, and different audiences / purposes. We will ensure that our findings are open access.
Our SEER membership provides us with access to academic experts in evaluation, including in the access and participation space and broader teaching and learning arena. These staff are involved in design, delivery and analysis.
Further details about how we will evaluate our intervention strategies is included in Section 4.

7.6 GOVERNANCE ARRANGEMENTS

The AP Plan is approved by the LSME Board of Directors and receives updates on the progress via the annual impact reports and any interim reporting. The Access and Participation (AP) Committee is responsible for monitoring the implementation of this Plan, for monitoring underrepresented groups in our student population, ensuring commitments are delivered, and embedding access and participation across LSME. As part of the monitoring and reporting process, the AP Committee reports to the Academic Board every term. The group will meet once a month and will comprise of AP Committee members, including Students Ambassadors.

8. PROVISION OF INFORMATION TO STUDENTS

An accessible and simplified summary of this plan alongside this full version will be made available on our website. The full plan will be shared with the Student Representative when approved and our Head of Access and Participation will also deliver information sessions for current students. Information regarding our fees, entry requirements and support services are available to students and applicants through our prospectus, website and intranet. The APP staff are also available via email and telephone. Scholarships and bursaries are subject to change, for the most up to date information on our scholarships and bursaries.
Our goal is to provide prospective students, current students, their families, and support systems with detailed, easy-to-understand information about our programmes, services, and resources. This forms the foundation of our Access and Participation Plan, underscoring our commitment to fostering transparency, inclusivity, and fairness within higher education.
We also offer comprehensive details on our admission criteria, financial support opportunities, student support services, and learning facilities in LSME. This information is accessible through various platforms, such as our website, Open Days, social media, the prospectus, and through direct communication with our admissions team during the interviews or via the offer pack. Our aim is to empower every student to make well-informed decisions about their education and find the path that best suits their goals.
We are transparent with the provision of financial support. We understand that financial concerns are at the forefront of applicant's and student's minds and in the current economic climate, financial considerations are crucial for many students, but particularly those from target groups in this Plan. We

provide information about the financial support options available on our website, noticeboards and on the Canvas VLE platform for existing students.

Our financial support offer as part of the new APP is provided in the table below:

	Financial Support Scheme	Purpose	Criteria for Eligibility	Level of Support (£)	AY 2025-26 Amount (£)	AY 2026-27 Amount (£)	AY 2027-28 Amount (£)	AY 2028-29 Amount (£)
1	Low-income Bursary (household income below £25,000). Can be availed as Food vouchers, travel cards etc.	Support students with low income and struggling with rise in cost of living crisis with targeted support.	Household income below £25,000	250	25,000	25,000	25,000	25,000
2	Care-experienced and estranged students (Bursary)	Support to care-experienced and estranged students.	Care experienced and estranged students	500	1,500	2,000	2,500	3,000
3	Young People under the age of 21 (Bursary)	Incentivise younger students and reduce the gap between younger and mature students	Young students within the age bracket of 18 - 21	250	12,500	18,750	25,000	31,250
4	Hardship Support - low participating neighbourhoods (IMD/TUNDRA Q1 & Q2)	Reduce the gap of access to HE for students from deprived areas.	Students from the low participating neighbourhoods (TUNDRA Q1 & Q2)	250	18,750	25,000	31,250	37,500
5	Disability Support - Hardship	Support students with disabilities and special needs to access, succeed and progress from HE	Students with seen or unseen disabilities and special needs.	500	25,000	37,500	50,000	70,500
6	Refugee Support - Hardship	Support to students from the Refugee background to access, succeed and progress from HE	Refugee background	500	10,000	12,500	17,500	22,500
7	Additional Discretionary Hardship (Hardship support for students under special circumstances)	Offered to students under special circumstances such as sudden redundancy, disability assessment costs, digital poverty, accidents, etc.	Assessed special circumstances		5,000	5,000	5,000	5,000
8	Foundation year scholarship for White British, Refugee & Care leavers	Target groups supported access through contextualised admission	Students from target groups of White British, Refugee and Care leavers enrolled through contextualised admission process	9,250	27,750	37,000	46,250	46,250
				Total	**125,500**	**162,750**	**202,500**	**241,000**

9. ANNEXES

ANNEX A: DEVELOPING THE NEW ACCESS AND PARTICIPATION PLAN - ASSESSMENT OF LSME'S PERFORMANCE

BACKGROUND CONTEXT

Following the announcement and consultation (Oct 2022) from the Office for Students (OfS) regarding changes to regulation of equality of opportunity and Access and Participation Plans (APPs), London School of Management Education needs to prepare for redrafting and submitting a new APP in 2024 (submission date is 1st of October 2024). The New APPs will start in 2025-26 and will run over a 4-year cycle. They will replace the current APP (2020-21 to 2024-25). This paper provides an initial assessment of London School of Management Education's current performance in relation to the OfS APP target groups and measures, based on the OfS APP Data dashboard as well as our internal data. This initial analysis provides a signposting to areas for concern and consideration under the new Plan.

INITIAL APP PERFORMANCE ASSESSMENT

We have conducted an initial performance assessment based on the latest OfS APP data release (July 2024) which covers up to the 2022/23 monitoring year. This gives us insights into London School of Management Education's likely gap areas and targets to address and points to further areas we wish to investigate. The following presents the institution's performance across all APP measures, at each stage of the lifecycle:

- Access – enrolment.
- Continuation – continuing students measured at 1 year and 15 days post initial enrolment.
- Completion – students completing their course, up to 6 years.
- Attainment – achievement of a First or 2:1 degree outcome.
- Progression – progression into highly skilled employment or further post-graduate study.

ANALYSIS PROCESS and SUMMARY OF ALL INDICATORS OF RISK

This document displays the first layer of analysis explores the OfS APP dataset, identifying the Indicators of Risk for further consideration. The analysis uses discrete annual data, as well as averages based on 4-year aggregate data (2018-19 to 2022-23) and 2-year aggregate data (2021-22 to 2022-23) from the OfS Dashboard.[54]The following table summarises all the indicators of risk that have been identified in Step 1 of the analysis process below:

Risk Area	Risk Indicator Group							Overall gaps between LSME and Sector wide data.
	IMD	TUNDRA Quintiles	Asian and Black learners	Disabled learners	Age	ABCS Q1 learners	Free School Meal eligible learners	
Access		Q1 and 2			<21y.o			
Continuation					<21y.o			
Completion								
Attainment	IMD Q1				>21y.o			
Progression	IMD Q3, Q4				>21y.o			

Of concern | Require monitoring | Not of concern

ACCESS

Access is defined as enrolment. This section provides London School of Management Education's performance in enrolling students from the OfS key target groups.

54 https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/

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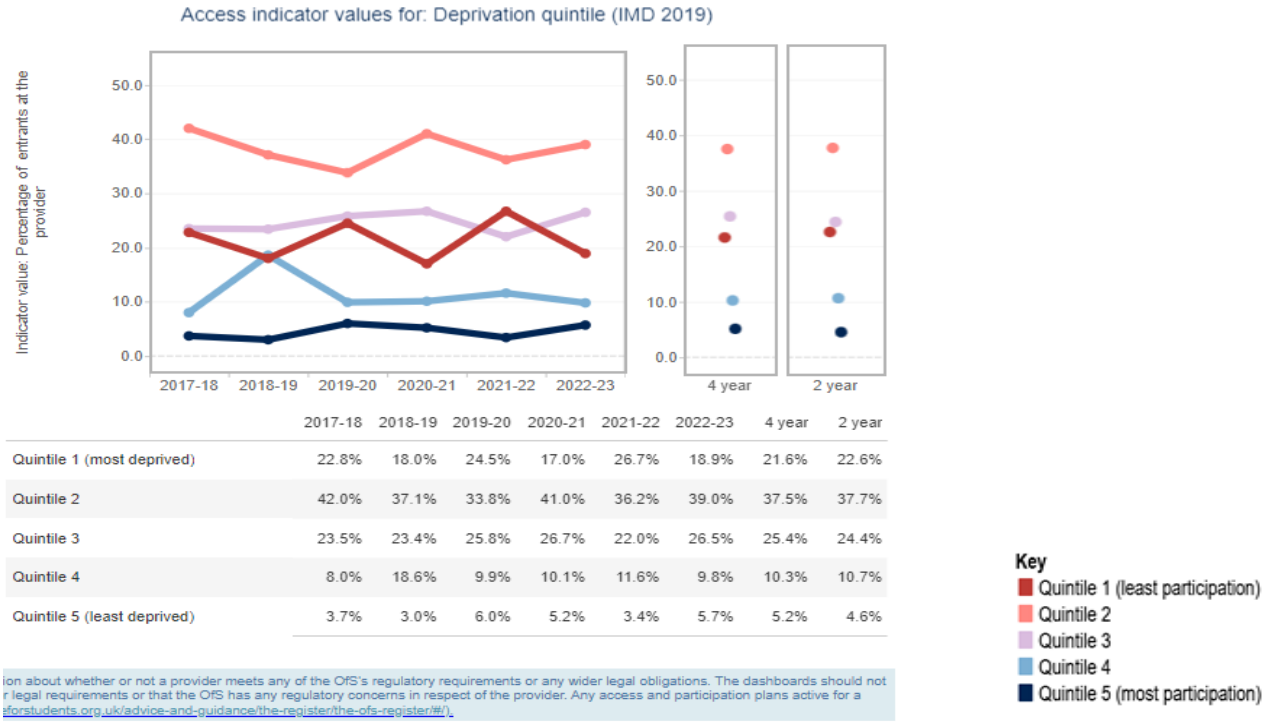
London School of Management Education performs above population and around the sector average in its enrolment of students from most disadvantaged (IMD Quintile 1) backgrounds. The percentage of students from IMD Quintile 1 backgrounds has fluctuated since 2017-2018 but has ranged from 17.0% (2020-21) to 26.7% (2021-22).

Due to the datasets being relatively small (latest year n=<300 enrolments), it is useful to use the 2- and 4-year aggregate data. For the 2-year aggregate, the proportion of IMD Quintile 1 enrolments averages at 21.3%, while the 4-year aggregate averages at 21.7% (Fig 1.). These figures are similar to the sectoral 2- and 4-year aggregated averages; 22.4% and 21.8%, respectively.

The difference in London School of Management Education's enrolment between IMD Quintile 5 (least disadvantaged) and IMD Quintile 1 students is -17.0 percentage points (pp), favouring disadvantaged students by a wide margin (Fig.1). This is significantly better than the sector average gap, which (while still positive) is only -1.6pp.



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	4 year	2 year
Quintile 1 (most deprived)	22.8%	18.0%	24.5%	17.0%	26.7%	18.9%	21.6%	22.6%
Quintile 2	42.0%	37.1%	33.8%	41.0%	36.2%	39.0%	37.5%	37.7%
Quintile 3	23.5%	23.4%	25.8%	26.7%	22.0%	26.5%	25.4%	24.4%
Quintile 4	8.0%	18.6%	9.9%	10.1%	11.6%	9.8%	10.3%	10.7%
Quintile 5 (least deprived)	3.7%	3.0%	6.0%	5.2%	3.4%	5.7%	5.2%	4.6%

ion about whether or not a provider meets any of the OfS's regulatory requirements or any wider legal obligations. The dashboards should not r legal requirements or that the OfS has any regulatory concerns in respect of the provider. Any access and participation plans active for a eforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/#/).

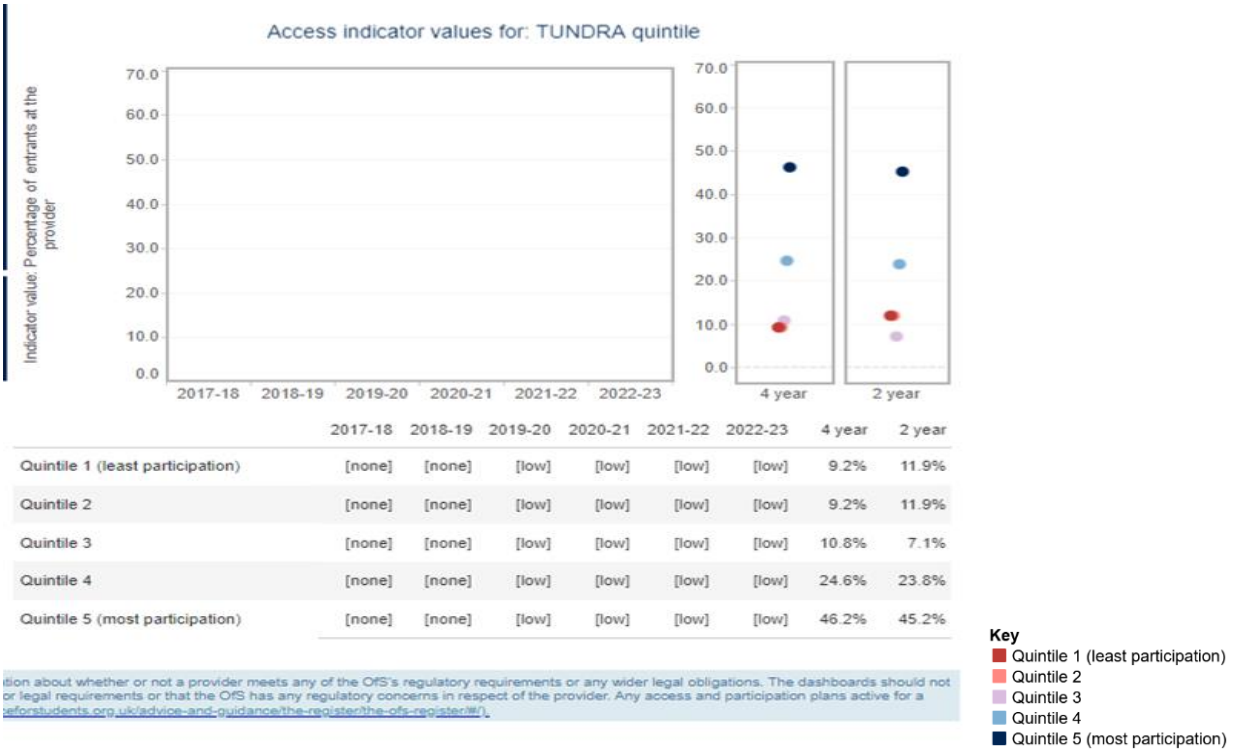
Fig.1: Proportion of Entrants by IMD Quintile

TUNDRA (LOW PARTICIPATION NEIGHBOURHOODS)

The TUNDRA measure of under-representation has replaced the POLAR4 measure, with TUNDRA Quintile 1 covers students from geographical areas with the lowest participation in HE; TUNDRA Quintile 5 covers students from areas with the highest participation in HE.

When considering annual datasets, the TUNDRA data (Fig.2) are small, so meaningful analysis is difficult. Aggregate data, reveals that there is a gap of -36.9 pp in the recruitment of students from TUNDRA Quintile 1 (9.2%) and Quintile 5 (46.2%) across 2019-23, which is significantly higher than the sectoral gap of -17.2 pp over the 4-year aggregate period. That said, it is not surprising that performance for TUNDRA presents a data gap, given a large recruitment base in London and the lack of TUNDRA Quintile 1 areas in London, which typically has higher HE participation. However, certain areas within Redbridge, and particularly its surrounding boroughs like Barking and Dagenham and Havering, are predominantly low-participation neighbourhoods indicating that these areas should be

targeted to improve access to higher education. As a result, TUNDRA is of concern in the context of Access.



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	4 year	2 year
Quintile 1 (least participation)	[none]	[none]	[low]	[low]	[low]	[low]	9.2%	11.9%
Quintile 2	[none]	[none]	[low]	[low]	[low]	[low]	9.2%	11.9%
Quintile 3	[none]	[none]	[low]	[low]	[low]	[low]	10.8%	7.1%
Quintile 4	[none]	[none]	[low]	[low]	[low]	[low]	24.6%	23.8%
Quintile 5 (most participation)	[none]	[none]	[low]	[low]	[low]	[low]	46.2%	45.2%

ition about whether or not a provider meets any of the OfS's regulatory requirements or any wider legal obligations. The dashboards should not or legal requirements or that the OfS has any regulatory concerns in respect of the provider. Any access and participation plans active for a eforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/#/).

Fig.2: Proportion of Entrants by TUNDRA Quintile

STUDENTS FROM THE GLOBAL MAJORITY

London School of Management Education performs well in attracting and enrolling students from the global majority, with aggregated data showing that 35.6% of entrants over the last 4 years came from Black, Asian, Mixed, and other non-White backgrounds. This is comparable with sector performance but can be attributed to enrolling more Black students (18.3%) than sector average (10.4%), as the 4-year aggregated data suggests that other global majority ethnicities enrol at a below-sector average rate.

However, data from individual years between 2019 and 2023 shows a decline in the number of Black students enrolling (-21.4pp, but still 4.5pp above sector average). Conversely, there was an initial decline but an overall increase in the number of Asian students enrolling (+29.8pp), with the figure for 2022-23 being above sector average, and doing so by 20.6pp. Additionally, there has been a marked overall increase in the number of students enrolling from other global majority ethnicities (+24.3%percentage points) from 2019-20 Academic Year, with the 2022-23 data matching surpassing the sector average of 4.2% rise by over 30pp.

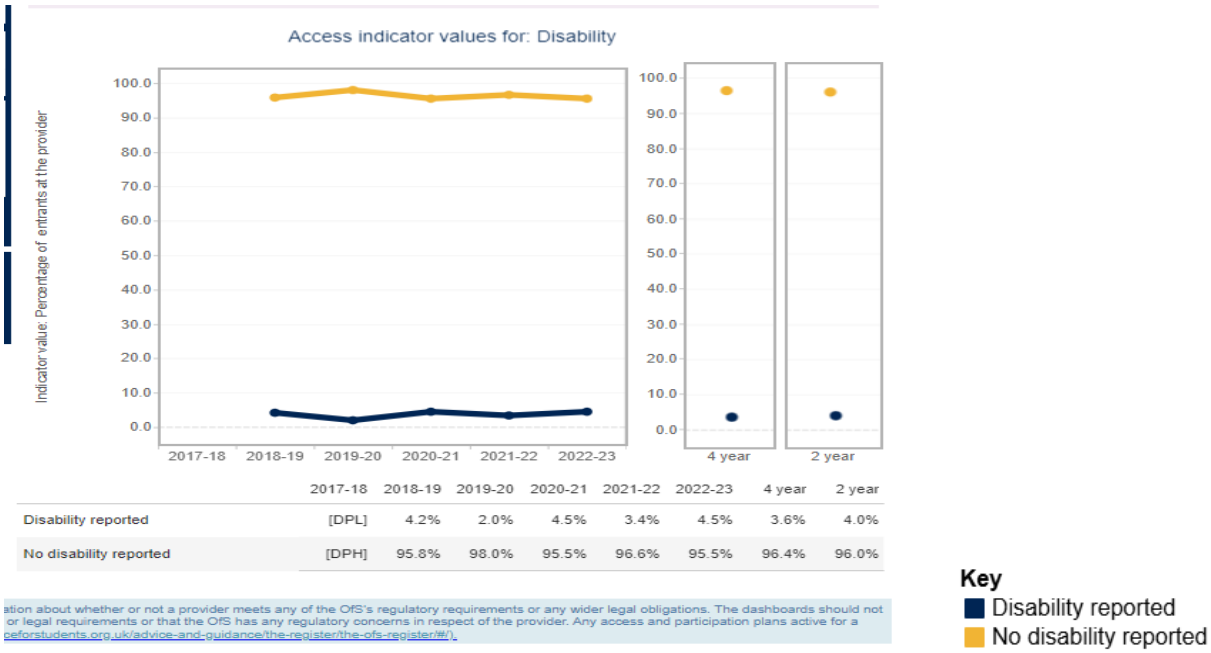
Ethnicity	Redbridge (2021 census)	London (2021 census)	LSME (Averaged over 4 years, 2019-2023)
Asian	47.3%	20.7%	18.8%
Black	8.4%	13.5%	15.0%
Mixed	4.1%	5.7%	0.6%*
Other	5.4%	6.3%	1.2 %*
White	34.8%	53.8%	64.4%

Table 1: Ethnicity data across Redbridge, London, and London School of Management Education

Utilising data available and ignoring periods where the indicator value is supressed due to being close to 0%.* Overall, while it requires continued monitoring, the Ethnicity measure is therefore **not of concern in the context of Access.

DISABLED STUDENTS

London School of Management Education enrolled a lower proportion of disabled students in comparison to the sector average (3.6% vs 17.7%, respectively) over the last 4-year aggregate (Fig.3). The 2-year aggregate of the most recent data in the OfS Dashboard shows a very small increase in enrolment at the institution (4.0%).



		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	4 year	2 year
Disability reported	[DPL]	4.2%	2.0%	4.5%	3.4%	4.5%	3.6%	4.0%	
No disability reported	[DPH]	95.8%	98.0%	95.5%	96.6%	95.5%	96.4%	96.0%	

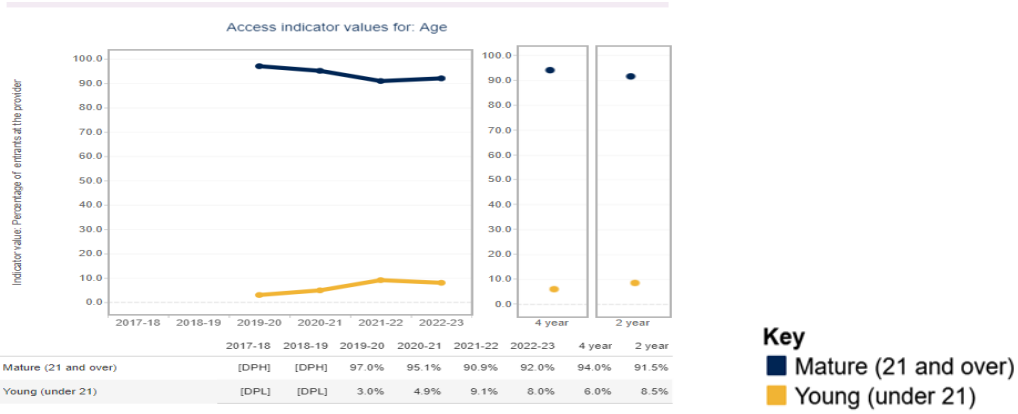
ation about whether or not a provider meets any of the OfS's regulatory requirements or any wider legal obligations. The dashboards should not or legal requirements or that the OfS has any regulatory concerns in respect of the provider. Any access and participation plans active for a peforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/#/).

Fig.3: Proportion of Entrants by Disability

The disaggregated disability data are small, so meaningful analysis is difficult. However, the data indicates that the number of students at London School of Management Education with a sensory, medical, or physical impairment are 1.1pp below the sector average; 1.2% compared to 2.3%.The overall disability measure is **of concern** in the context of Access.

MATURE LEARNERS (21 YEARS AND OVER)

London School of Management Education have a strongly biased cohort of mature learners, with figures being 3.4 times the sector average over the last 4-year aggregate (94% compared to 28.5%, respectively) (Fig.4).



		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	4 year	2 year
Mature (21 and over)	[DPH]	[DPH]	97.0%	95.1%	90.9%	92.0%	94.0%	91.5%	
Young (under 21)	[DPL]	[DPL]	3.0%	4.9%	9.1%	8.0%	6.0%	8.5%	

Fig.4: Proportion of Enrolments by Mature (21 and over) Students

Overall, the Age measure in terms of maturity is therefore **not of concern** in the context of Access. Although the national focus is on recruiting more mature students, our underrepresentation of young individuals could be linked to the limited higher education options available to them within LSME. This issue is particularly significant because disadvantaged students often prefer to study close to home to minimize cost, and the lack of available options within their local community may hinder their ability to access higher education. Our internal data on the aspiration of disadvantaged school children from our local communities from 2019 to date, indicates that some prospective young students may not choose LSME as an HE option due to the limited access to sufficiently wide variety of HE courses. This risk mainly affects socially disadvantaged students in LSME's local communities, who may prefer studying close to home for economic reasons. As a result, the application rates from disadvantaged young people are very low. Addressing this gap is important in ensuring that all students, regardless of age, have equitable opportunities to pursue higher education.

We have also considered the two new measures highlighted by OfS in the APP dataset from 2021-22, being students with prior Free School Meal (FSM) status, and the ABCS measure. The ABCS (Associations Between Characteristics of Students) measure is a composite tool used to analyse learner outcomes based on various student characteristics such as ethnicity, gender, eligibility for Free School Meals, IMD, TUNDRA, and IDACI. Similar to IMD and TUNDRA, it categorises students into Quintiles based on these characteristics, with Quintile 1 indicating the highest level of disadvantage. This disaggregated and aggregated ABCS data are very small (n= <30 across all Quintiles between 2016-22), making meaningful analysis difficult. Given the small dataset, alongside the newness of this measure, we are not proposing setting a target for this group at this time, although we will continue to monitor the ABC measure closely. The disaggregated and aggregated Free School Meal data are very small (n= <30 across all Quintiles between 2016-22), making meaningful analysis difficult.

Given the small dataset, coupled with the fact that this is a new measure that we would wish to further understand before setting any targets, the FSM measure and the ABCS are therefore **not of concern** in the context of Access.

CONTINUATION

Continuation is measured as the proportion of Year 1 students continuing in their studies 1 year and 15 days post-enrolment. Overall, London School of Management Education’s average continuation 94.9% % over the last 4-year aggregate. This is above the sector average of 89.3%.

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Continuation for students from the most disadvantaged backgrounds (IMD Quintile 1) across a 4-year average is at 93.3%, compared to continuation of students from IMD Quintile 5 at 91.3%. This results in a continuation gap of -3pp (favouring quintile 1). With disaggregate data across all Quintiles, and aggregate data for Quintiles 5 being too small to be statistically significant, it is not feasible to analyse if there is a difference in continuation between the most (Quintile 1) and least (Quintile 5) disadvantaged students. Our 4 year aggregate data for Quintile 1 is higher than the sector averages of 85%. While our continuation rate for Quintile 5 is comparable to the sector average of 93.5% suggesting that the IMD measure is therefore **not of concern** in the context of Continuation. London School of Management Education’s data by TUNDRA Quintiles across individual years as well as 4 and 2 year aggregates are too small for the OfS Dashboard to provide gap estimates hence it is not possible to compare our continuation rate by Tundra Quintiles. The same applies to eligibility for FSM and the ABCS measures.

STUDENTS FROM GLOBAL MAJORITY

White and Black students at London School of Management Education have the highest continuation outcomes over the 4-year aggregate period at 95.4 and 95.5% respectively followed by Asians at 93% (worst outcome). This is higher however than the sector average of 86.6% for Asians, 84.8% for Blacks and 90.2% for White students. Therefore Global majority students are not a concern for in the context of continuation.

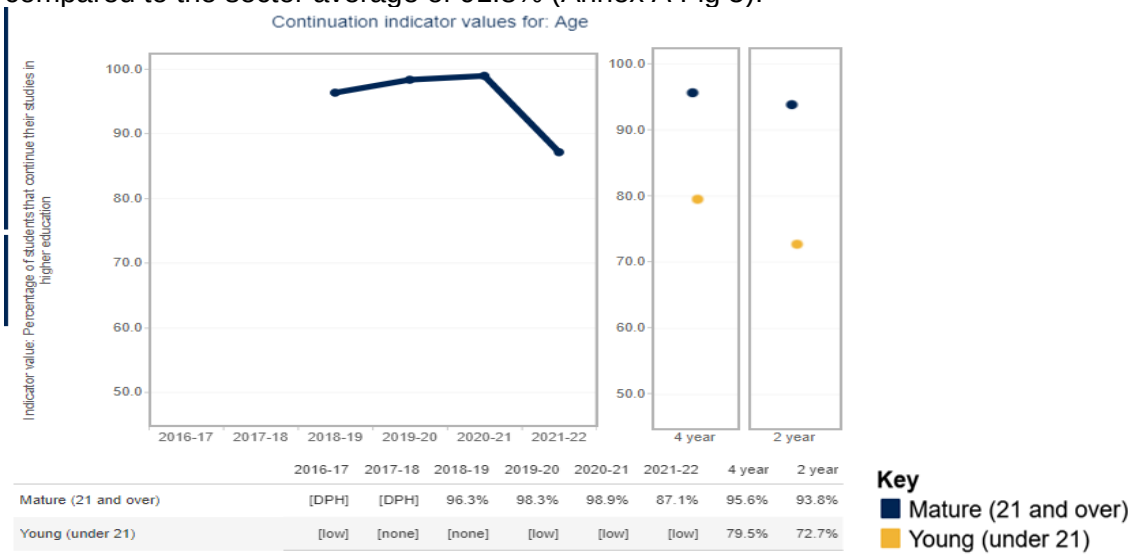
DISABLED STUDENTS

Data by disability type is very small and therefore largely supressed for annual performance data. With Disability being an area of concern for Access, it is hoped that this being addressed will result in more

data which will allow for future comparisons in continuation rates between disabled and non-disabled students to take place. This limited data means that the disaggregated disability data are so small that meaningful analysis is challenging. We note a 4-year aggregate continuation rate of 95.2% for students with no declared disability compared to 85.3% for those with declared disability with limited data on types of disability to allow any meaningful analysis. A detailed analysis of the continuation data for disabled students shows that the numbers are currently too low to ascertain statistical significance of the estimates obtained. As a result, we will continue to monitor this data over the coming years and focus on improving access for disabled students.

MATURE STUDENTS (21 YEARS AND OVER)

Mature learners at London School of Management Education have consistently continued at higher rates than their peers across the sector, with continuation rates at London School of Management Education over the 4-year aggregate being 95.6% compared to the sector average of 82.8%. On the contrary, our young learners lag behind their peers across the sector with a continuation rate of 79.5% compared to the sector average of 91.8% (Annex A Fig 5).



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Mature (21 and over)	[DPH]	[DPH]	96.3%	98.3%	98.9%	87.1%	95.6%	93.8%
Young (under 21)	[low]	[none]	[none]	[low]	[low]	[low]	79.5%	72.7%

Fig.5: Continuation by Mature Learners

While the datasets for young learners are too small to be significantly relevant at the disaggregate level, the high number of mature learners continuing their programme means that mature learners are **not of concern** in the context of Continuation but the focus should be on young learners in consideration of their aggregate data. Given this, the continuation for **young learners is of concern** in the context of this APP.

COMPLETION

Completion is defined as the proportion of students completing their course within 6 years of their enrolment. This section provides London School of Management Education's performance in completion of students from the OfS key target groups. Overall, completion rate at London School of Management Education averages at 95.2% over the last 4-year aggregate, which is 7.6pp above the sector average of 87.6% for this period.

INDEX OF MULTIPLE DEPRIVATION (IMD) 2019

When looking at completion rates by IMD, the aggregate data suggests completion rates do not necessary affect the IMD quintile of students. Due to our small data size, information from the four year aggregate data has been used and this suggest that we experienced a 95.5% completion rate for students from IMD Quintile 1 and 94.6% completion rate for those in Quintile 4 from 2015 to 2019. The aggregate data for IMD Quintile 5 was rather too small for significant statistical inference.

While there is a completion gap between IMD Quintile 1 and IMD Quintile 4 of 9pp, this is lower than the sector average of 8.6pp. However, completion data in the OfS Dashboard are however old data,

covering the period between 2013-14 and 2018-19, so further investigation based on more recent datasets would be useful. Our internal data has not identified significant completion gaps by IMD Quintile in 2022-24. While we plan to monitor this data carefully over the life cycle of the APP, we will not consider completion by IMD Quintiles as a significant concern. Due to the small dataset, a similar pattern is observed for TUNDRA Quintiles, ABCS and eligibility for FSM.

STUDENTS FROM GLOBAL MAJORITY

London School of Management Education's limited completion by ethnicity data suggests that White students having lower rates of completion compared to Black and Asian students. The 4-year aggregate data depicts the completion gap for White students being 2.5pp compared to Black students and 2.6pp compared to Asian students. Despite the completion gap within the institutional data, the rates of completion that are not suppressed on the OfS Data Dashboard suggest that Asian, Black, and White students at London School of Management Education tend to perform better than the sector average. Over the 4-year aggregate period, completion rates for Asian, Black, and White students at the institution are 6.1pp, 16.2pp and 8.8pp higher than sector average, respectively. As a result, the Ethnicity measure is **not of concern** in terms of Completion.

DISABLED STUDENTS

Data highlighting the completion rates for disabled students is suppressed, both on an aggregate and annual level due to there being either no students (n=<2) with a reported disability (2013-2016 and in 2018-19) or sparse numbers of reported disabilities (2016-2017 data as well as the aggregate data) This makes an analysis comparing completion rates between students with and without a declared disability challenging. The Disability measure is therefore **not of concern** in the context of Completion.

MATURE STUDENTS (21 YEARS AND OVER)

Mature students complete their course at a higher rate than the sector average (91.5% vs 80% over a 4-year aggregate from 2014-15 to 2018-19. Data for completion rates of young students at London School of Management Education is suppressed both in terms of annual performance and 4 or 2-year aggregates. This makes it difficult to compare completion rates between the two demographics. However, with completion rates being of mature learners being above the sector average, the completion rates of mature learners are **not of concern**.

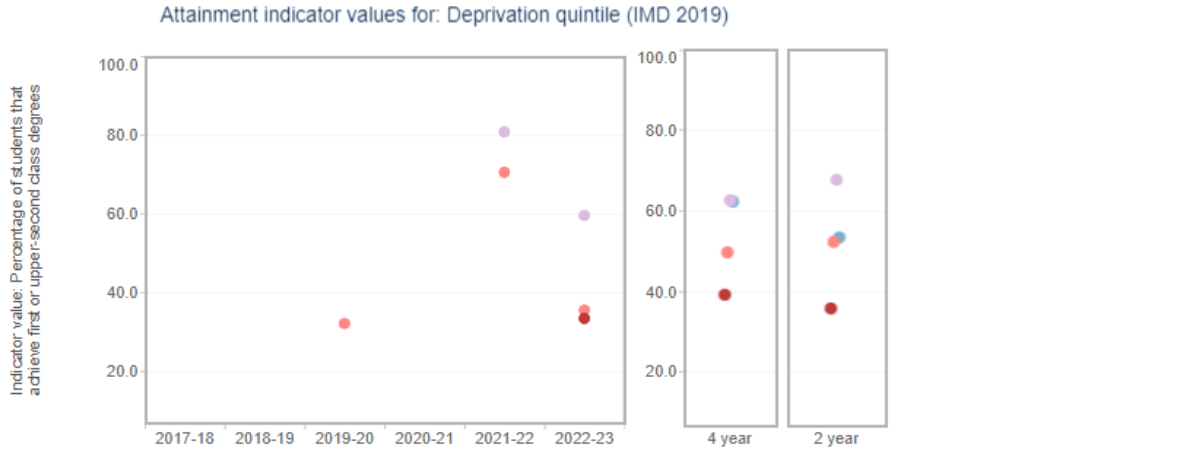
ATTAINMENT

Attainment is defined as the proportion of students who achieve a 'good degree', which is a term used to describe a First (1st) or a 2:1 degree outcome. This section provides London School of Management Education's performance in respect of attainment for students from the OfS key target groups. Overall, for all students, London School of Management Education's attainment across the 4-year aggregate has been significantly lower than the sector average (53.1% vs. 80.5% respectively).

INDEX OF MULTIPLE DEPRIVATION (IMD) 2019

The aggregate data from 2019-23 highlights that students from IMD Quintile 1 have consistently lower attainment outcomes (First or 2:1 degrees) than their Quintile 4 peers, with data for Quintile 5 students not being significant enough to evaluate. The attainment gap between IMD Quintile 1 and 4 students is over this time is -23.1pp, which is over 8.8pp above the sector average (Fig 6). Interestingly, the data also highlights that Quintile 3 students are those with the highest rates of attainment, with 62.5% of learners at London School of Management Education from this background graduating with a First or 2.1-degree outcome. While attainment rates have improved on average by 8.5% per quintile when looking at the 2-year aggregate data; the trends outlined above which describe Quintile 1 students having the lowest rates of attainment and Quintile 3 students as having the highest, are still present. In addition to this, the rate of attainment for IMD Quintile 1 learners (39.1%) is still 31.2pp below the

national average for students from this quintile. Given this national context and our institutional performance, IMD measures are **an area of concern** in relation to Attainment.



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	4 year	2 year
Quintile 1 (most deprived)	[none]	[low]	[low]	[low]	[low]	33.3%	39.1%	35.7%
Quintile 2	[none]	[low]	32.0%	[low]	70.5%	35.4%	49.6%	52.2%
Quintile 3	[none]	[none]	[low]	[low]	80.8%	59.5%	62.5%	67.6%
Quintile 4	[none]	[none]	[none]	[low]	[low]	[low]	62.2%	53.3%
Quintile 5 (least deprived)	[none]	[none]	[none]	[low]	[low]	[low]	[low]	[low]

Fig 6: LSME Attainment by IMD Quintiles

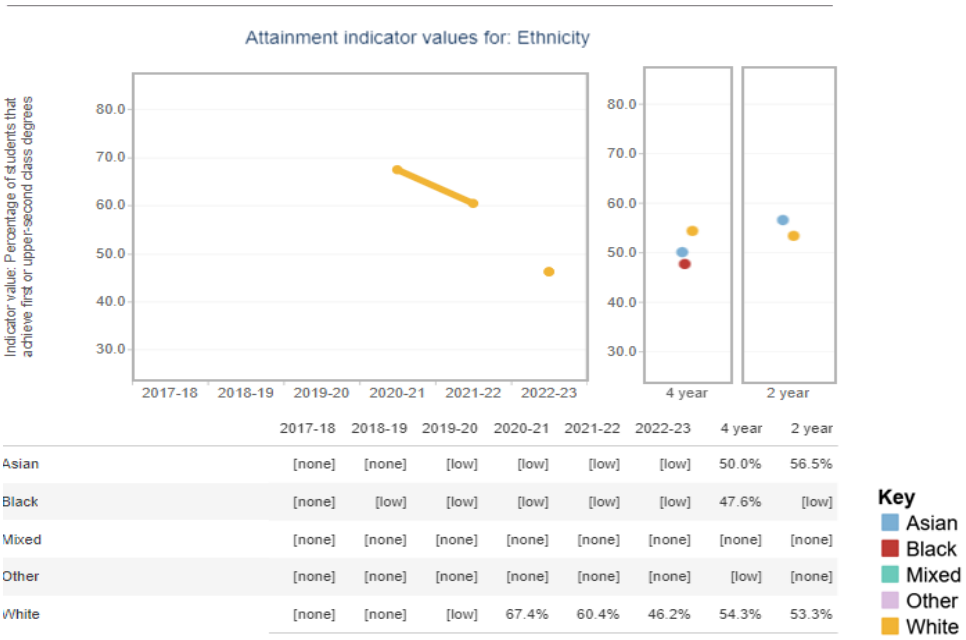
Data by TUNDRA Quintiles and ABCS is very limited (<2 students per Quintile per year) and therefore annual performance and for aggregate data for students from all TUNDRA Quintiles is supressed. Due to the insufficient data within the London School of Management Education, it is not feasible to set any targets regarding progression within the TUNDRA and ABCS measure. However, we will continue to monitor this measure and compare any emerging trends to those found in the sector as our dataset grows. Consequently, the TUNDRA measure is **not of concern** in the context of Attainment.

STUDENTS FROM GLOBAL MAJORITY

Attainment by ethnicity lags the sector for every ethnic group whose data is not subject to suppression (Asian, Black, and White ethnicity groups respectively). The difference is the greatest for Black students, where attainment rates for London School of Management Education being 16.5pp below the sector average. Black students not only have the lowest rate of attainment at London School of Management (47.6% over the 4-year aggregate), but also have the highest attainment gap compared to White students (6.7pp) at the institution. This attainment gap is 16.4pp higher than the sector average.

Asian students have the second lowest attainment rate at London School of Management Education, at 50% (75% sector average). The attainment gap between Asian and White students is however lower than the sector average (4.3pp compared to 9.2pp sector average).

White students having the highest rates of attainment at 54.3% (84.2% sector average). Attainment rates of White students are also of concern as between 2020-23, the annual data shows a declining rate of attainment of approximately 20pp for this group (Fig 7).



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	4 year	2 year
Asian	[none]	[none]	[low]	[low]	[low]	[low]	50.0%	56.5%
Black	[none]	[low]	[low]	[low]	[low]	[low]	47.6%	[low]
Mixed	[none]	[none]	[none]	[none]	[none]	[none]	[none]	[none]
Other	[none]	[none]	[none]	[none]	[none]	[none]	[low]	[none]
White	[none]	[none]	[low]	67.4%	60.4%	46.2%	54.3%	53.3%

Fig.7: Attainment (Achievement of a 1st or 2:1 Degree Outcome) by Ethnicity

The Ethnicity measure is therefore **of concern** in the context of Attainment, specifically related to attainment rates of Asian, Black, and White students, as well as the gaps for Black and Asian students when compared to White students.

DISABLED STUDENTS

Data on attainment rates for disabled students is suppressed at both the aggregate and annual levels. This is due to a sparse number of students (n=<2) reporting a disability between 2016-22. Consequently, there is no sufficient data for this measure, making a meaningful analysis from comparing attainment rates between students with and without a declared disability not feasible at the present time. The small, missing, or suppressed annual data for all the disability types make the analysis by type particularly challenging. The Disability measure is therefore **not of concern** in the context of Attainment.

MATURE STUDENTS (21 YEARS AND OVER)

Mature learners at London School of Management Education have enjoyed continuingly increasing rate of achievement of First or 2:1 degree outcomes between 2016-17 and 2021-22 reaching 64.7% in 2021-22. In the latest year (2022-23), outcomes for mature learners dropped to 47.1% generating a 4-year aggregate of 53.9%, which represents an attainment gap of -18.6pp compared to the sector average. Data on attainment rates for young students is suppressed both annually and in 4 or 2-year aggregates. This makes comparing attainment rates between young and mature students difficult. However, since attainment rates for mature learners still significantly lower than the sector average, **they are of concern** and reflects the overall low attainment levels for LSME students in general. At the institutional level, we will work towards improving the overall attainment rates for all our students and this will not be included as a target in this APP.

The data for attainment levels at the London School for Management Education across all TUNDRA Quintiles, ABCS and eligibility for FSM are so small to allow for meaningful statistical analysis. While we will continue to monitor this area in the future, the current limit of data and the newness of the measure means that the ABCS measure and TUNDRA Quintiles are therefore **not of concern** in the context of Attainment.

PROGRESSION

Progression is defined as being in highly skilled employment (professional or managerial) or undertaking further post-graduate study. This section provides London School of Management Education's performance in progression of students from the OfS key target groups. The London School of Management Education's overall progression rate of 45.6% over the 4-year aggregate is considerably below the sector average of 72.4%.

INDEX OF MULTIPLE DEPRIVATION (IMD) 2019

London School of Management Education's progression outcomes for students from IMD Quintile 1 lag the sector average (45.6% vs. 72.4%, respectively), and the gap in progression outcomes between the students from IMD Quintile 1 compared to IMD Quintile 4 at the institution is significantly below the sector gap (0.1pp vs. 8.3pp, respectively). Although there may be not be significant gaps in several IMD Quintiles except between IMD Quintile 3 (40.8%) and IMD Quintile 1 (47.1%) in the 4 year aggregate data and between IMD Quintile 4 (34.6%) and Quintile 1 (47.7%) in the two year aggregate data, IMD Quintiles remain a concern in the context of Progression, specifically related to the overall IMD progression gap compared to the sector average. LSME will work towards the overall improvement in student progression while monitoring the gaps between IMD Quintiles over the next five years.

TUNDRA QUINTILES

Data by TUNDRA Quintiles is very small and are therefore supressed for annual performance and for the 4-year aggregate data for students from TUNDRA Quintile 1. The average sector performance shows a 6.5pp gap in progression over the 4-year aggregate. While the lack of data means that it is not feasible to set any targets in terms of progression within the TUNDRA measure, we will need to continue to monitor this measure and compare any emerging trends to those found in the sector, as our dataset grows.

STUDENTS FROM GLOBAL MAJORITY

The London School of Management Education's ethnicity-based data for progression show significant variations in outcomes. From the 4-year aggregate data from 2018-19 to 2021-22, the institution's White, Black, and Asian students have progression rates significantly lower than the sector averages (31.3% vs. 73.2%, respectively for White students; 52.7% vs. 69.4%, respectively for Black students; 60.0% vs. 70.0%, respectively for Asian students). In addition to this, data on progression gaps, with White students performing worse than their Black and Asian peers. The progression gaps for Asian students compared to White students, and Black students compared to White students, are not only inverse, but six-eight times bigger than the sector gaps (-27.9pp vs. 3.4pp for Asian student progression gap; -26.6pp vs. 4.4pp for Black student progression gap). The Ethnicity measure is therefore **of concern** in the context of Progression, specifically related to attainment rates of Asian, Black, and White students, as well as the gaps for White students when compared to Asian or Black students.

DISABLED STUDENTS

Despite the overall low progression for LSME students compared to the sector average, the progression gap based on disability at LSME is positive in favour of disabled students (-12.5pp) and looks better than the sector gap, 1.8pp, which shows that non-disabled students on average have better progression outcomes in the sector. The disaggregated data by disability type are very small and not reportable for the years included in this analysis. The Disability measure is therefore **not of concern** in the context of Progression.

MATURE STUDENTS (21 YEARS AND OVER)

Progression rates for mature learners have been in rapid decline between 2018-22 (-14.1pp); a significantly steeper decline than the national gap in attainment rate for mature learners during the same period (-2.2pp). This means that over this time, graduates at London School of Management Education have faced progression outcomes declining at a faster rate than their peers across the sector. In

addition to this, attainment rates for mature learners at London School of Management Education have consistently been below sector average over the 4-year aggregate data as shown previously. Data on attainment rates for young students is suppressed both annually and in 4 or 2-year aggregates. This makes comparing attainment rates between young and mature students difficult. It is worth flagging here that there was an initial increase in progression rates of 7.3pp between 2018/9 and 2019/20, which has since dropped. It may be worth considering the cause of this decline in the internal data analysis. The Age measure may therefore be **of concern** in the context of Progression, specifically related to the progression outcomes of mature students. However this is also related to the overall decline in progression in the institution which has predominantly mature students. We will work towards improving the overall progression while also monitoring this trend between mature and young students.

ABCS QUINTILES

London School of Management Education's data for the ABCS measure is not reportable annually for all Quintiles due to low numbers of students for each quintile (n=<23). However, the institution's 4-year aggregate data indicates a trend which inverses that of the sector. Quintile 1 students have better progression outcomes than their Quintile 5 peers (54.7% compared to 36.9%, respectively). This is a drastic difference to the sector average of a -16.9pp progression gap between ABC Quintile 1 students and their less disadvantaged peers.
Despite this, the rates of progression in ABSC Quintile 1 still lag somewhat behind the sector average (54.7% vs 64.0%, respectively). For this reason, ABCS measures are **of concern** with regards to Progression of LSME students. Considering the low performance in progression for all LSME students, we will focus on improving progression while monitoring the progression gaps in the ABCS Quintiles.

STUDENTS ELIGIBLE FOR FREE SCHOOL MEALS (FSM) AT KEY STAGE 4

The disaggregated and aggregated FSM data are extremely limited (n = <2 across all areas from 2016-2022), making it difficult to provide a meaningful analysis. Overall, the FSM measure is therefore **not of concern** in the context of Progression, subject to confirmation of the positive trends in increasing the progression rate and narrowing the progression gap for FSM eligible students, as well as the newness of this measure.

SUMMARY OF LSME'S ASSESSMENT OF PERFORMANCE

Based on the initial performance assessment above, we have identified emerging indicators of risk (i.e. measures where recent performance has been weak) that signpost to priority areas for further investigation and potentially, inclusion as target areas in the new AP Plan.
In summary, these areas are:

ACCESS

1. Disabled students (enrolments below sector averages).
2. Enrolment of young people fall below the national average.
3. Global Majority students (enrolments of non-Black Global Majority learners is below the local population parity and a trend in the number of Black students enrolling declining). This should be closely monitored.
4. TUNDRA Quintile 1 neighbourhoods are underrepresented at LSME.

These Access risks are related to the EORR Risks 1, 2, 3 and 5.

CONTINUATION

1. There is a continuation gap between young and mature students at LSME.
2. There is a continuation gap between disabled and non-disabled students which should be monitored closely in consideration of the small numbers of disabled students and the lack of meaningful statistical analysis.

COMPLETION

There were not significant completion gaps between the most deprived and the least deprived students at LSME.

ATTAINMENT

1. There are significant attainment gaps between LSME students and their HE peers.
2. IMD Quintile 1 students (Gaps in attainment outcomes for the most disadvantaged backgrounds (IMD Quintile 1) compared to their most advantaged peers in IMD Quintile 4, as well as attainment rates for Quintile 1 students compared to the sector average).
3. Global Majority students (Attainment rates of Black and Asian students as well as the gap in attainment outcomes for Black and Asian students when compared to White students).
4. Mature students (Attainment rates for mature students compared to sector average).

These risks in student success are consistent with the EORR risk 6 to 10

PROGRESSION

1. LSME significantly lags behind the HE sector in terms of progression.
2. IMD Quintile 1 students (Gaps in progression outcomes for the most disadvantaged backgrounds (IMD Quintile 1) compared to their most advantaged peers in IMD Quintile 4 and 3).
3. Global Majority students (Progression rates of Black and Asian students as well as the gap in progression outcomes for Black and Asian students when compared to White students).
4. Mature students (Progression rates for mature students compared to sector average).

These risks are consistent with EORR Risk 12. Due to the overall gaps between LSME and the HE sector, and the inconsistencies in our datasets, our main focus on progression in the context of this APP is to improve the overall progression rate of the institution.

ANNEX B: FURTHER INFORMATION ON THE RATIONALE, ASSUMPTIONS AND EVIDENCE-BASE FOR EACH INTERVENTION STRATEGY

LSME has used evidence-based practices to effectively assist target learners in accessing higher education. These strategies are multi-faceted, addressing specific barriers commonly faced by these groups, including financial hardship, competing responsibilities, and external pressures.

INTERVENTION STRATEGY 1 - IS1: LSME OUTREACH PROJECTS - TARGETING TUNDRA QUINTILES 1 AND 2 NEIGHBOURHOODS, SUPPORTING SUCCESS IN SECONDARY EDUCATION AND IMPROVING ASPIRATION AND MOTIVATION

ACCESS

Our Access interventions have several components which are outlined below:
The first initiative is geared towards creating more opportunities for success in secondary education. We also plan to improve aspiration and motivation for HE for disadvantaged pupils/mature students in our local community. This is intended to support their access to higher educational institutions of their choice. We also intend to create more accessible options and pathways to higher education in LSME for the range of students within our target population. The final component of the Access intervention is to review existing pathways for HE for underrepresented students.

SUMMARY OF UNDERPINNING EVIDENCE

EVIDENCE	RATIONALE
Mannion, J. and Mercer, N. (2016). Learning to learn: improving attainment, closing the gap at Key Stage 3, The Curriculum Journal, 27(2), pp. 246-271.	Showing some links between specific learning interventions and improvement in student attainment and access to HE
https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/equality-of-opportunity-risk-register/	Supported the understanding of how LSME Risks are linked to the OfS EORR
TASO (2022) Typology of attainment-raising activities conducted by HEPs: Rapid Evidence Review https://cdn.taso.org.uk/wp-content/uploads/TASO-attainment-raising-typology-and-rapid-evidence-review.pdf	Suggesting the review of evidence of Successful attainment raising interventions such as academic tutoring backed with international evidence that shows their effectiveness in raising attainment for disadvantaged students.
https://www.compare-school-performance.service.gov.uk/schools-by typestep=defaulttable=schoolsregion=geographic=lafor=secondary	Providing access to school performance data in Redbridge and surrounding boroughs to confirm the attainment gaps
Gartland, C (2015). Student ambassadors: 'role-models', learning practices and identities, British Journal of Sociology of Education, 36(8), pp. 1192-1211.	Stressing the role of student ambassadors in informal settings in raising attainment of students through outreach projects
Education Endowment Foundation (EEF) (2014) Reading at the Transition. Interim Evidence Brief. June 2014, London: EEF.	Discusses how literacy catch up projects benefitted disadvantaged students.
Strand, S. (2014). School effects and ethnic, gender and socio-economic gaps in educational achievement at age 11. *Oxford Review of Education*,40(2), 223-245.	Discussed the effectiveness of compulsory education providers in raising attainment: the research suggests that disadvantaged pupils in the more effective schools performed significantly better than the less deprived pupils in the less effective schools, but all pupils (both deprived and not deprived) benefit from attending the more effective schools
LSME Impact Report 2022-23- Unpublished data.	Shows how our ongoing project has provided promising results in attainment raising in secondary schools
NIACE, 2014. Reaching-and-engaging-disadvantaged-groups-in-community-learning.pdf https://learningandwork.org.uk/wp-content/uploads/2020/05/Reaching-and-engaging-disadvantaged-groups-in-community-learning.pdf	Provides evidence that suggests that the use of trusted intermediaries to contact people informally in their own neighbourhoods and specifically tailoring interventions to their individual needs has worked
Hughes, D., Mann, A., Barnes, S. A., Baldauf, B., & McKeown, R. (2016). Careers Education: *International Literature Review. EEF.*	Discussion of the quality of careers education in state funded secondary education and the overall impact on access to higher education
Thompson, D. W. (2020). Aspirations and ambiguities – the need for focused IAG for school pupils considering progression to higher	Discussion on the need for good quality of careers education in schools and the link with aspirations to study in HE

education (HE). *Journal of Further and Higher Education*. 44(7), 911-924.	
TASO (2023) What works to reduce equality gaps for disabled students? https://taso.org.uk/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students.pdf	Suggesting the review of evidence of Successful interventions for disabled students t

The need for this intervention initially arose from our first-hand experience with the LSME-Inspire outreach project, along with insights gained from our existing relationships with secondary schools in our local community and surrounding areas. Additionally, several practices were shaped by our partnerships with Barking and Dagenham Aspire Virtual School for Looked-After-Children, Barking and Dagenham Football Academy, Sycamore Trust, and AccessHE and Care Leavers Mentoring group. These collaborations helped us better understand the barriers that needed to be addressed. We also obtained guidance from published research as indicated in the Table above.
There are three main aspects of this intervention.

1. Development of partnership with, local organisations, secondary schools and colleges,
2. Attainment raising in secondary education (curriculum support for GCSE Maths and English.
3. Provision of information, advice and guidance on HE and offering career advice and guidance in secondary schools and in the local communities (Improving Self-efficacy and motivation for HE).

Our focus on developing partnerships is our sustained and progressive way that allows us to develop strong working relationships with schools and colleges. We currently partner with 7 secondary and sixth form settings, allowing us to embed standard teaching into areas of compulsory education which may need additional support.

SUPPORTING SUCCESS IN SECONDARY EDUCATION

LSME plans to continue to deliver its highly successful Inspire project which 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 GCSE grades in Maths and English. Eligible students are offered one-to-one tutorials in GCSE Maths and English via the MyTutor platform or similar others.
Our partner schools identify these students based on their level of engagement, attendance, barriers to learning, personal circumstances and academic performance**.** The current intervention strategy proposes to continue to promote this project to more secondary schools in the local communities particularly those in TUNDRA Quintiles 1 and 2 neighbourhoods in Barking and Dagenham, Havering and Redbridge Boroughs.

IMPROVING SELF-EFFICACY AND MOTIVATION FOR HE

LSME conducted Information, Advice and Guidance sessions as part of the LSME-Inspire project to pupils from within the local community and in 2022-23 we reached out to over 500 hundred pupils from The Valentine School, Abbs Cross Academy and Woodbridge High School Career Fairs, targeted White British, students from Low Participating Neighbourhoods (LPNs), Asians, Black Caribbean students with significant barriers to learning as well as those with disabilities to enhance knowledge and guidance of accessing higher education options and opportunities of career pathways and professions. The 'What Next' and Future Youth Zone events were attended in partnership with NEET Providers Forum, Barking and Dagenham. These events were a tailored career guidance and pathways information for students and out of school young people including NEETs, who attended Future Youth Zone in Barking and Dagenham.
Having received very positive feedback, these events will continue in a foreseeable future with more strategic focus on monitoring and evaluation of its impact. The LSME-Inspire Project, will continue to focus on building strong relationships and collaborative arrangements with neighbourhood Secondary schools and FE Colleges to support students' aspiration and attainment. This project will target learners who are under-performing and are disengaged with learning and fail to see the link between personal achievement and future choices. We will work with the students and with their teachers to agree on support mechanisms that LSME will provide. This will include organising CPD events for students in their schools during open day and career development sessions to explain the benefits of higher

education and establishing one to one mentoring in partnership with relevant organisations such as AccessHE, Care Leavers Mentoring group. We hope to support a minimum of 50 learners to have a clear career development pathway during the lifetime of this plan. Starting with a small number of fewer than 10 students, we will gradually increase this number each year to reach our target of 50 learners within five years. Our targets will continue to be Schools & colleges within TUNDRA Quintiles 1 & 2 within our geographical areas in the east of London areas with education, skills and training deprivation and low level of GCSE attainment and income deprivation affecting children. These will include specific areas like Barking and Dagenham, parts of Havering, Romford and Greenwich. Some of the activities will include holding career and employment workshops in the Schools and Colleges once in a term to introduce all learners to HE opportunities and LSME courses. These workshops will be facilitated by a Employment and Careers Officer appointed by LSME and activities will cover career advice from industry experts, workplace visits and motivational talks on the importance of HE and opportunities available. Disadvantaged individuals who are out of school will be targeted for our **HE Transitions Workshop** for a period of 4 weeks. This fully funded project will cover topics on career advice and guidance, employability skills, CV writing, interview techniques (Week 1), the benefits of HE, sources of funding for HE (Student Finance), available financial support from LSME (Week 2), Study skills development including academic writing, basic numeracy and literacy skills development, Plagiarism and Harvard Referencing, opportunity to observe ongoing classes and interact with student ambassadors (Week 3), HE application process, writing personal statements, understanding the expectations of HE and HE grading criteria (Week 4). This workshop hopes to improve access to any HEP of their choice as well as to LSME. The overall intervention has a well-established Theory of Change and evaluation plan looked after by our external evaluator, SEER. We evaluate this strategy as a full suite of activities, with evaluations for all parts contributing to an overall evaluation report.

INTERVENTION STRATEGY 2 [IS2] LSME EXPANSION OF CURRICULUM: CREATING MORE ACCESSIBLE OPTIONS FOR DISADVANTAGED PEOPLE

LSME plans to develop and expand new pathways, to support target students enter and succeed within higher education. This includes consideration of more programmes of study, improving course and curriculum content as well as providing more flexible modes and methods of study.

SUMMARY OF UNDERPINNING EVIDENCE

EVIDENCE	RATIONALE
Boliver V. (2016) 'Exploring Ethnic Inequalities in Admission to Russell Group Universities'. Sociology. 2016 Apr;50(2):247-266. doi: 10.1177/0038038515575859. Epub 2015 May 12. PMID: 27904229; PMCID: PMC5117128.	Examining the significant gaps in access to higher education between socially disadvantaged students and their peers
Campbell, S., Macmillan, L., Wyness, G., Bryson, A., Stokes, L., & Wilkinson, D. (2019) 'Mismatch in higher education: prevalence, drivers and outcomes'	Exploring the effects of limited course options and challenging admission processes for disadvantaged students
LSME APP Impact Report-2022-23 (unpublished)	Evidence suggesting the success of LSME's ongoing Foundation Year Study as a viable option for access into HE
Boliver, V.; Gorard, S.; Siddiqui, N. (2015) 'Will the Use of Contextual Indicators Make UK Higher Education Admissions Fairer?' Educ. Sci. 2015, 5, 306-322. https://doi.org/10.3390/educsci5040306	Discussion on the impact of contextual admissions in higher education as a means of improving access.
OfS, 2021. Improving Opportunity and Choice for Mature Students. https://www.officeforstudents.org.uk/publications/improving-opportunity-and-choice-for-mature-students/	Suggesting the need for more flexibility in HE to attract mature students.

These intervention projects are in response to EORR - Risk 3, 4 and 5, which suggest significant gaps in access to higher education between socially disadvantaged and their peers the poor perception due to limited course options and challenging admission process for disadvantaged students. The proposed activities are supported by the use of evidence from the literature as highlighted in the Table above.
Although LSME generally performs above the national average in enrolling global majority ethnicities and mature students, our performance in attracting young people and disabled students has been below average prompting the need to introduce further interventions to improve access to disadvantaged

individuals within the local community. Feedback from prospective candidates have confirmed that our limited range of courses is a deterrent for many prospective students, particularly the disadvantaged students in the local community and we can also confirm that some of our prospective mature learners have not accepted our offer of admission due to insufficient flexibility. A reduction in options for mature students have seen a sharp sector-wide decline in mature students undertaking part time courses.
There is compelling evidence from our internal data indicating that a significant majority of Foundation Year students are indeed progressing to higher education, and this proportion is on a positive upward trajectory since the beginning of the programme. The increase in the rates of continuation of the foundation year students to level 4 study from 87.4% in the 2021-22 Academic Year to 90.4% in 2022-23 is likely a result of our sustained efforts in student engagement. Evidence from research also confirms the impact of the use of contextual admissions to support access for disadvantaged students. The OfS has also shown that a variety of part-time options also benefited mature students and other groups such as younger students who wanted to reduce course intensity because of disability or becoming parents during their courses.

CREATING MORE ACCESSIBLE OPTIONS FOR HE

LSME plans to develop and expand new pathways, to support target students enter and succeed within higher education. This includes consideration of programmes of study, course and curriculum content; and modes and methods of study and if necessary and depending on the subject, introduce professional development pathways as an optional pathway which allows students to take time off to undertake work placement to support the development of their employability skills to aid future graduate outcomes. We also plan to introducing hybrid/online distance learning provision, to reach a wider range of audiences as part of the flexible learning approach. We also propose to introduce new short courses. This will offer the College the opportunity to develop courses that will retrain or upskill individuals. As such modular courses with standalone accreditation or combined into a full one year programme of study which can contribute towards the attainment of an undergraduate honours degree will be considered. This will provide more flexibility and a clear transition for mature and young disadvantaged learners entering HE for the first time. With this, the entry requirements are designed to be flexible, particularly for our target students. With the addition of new modular courses, students will gain greater flexibility to choose from various course levels. These levels can be adjusted even after application, ensuring each student is placed in the course that best matches their academic abilities and interest and maximizes their chances of success. LSME provides a contextual admissions process that evolves annually to better serve applicants and we will continue to utilise this approach to attract a higher number of applicants

Our Integrated Foundation Year studies, developed in direct response to improving the participation rates of underrepresented and disadvantaged learners, provide a broad core curriculum, for students to build transdisciplinary academic learning skills required to progress onto full degree programmes. Learners from underrepresented and deprived backgrounds have benefited from this approach.

A further review of this initiative is proposed within this Plan to access how the Foundation Year has supported students to build a social capital for HE and improved their exposure to a range of disciplines and HE learning experiences, to make informed choices and build their confidence and effective learning and study skills.

INTERVENTION STRATEGY 3 (IS3): REDUCING CONTINUATION AND ATTAINMENT GAPS

LSME has used data from the OfS dashboard to identify the inequalities faced by disadvantaged and underrepresented students throughout the student lifecycle in terms of continuation and attainment. We aim at tackling these issues and supporting the student to achieve a successful outcome. Activities under this intervention were informed by our internal data as well as the scholarly evidence presented below.

SUMMARY OF UNDERPINNING EVIDENCE

EVIDENCE	RATIONALE
Grier-Reed, T., Arcinue, F., & Inman, E. (2016). The African American Student Network: An Intervention for Retention. Journal of College Student Retention: Research, Theory & Practice, 18(2), 183-193. https://doi.org/10.1177/1521025115584747	Addresses the impact of student networks on student retention
Danbert, S. J., Pivarnik, J. M., McNeil, R. N., & Washington, I. J. (2014). Academic Success and Retention: The Role of Recreational Sports Fitness Facilities. Recreational Sports Journal, 38(1), 14-22. https://doi.org/10.1123/rsj.2013-0010	Focusses on the role of recreational sports and fitness in academic success and retention
Guilmette, M., Mulvihill, K., Villemaire-Krajden, R., & Barker, E. T. (2019). Past and present participation in extracurricular activities is associated with adaptive self-regulation of goals, academic success, and emotional wellbeing among university students. Learning and Individual Differences, 73, 8-15. https://doi.org/10.1016/j.lindif.2019.04.006	Suggested that past and present extra-curricular activity participation was positively associated with self-regulation strategies, which, in turn were related to higher levels of academic success and emotional wellbeing. The paper suggests that Universities and colleges should encourage extra-curricular participation to support positive adjustment outcome.
Whiteside, M., Bould, E., Tsey, K., Venville, A., Cadet-James, Y., & Morris, M. E. (2017). Promoting Twenty-first-century Student Competencies: A Wellbeing Approach. Australian Social Work, 70(3), 324–336. https://doi.org/10.1080/0312407X.2016.1263351	Highlighted the relevance of introducing programmes that promote social competencies that enable students to problem-solve and be empowered to adapt in a complex world and improve on their sense of belonging.
Student Minds Research Briefing (2023) https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/student_minds_insight_briefing_feb23.pdf	Highlighting the extent of the problem of mental health among university students and suggesting different avenues for support.
OfS-Insight (2019), Mental Health: Are all Students being Properly Supported? insight-brief-mental-health-are-allstudents-being-properly-supported.pdf	Providing further insights into what universities in the UK are doing to support mental health and wellbeing of students
Worsley JD, Pennington A, Corcoran R. Supporting mental health and wellbeing of university and college students: A systematic review of review-level evidence of interventions. PLoS One. 2022 Jul 29;17(7):e0266725. doi: 10.1371/journal.pone.0266725. PMID: 35905058; PMCID: PMC9337666	Suggestions of the impact of mindfulness based interventions in supporting the development of good mental health and wellbeing of university and college students.
Breedvelt, J.J.F., Amanvermez, Y., Harrer, M., Karyotaki, E., Gilbody, S., Bockting, C.L.H., Cuijpers, P., & Ebert, D.D. (2019). The effects of meditation, yoga, and mindfulness on depression,anxiety, and stress in tertiary education students: A meta-analysis. *Frontiers in Psychiatry*,10, 1-15.	Suggestions of the impact of mindfulness based interventions in supporting the development of good mental health and wellbeing of university and college students.
Davies, B.E., Morriss, R., & Glazebrook, C. (2014). Computer-delivered and web-based interventions to improve depression, anxiety, and psychological well-being of university students: A systematic review and meta-analysis. *Journal of Medical Internet Research*, 16(5), 1-24.	Suggestions of the impact of computer-based interventions in supporting the development of good mental health and wellbeing of university and college students.
McCloud T, Bann D, (2019) Financial stress and mental health among higher education students in the UK up to 2018: rapid review of evidence. *J Epidemiol Community Health* 2019;73:977-984	A review of links between student financial stress and mental health, found that some indicators of financial stress (such as financial concern and experience of financial difficulties) were associated with worse mental health, but amount of debt was not.
Ilie, S., Horner, A., Kaye, N. & Curran, S. (2019). Financial support evaluation research report: Financial support and undergraduate outcomes in the University of Cambridge. Available online at: https://www.cao.cam.ac.uk/financial-supportand-undergraduate-outcomes-2019	On the whole, the evidence supports the hypothesis that increased Bursary funds for students in the greatest need are beneficial to them.
LSME Access and Participation Impact Report-2022-23 (Unpublished data).	Internal data suggesting that LSME students in need of financial support do benefit greatly from the support provided
Solberg, S., Martin, J., Larson, M., Nichols, K., Booth, H., Lillis, J. and Costa, L., 2018. Promoting Quality Individualized Learning Plans throughout the Lifespan: A Revised and Updated" ILP How to Guide 2.0". *National Collaborative on Workforce and Disability for Youth*.	Discusses the importance of ILPs to provide personalised career guidance and mentoring.

COMPREHENSIVE INDUCTION OF NEW STUDENTS

As part of our teaching and learning strategy the College is offering specific, proactive induction activities embedded within all programmes of study. In order to achieve a stretching success target, it is essential to identify students with support needs at the time of enrolment. As part of the induction process, we will continue to identify individual support needs by conducting an initial assessment and learning needs assessment (in a self-administered questionnaire). This information facilitates the formulation of their personalised learning plans for the identified hidden and multi-layered learning needs and provides personalised career development opportunities focused on developing their self-exploration, career exploration, and career planning and management skills that enables them to become aware of the relevance of academic preparation, work-based learning and the importance of completing their degree. This will ensure that the necessary support mechanisms are put in place and we can respond proactively to any student welfare and success issues.
After the initial assessment, all new entrants have the opportunity to learn study skills topics such as Harvard referencing, Plagiarism, Ethical use of AI in education, Time management, Researching for information, use of Canvas Platform and Turnitin, Understanding of assignment briefs and module specifications, Academic Writing, Accessing Online library etc. We plan to embed sustainability education in the induction of new students and conduct this induction in a more systematic way for all new entrants **('Unlock Your HE Potential' Workshop**).This supports the learner's understanding of the skills required to achieve on the course and will be offered to all new students including students in our target population by varying the delivery methods and level of activities and encouraging the sharing of experiences and success stories from other learners. Induction resources will continue to be utilised as a refresher in all classes. The rationale behind this activity is the first-hand experience of induction which has been evaluated using a pre and post induction surveys conducted by our SEER partners in the 2022-23 Academic Year. This survey showed promising results and the overall majority of inductees reported substantial benefit and motivation to progress with their studies.

YEAR-ROUND COMPREHENSIVE TEACHING AND LEARNING SUPPORT

Our student success activities are aimed at all students and in particular those who require additional support and belong to the access and participation target groups. Our strategies are diverse and include the following: term-wise reviews of ILPs; Additional learning support and weekly tutorial reviews; Reasonable adjustments for disabled students; Inclusive teaching and learning practice; Student mentors for students at risk of dropping out.

CURRICULUM SUPPORT

Our students have different levels of academic experience and pedagogy which may affect their level of engagement and success in HE. Challenges around mental health, including specific considerations for building resilience and confidence, and reducing stress, are being explored. For example, planning to focus more on employability, and outward-facing elements of the curriculum and teaching practices, linked with industry and the wider world can create a stimulating discussion around access to the creative economy and student experiences and pathways, which have impact on learning outcomes. We propose to diversify our mode of delivery to include industry based delivery of sessions, the use of role play scenarios that are developed with employers as a student's presentation backdrop, to reduce stress and address barriers that are the result of social inhibitors in a classroom setting.

Full, clear guidance of what is expected in assessment means that students are clear about what is expected of them. As part of this, inclusivity principles, such as enabling students to relate their interests and experiences to the curriculum; allowing flexibility to recognise different demands on students' time during assessment tasks; and, offering a choice of assessment approaches supported by early formative work and timely feedback, are considered. We will ensure our assessments are linked to the real world / employability, to increase confidence, engagement, motivation and metacognition.

REDUCING STRESS AND MAXIMISING MENTAL HEALTH AND WELLBEING ACTIVITIES

Student mental health risk has escalated recently particularly during the pandemic and post pandemic period. In 2022, a survey by the Student Minds, a mental health charity suggested that 57% of university students self-reported a mental health issue and 27% said they had a diagnosed mental health condition. The consequences of mental health issues for students range from poor academic performance and dropping out of university, to self-harm and suicide. Problems such as stress, anxiety and depression due to the pressure of higher education, the rising cost of living and uncertainties about job prospects are responsible of the rising incidence of mental health issues among university students but this is under reported at LSME as only 7.3% of our students have reported mental health issues. This figure is likely to be higher in our target population due to their peculiar circumstances. Nevertheless, this reported incidence of mental health issues is almost a fourfold increase from the results of the previous year. Our data on disability is suppressed due to the small size, thus preventing any meaningful statistical analysis. Students suffering from mental health issues are less likely to achieve and complete their programme of study. Students identified as being a retention concern, due to a reported or perceived mental health issue, will require specialist support to address these issues. LSME will invest in a new HE Senior Tutor role to guide students into appropriate counselling services. We have developed a standalone mental health strategy which involves developing new initiatives that will help to mitigate this equality of opportunity risk faced by target students. In addition to raising awareness of mental health though effective communication at all levels, the new strategy proposes a whole institutional approach to mental health support, clear leadership in the development of an inclusive environment and collaboration with external agencies and improvement in access to mental health services for early recognition and alleviation of mental health issues affecting students. LSME supports its students to alleviate the effect of stress with extra-curricular activities which unfortunately are not taken up by some of our target students due to time constraints. We propose to continue to raise awareness of stress and support students to manage stress in a variety of ways and in consultation with the student body. Some of the notable activities under this intervention include:

- '**Let's Talk Mental Health' project -** Continue with our awareness raising initiative but increasing the frequency and intensity through College-wide campaigns, workshops, and events.
- Improve mental health accessibility to provide a conducive environment for students to seek confidential advice about their mental health at all time. Enhance the activities of the Colleges counselling services with qualified professionals to provide counselling and therapy services to students.
- To develop and maintain collaborative links with external agencies (particularly the NHS, mental health charities and voluntary organisations.
- Ensure an effective approach to communication, that links different sources of data on mental health and wellbeing and share information within the College, and with external agencies as and when appropriate.
- Continue to consider our inclusive approach to learning and teaching, and explore methods of assessment which reduce stress whilst maintaining academic standards (use of personal experiences, flexibility to choose a different case study related to their workplace avoid over assessment, flexibility to choose from a wide range of options etc).
- Improve the dissemination of Mental Health Self-help activities including stress management tools (yoga, mindfulness, light recreational activities in the park, day trips etc) on the Noticeboards and College VLE on regular bases.
- Conducive College environment- Create a conducive environment in which people are respected and supported to do well. Encourage positive relationships and a sense of belonging among students through peer support programmes, mentoring initiatives, and inclusive activities on an ongoing basis.
- Encourage students to engage in all aspects of college life promoting the wide range of college events, celebrations and volunteering opportunities open to them.

PROVISION OF FINANCIAL SUPPORT

Our internal data indicates that the withdrawal rate of students in 2022-23 (post COVID-19) is slightly higher than in the preceding years. This has been attributed to financial pressures which differentially affects students on universal credit whose benefit are curtailed due to their enrolment on full time HE courses and the receipt of financial support via the Student Loans Company (SLC). This equality of opportunity risk particular affects Blacks and young people registered for their first degree with a continuation rate of 86% and 76% respectively in comparison with the overall college average of 98% (4-year aggregate data from OfS Student outcome measures for the regulation of condition B3: Full-time continuation for the taught population data). In order to address these inequalities in the HE system, bursaries and financial aid have been used to mitigate the financial cost of participating in HE for students from less well-off backgrounds. Broadly speaking, intuitional financial support seeks to remove financial barriers for students who might otherwise be put off from applying to HEP and to support them succeed through higher education. Nonetheless, the specific goals of such policies cover a number of overlapping, yet distinct aims, supporting wider access, improved retention and greater success.

For 2019 to date, we have continued to improve on how we provide financial support to target students identified under our existing APP Plan. We have evaluated the impact of the financial support to our students using type 1 evaluative tools in which students have indicated that the financial support has supported their continuation on their course. In relation to the cost-of-living crisis, it is important for LSME to re-evaluate the impact of Fee Waivers, Hardship Fund and Bursaries and also consider additional grants for students (e.g. to purchase equipment, for support Disability Diagnostic Assessments).

INTERVENTION STRATEGY 4 IS4 (PROGRESSION TO HIGH LEVEL EMPLOYMENT AND FURTHER HE STUDY)

This intervention proposes a combination of classroom and work-based activities to support the employability skills development of LSME students. The underpinning evidence for this intervention is summarised in the Table below.

SUMMARY OF UNDERPINNING EVIDENCE

EVIDENCE	RATIONALE
AGCAS and Simplicity, (2022) The opportunities and challenges of student engagement in careers and employability provision. Available online at https://www.agcas.org.uk/write/MediaUploads/Resources/Research%20and%20knowledge/Symp_22_Student_Engagement_Report_Final.pdf	Evidence suggesting students are not engaging as fully as they could with career services to gain the benefits, but both process improvements and technology can achieve sizeable benefit.
Reardon, R.C., Peace C.S. and Burbrink I.E. (2019) College career courses and instructional research from 1976 through 2019. Scholarship of Teaching and Learning in Psychology.available at http://dx.doi.org/10.1037/stl0000254.	Literature reviews of evaluation studies show an emphatic positive impact of career services on students' personal career motivations and behaviour and employment outcomes e.g. more than 90% of studies showing positive effects.
Scheuring, F., & Thompson, J. (2024). Enhancing graduate employability – exploring the influence of experiential simulation learning on life skill development. Studies in Higher Education, 1–15. https://doi.org/10.1080/03075079.2024.2334837	Suggests that team-based employment simulations have a positive impact on life skills development and subject matter expertise
Greenbank, P. (2009) 'Re-evaluating the role of social capital in the career decision-making behaviour of working-class students', Research in Post-Compulsory Education, 14(2), pp. 157–170. doi: 10.1080/13596740902921463	Students with lower social capital have historically faced disadvantages in the labour markets

Reardon, R.C., Peace C.S. and Burbrink I.E. (2019) College career courses and instructional research from 1976 through 2019. *Scholarship of Teaching and Learning in Psychology*.available at http://dx.doi.org/10.1037/stl0000254.	Using research evidence to suggest the benefits of career services in HE and its impact when embedded in the curriculum.
Hansen, M., & Pedersen, J. (2012). An examination of the effects of career development courses on career decision-making self-efficacy, adjustment to college, learning integration, and academic success. *Journal of the First-Year Experience & Students in Transition*, 24(2), 33-61.	Discusses the effects of career development courses on various aspects of a student's motivations and capabilities: Improvements were found across a number of outcomes including adjusting to a new college environment and retention rates.
Meijers, F., & Kuijpers, M. (2014). Career learning and career learning environment in Dutch higher education. *Journal of Applied Research in Higher Education*, 6(2), 295-313.	Suggests that students who participate in a practice-based and inquiry-based curriculum, and who have helping conversations about their study with their teachers, feel more motivated towards learning, and less likely to quit

EMPLOYABILITY AND ENTERPRISE SUPPORT

An evaluation of the short term impact of this strategy suggests that over 95% of students are satisfied with the improvement in employability activities and the frequency at which they are held. In view of this, we will continue to utilise existing activities on the Employability and Enterprise Hub (EEH) and explore new initiatives to help improve the outcomes for our graduates. Our focus is to eliminate the existing gaps in progression to employment or further studies between LSME graduate and the national average. We also mean to reduce the employment gaps between black and Asian students and their white peers which is in favour of the global majority students. These students together with those with a disability, Care leavers and other socially disadvantaged learners identified in the local communities will be sufficiently guided and motivated to move towards some employment during their studies and to graduate level employment and/or postgraduate study after completion of their studies. Employment opportunities and advice will be tailored to the individual's needs and personal circumstance. They will be offered opportunities for more one to one employment sessions if need be. The Employment and Progression Officer will continue to organise career events and employability and interview skills development workshops at least for all learners at the departmental and non-departmental level. These sessions covers relevant topics such as:

- A good quality current CV writing.
- Interview preparation.

We have also recognised the need to intensify our efforts to deliver other intended activities such as

- Experience of a recruitment process.
- Conduct a diverse range of employer engagement forums all year round.
- Development of transferable skills for the workplace.
- Substantive work experience and placement opportunities.
- Improvement in partnerships with local businesses with the capacity to employ our learners all year round.
- Involvement of employers in the customisation of our curriculum to ensure that our learners upon completion have the required skills for employment in that local business.
- Strengthening our Alumni network.
- Compilation of comprehensive database on destination of leavers to help target graduates who are unemployed.

The different approach we propose to introduce this time is the need to embed these activities in the curriculum as evidence suggests a historic lack of engagement in extra-curricular activities for mature learners in LSME. This strategy will be evaluated annually at the end of each Academic Year to assess its impact on the employment of our learners. A vital aspect of our provision is the opportunity offered to our students to experience high-quality work placements and to apply knowledge and understanding to real-life work scenarios. This improves learner confidence in the work environment as evidenced in apprenticeship programmes. All learners who have completed their studies will also be encouraged to join the LSME alumni network. This is relevant as the College continues to offer support for employment-related activities to its Alumni. We will also focus resources into compiling destination data for all our students progressing onto work and onto further study. We aim to compile a comprehensive database and use the case studies to support and enhance our access work in years to come. This

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

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Office for Students

Fees, investments and targets

2025-26 to 2028-29

Provider name: London School of Management Education Limited

Provider UKPRN: 10022285

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0		N/A	9250
HNC/HND		N/A	9250
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree		N/A	9250
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	5000
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Office for Students

Fees, investments and targets

2025-26 to 2028-29

Provider name: London School of Management Education Limited

Provider UKPRN: 10022285

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:
The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):
"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.
"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£189,000	£179,000	£164,000	£154,000
Financial support (£)	NA	£124,000	£162,000	£201,000	£240,000
Research and evaluation (£)	NA	£20,000	£20,000	£20,000	£20,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£74,000	£74,000	£74,000	£74,000
Access activity investment	Post-16 access activities (£)	£40,000	£30,000	£15,000	£5,000
Access activity investment	Other access activities (£)	£75,000	£75,000	£75,000	£75,000
Access activity investment	**Total access investment (£)**	**£189,000**	**£179,000**	**£164,000**	**£154,000**
Access activity investment	***Total access investment (as % of HFI)***	**8.4%**	**6.3%**	**5.1%**	**4.5%**
Access activity investment	***Total access investment funded from HFI (£)***	**£0**	**£0**	**£0**	**£0**
Access activity investment	***Total access investment from other funding (as specified) (£)***	**£0**	**£0**	**£0**	**£0**
Financial support investment	Bursaries and scholarships (£)	£39,000	£45,000	£52,000	£59,000
Financial support investment	Fee waivers (£)	£27,000	£37,000	£46,000	£46,000
Financial support investment	Hardship funds (£)	£58,000	£80,000	£103,000	£135,000
Financial support investment	**Total financial support investment (£)**	**£124,000**	**£162,000**	**£201,000**	**£240,000**
Financial support investment	***Total financial support investment (as % of HFI)***	**5.5%**	**5.7%**	**6.2%**	**7.1%**
Research and evaluation investment	Research and evaluation investment (£)	£20,000	£20,000	£20,000	£20,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	0.9%	0.7%	0.6%	0.6%

Office for Students

Fees, investments and targets

2025-26 to 2028-29

Provider name: London School of Management Education Limited

Provider UKPRN: 10022285

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To support access and pathways to HE and to LSME for individuals from TUNDRA Quintile 1 and 2 neighbourhoods in Redbridge, Havering and Barking and Dagenham achieving a steady increase in participation from 18.2% to 30% by 2029	PTA_1	Access	Tracking Underrepresentation by Area (TUNDRA)	TUNDRA quintile 1 and 2	TUNDRA quintile 3, 4 and 5	Due to the small size of our data, we used the 4-year aggregate data which showed a -36.9pp gap between enrolment of TUNDRA Q1 and those from Q5. This is significantly higher than the sector gap of -17.2. we are adopting a percentage increase target for the aggregate groups of Quintiles 1 + 2 neighbourhoods to mitigate data uncertainty	No	The access and participation dashboard	2022-23	Percentage	18.2%	22.5%	25%	27.5%	30%
To support access and pathways to HE and LSME for disadvantaged school children by supporting the attainment of GCSE Maths and English for 50 eligible children per year in the target population over the next 5 years.	PTA_2	Raising attainment	Intersection of characteristics	Eligible		Activities will target underachieving disadvantaged children in local schools. The measure of disadvantage is eligibility for FSM. However, students receiving pupil premium, with disabilities, with low household income, Looked-After will be targetted. Our baseline and annual milestones are 4-year aggregates, from the baseline years 2017-18 to 2020-21.	Yes	Other data source (please include details in commentary)	2022-23	Headcount	100	150	200	250	300
To improve access and pathways to HE and to LSME for disabled students achieving a 10% enrolment of disabled students by the 2028-29 academic year.	PTA_3	Access	Reported disability	Disability reported		Disabled students are underrepresented in LSME. Our 4 year aggregate data from the OfS dashboard indicated a 3.6% enrolment of disabled students compared to 17.4% sector average. Disability outreach project will aim to increase the percentage of enrolment of disabled students to LSME and other HE institutions within the lifecycle of this plan. Our baseline and annual milestones are 4-year aggregates, from the baseline years 2017-18 to 2020-21 and hence rolling 4-yr aggregate data used.	No	The access and participation dashboard	2022-23	Percentage	3.6%	5%	6.5%	8.5%	10%
To improve access to HE and to LSME for disadvantaged young people achieving a 15% enrolment by 2028-29 academic year	PTA_4	Access	Age	Young (under 21)		LSME attracts mature disadvantaged students. Our 4-year aggregate data from the OfS dashboard suggests 8% enrolment rate of young people compared to 71% sector average. A low number of young people is due to the ongoing competition with larger HEPs, but we expect to enrol some disadvantaged young in the local community, preferring to study close to home if LSME offers a better range of courses. Milestones will continue as the rolling 4-year aggregate data due to 4-year aggregate baseline data	No	The access and participation dashboard	2022-23	Percentage	8%	9.5%	11%	13%	15%
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														

	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To eliminate the attainment gap (-23.1pp) between students from the IMD quintile 1 and quintiles 4, or 5 over the next 5 years.	PTS_1	Attainment	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	Although LSME performs significantly below the sector average in terms of attainment, there was significant attainment gap of -23pp between students in the IMD quintile 1 compared to IMD quintile 4 as suggested by our 4-year aggregate data. we plan to eliminate this gap over the next 5 years.	No	The access and participation dashboard	2022-23	Percentage points	23	15	10	5	0
To reduce the existing continuation gaps between our young and mature learners (-16pp) by 50% (-8pp) in the next five years.	PTS_2	Continuation	Age	Young (under 21)	Mature (over 21)	Young people studying at LSME are at a higher risk of dropping out within thei first year of their study compared to their mature peers. We plan to reduce this gap by 50% over the next 5 years	No	The access and participation dashboard	2022-23	Percentage points	16	14	12	10	8
	PTS_3														
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To improve student progression among all LSME students from 45.6% to 70% in the next 5 years.	PTP_1	Progression	Other	Other (please specify in description)	Other (please specify in description)	LSME performs significantly below the English HE sector in terms of progression to graduate-level employment and progression to further study. The strategic objective is to improve student progression among all LSME students from 45.6% to 70% in the next 5 years. This is necessary as the data available does not suggest differential progression in terms of the IMD quintiles within the institution.	No	The access and participation dashboard	2022-23	Percentage	45.6	55	60	65	70
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
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