LONDON SCHOOL®
OF MANAGEMENT EDUCATION

ACCESS AND PARTICIPATION PLAN

2020-2021 to 2024-2025

1. ASSESSMENT OF PERFORMANCE

Overview

The London School of Management Education (LSME) is situated in the London Borough of Redbridge and serves the local population of Redbridge and surrounding Boroughs including Havering, Newham, Barking and Dagenham, and Waltham Forest, providing full-time Higher Education in Teaching, Business Management and Health and Social Care. LSME had its first Access and Participation Plan (APP) approved by the Office for Students (OfS) as part of the conditions for registration in the Approved (fee-cap) category in January 2019. This strategy is scheduled to commence in August 2019 and will be reviewed at the end of the 2019/20 Academic Year in the context of the new statutory requirement by the OfS aligned with the HE (Access & Participation Plans) (England) Regulations 2018 and the Higher Education Research Act 2017.

To assess our current performance in Access and Participation, data from 2014-18 academic years have been analysed. This information is obtained from the OfS Access and Participation datasets or generated internally or from other authentic academic sources. For internally generated data, we have applied the HESA's standard rounding methodology to anonymize data that can be used to identify individuals. Counts of people are rounded to the nearest multiple of 5 and percentages and percentage change calculations have been suppressed if they are a fraction of a small group of fewer than 23 people. Averages are suppressed if they are from seven or fewer people.

LSME is proud to have achieved a good record in the recruitment of students from low participation neighbourhoods (LPN) as evidenced by the range of access indicators which are better than the sector averages for full-time students.

We used the postcodes from the 2017-18 entrants to generate internally the Participation of Local Areas (POLAR4) Quintiles for our mature learners. This was necessary as the OfS data resources on the participation of local areas for LSME is based on young entrants only and we did not have enough numbers of under 21-year-olds to generate a meaningful analysis of the POLAR4 quintiles.

- 36% of all accepted applicants in 2017-18 were from POLAR4 quintiles 1 and 2.
- All students (100%) from the low adult participation neighbourhoods (POLAR4 quintiles 1 and 2) in 2017-18 are mature full-time undergraduate entrants. LSME has continued to recruit large numbers of mature students, a 3-fold higher proportion in comparison with the national average of approximately 27% (Table 1).
- 76% of our learners are from IMD Quintiles 1 and 2 neighbourhoods, which is approximately 36pp higher than the sector average.
- Our non-continuation rate is under 1% on average for the last three Academic Years.

Table 1| Age distribution of entrants to Higher Education in LSME and across the sector

Institution	Age Range (Years)	2014-15	2015-16	2016-17	2017-18
LSME	**< 21**	2%	0%	2.5%	0.6%
	>21	98%	100%	97.5%	99.4%
	21-30	5.1%	6%	4.5%	7.3%
	26-30	12.1%	9.3%	10.8%	12.2%
	31-40	37.4%	30.7%	18.5%	32.9%
	40-50	34.3%	38%	35%	26%
	>50	9.1%	16%	28%	20.1%
SECTOR	**<21**	73.6%	71.3%	72.6%	72.2%
	>21	26.4%	26.9%	27.4%	27.8%

Source: OfS Access and Participation dataset

Table 2| Participation of local areas for LSME and sector average for the 2017-18 academic year

POLAR4 (Quintiles)	LSME Proportions (2017-18)+	SECTOR-Ave Proportions (2017-18)*
1	19%	12%
2	17%	16%
3	10%	19%
4	30%	23%
5	24%	30%
1-2	36%	27.5%
3-5	64%	72.5%

**OfS Access and Participation dataset for the participation of young people*

+ LSME POLAR4 for the participation of mature people.

1.1 Higher education participation, household income, or socio-economic status

1.1.1 Access

Nineteen per cent of our accepted applicants are from 1st Quintile POLAR4 (Table 2) for adult participation in 2017-18. Since there is no sector statistics for adult entrants for effective comparison, the Indices of Multiple Deprivation (IMD) Quintile allocations for LSME entrants in 2014 to 2018 is utilised as the measure of the socioeconomic status. From 2014-15 to 2017-18 academic year, LSME has recruited on average 76% of learners from IMD quintiles 1 and 2 neighbourhoods (Table 3). Although there is no significant increase in the trend over the last four years, this figure is almost a double of the national sector average of around 40% in the same academic period. It also shows that LSME recruits more socio-economically disadvantaged learners than the national average for all UK Higher Educational Institutions (HEIs). This data is confirmed by our internal household income survey at the end of the 2017-18 Academic Year which suggests that over 70% of students had a household income of less than £25,000 (Figure 1). LSME recognises the need to continue to recruit learners from disadvantaged backgrounds and to see an increase in this trend over the coming years aligned with the current Access and Participation Plan (APP).

1.1.2 Success

i. Non-continuation

LSME is proud to have maintained its track record of student support that encouraged retention. To date, our average retention rate is over 98%. The continuation rate for all students was 100% in the 2016-17 and 2017-18 academic years (Table 4). With a non-continuation rate of 0% in

the last two academic years, it is obvious that LSME's performance in terms of student retention surpasses that of many higher educational institutions in the UK. When data on continuation is split by the IMD quintiles, a similar trend is observed with an insignificant gap of 2.7pp between IMD quintiles 3-5 and 1-2 for the 2015-16 academic year (Table 4). This unexplained gap reduced to zero in subsequent years and may be attributed to improvement in student support. In the higher education sector, there is a significant gap in continuation between IMD quintile 3-5 and 1-2 entrants (where IMD Quintiles 3-5 are likely to have 4.2 to 5% higher continuation rate than the quintile 1-2 entrants).

Table 3| All accepted applicants (All Ages) with differences in socioeconomic status

	IMD Quintile	2014-15	2015-16	2016-17	2017-18	Statistical Significance
LSME	**1-2**	73.3	78.7	79	72.4	
	3-5	26.3	21.3	21	27.6	
	GAP Q3-5 & 1-2	-47.5	-57.3	-58	-44.8	Yes
SECTOR	**1-2**	39.9	40.6	41.6	41.6	
	3-5	60.1	59.4	58.9	58.4	
	GAP Q3-5 & 1-2	20.1	18.9	17.8	16.8	Yes

Source: OfS Access and Participation dataset

***Figure 1**: 2017-18 Annual household income of LSME students*

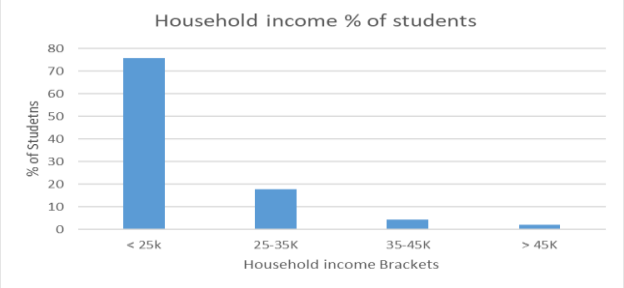


Table 4| Continuation rate for accepted applicants by socioeconomic status

	IMD Quintiles	2014-15	2015-16	2016-17	2017-18	Statistical Significance
LSME	**Q1**	N/A	96.7	100	100	
	Q2	N/A	97.7	100	100	
	Q3	N/A	100	100	100	
	Q 1-2	N/A	97.3	100	100	
	Q 3-4	N/A	100	100	100	
	GAP Q3-5 & 1-2	N/A	2.7	0	0	No
SECTOR	**GAP Q3-5 & 1-2**	4.2	5.1	5.3	5.4	Yes

Source: OfS Access and Participation dataset

ii. Attainment

From the OfS data sources for access and participation, attainment is measured by the achievement of a level 6 qualification. LSME was not offering Level 6 courses until the 2018-19 academic year hence its data for attainment in the last three academic years are obtained from our internal data for the HND in Health and Social Care, Business Management and the Diploma in Education and Training all of which are level 5 qualifications. Table 5 shows the achievement data over the last three years with an average of over 85% attainment of qualification within the stipulated time period which is close to the sector average for degree qualifications for individuals from the least deprived areas. It would have been ideal to compare our attainment with that of local institutions that deliver similar awards but unfortunately, this data is not available. Although we did not have enough data to perform the analysis for students with household incomes of above £45K, our internal data suggests that there were no systematic differences in attainment between individuals with low household incomes in comparison to those with a household income between £35-45K in the 2017-18 data. This success could be attributed to our robust student support mechanisms in place. In the sector, however, there is a 12.1 pp gap in attainment between individuals with IMD quintiles 3-5 in compared to quintiles 1-2 in accordance with the OfS data for access and participation.

1.1.3 Progression to employment or further study

Data on progression to employment / further studies are obtained from TEF metrics (HESA) and the OfS Access and Participation dataset. The OfS progression data for all mature students in LSME suggested that only 48% and 55% of students progressed into highly skilled employment or further education in the 2016-17 and 2018-19 academic years respectively, an increase of approximately 7% but much lower in comparison to the sector average of over 70% (Table 6). Our core and split TEF Y4 metrics indicator of 87.4% (approximately 5.4% below the benchmark)[1] of students in any employment / further education is a remarkable improvement on TEF Y3 (69%)[2]. For a low tariff private institution, this is as a result of improvements made in the employability of our students since the publication of TEF Y3. Our internal data suggests that the majority (approximately 75%) of our low tariff students were unemployed at the time of enrolment. For employment or further studies, there were no significant differences in the IMD quintiles from the TEF Y4 metrics. However, in terms of highly skilled employment / further studies in the TEF metrics, LSME performed below the national benchmark and received two negative flags (performance below benchmark) for the IMD quintiles 1 and 2 and no flags for quintiles 3-5, suggesting that higher-level employment is much lower in the most deprived student population. This data is confirmed by the OfS Access and Participation dataset for progression which also suggests an average of 51% progression to highly skilled employment in $IMDQ_{1-2}$ compared to 66.7% for Q $_{3-5}$. Although the 14.2pp gap between $IMDQ_{3-5}$ and $IMDQ_{1-2}$ (CI of -10.2 to 38.5 pp) is not statistically significant, it warrants further consideration. The overall sector data suggests that although the gap has reduced over the last 5 years there is still a significant gap (approximately 4.9pp) in progression to highly skilled employment or further education between the economically

[1] https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-data/tef-year-four-workbooks/
[2] https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-data/tef-year-three-workbooks/

well off and the most deprived students. These findings form the OfS datasets on access and participation calls for the need to intensify our efforts in supporting our students within the target populations of deprivation to secure decent jobs in their respective sectors.

Table 5| LSME achievement trends by Programmes and Household income

Student Cohorts	Academic Year	Achievement (%)
DET	2015-16 2016-17 2017-18	89.3 88.8 82.0
Business	2015-16 2016-17 2017-18	100.0 93.8 86.0
Health and Social Care	2015-16 2016-17 2017-18	91.0 90.3 90.0
Overall	2015-16 2016-17 2017-18	93.4 90.8 86.0
Household income in 2017/18	>45K 35-45K 25-35K <25K	- 86.0 86.4 85.2

Source: Generated from internal analysis of student achievement in the last three years.

Table 6: LSME Progression rate for Highly skilled employment

Student Characteristics	2016-17 (%)	2018-19 (%)	Sector Average 2017-18
All ages (mature)	48.3	54.6	75.1
ABMO	46.4	55.8	70.1
White	-	-	74.0
Black	-	61.4	69.3
Asian	47.1	45.7	70.3
Progression gap-			
IMD_{3-5} & IMD_{1-2}	-	14.2 (CI: -10.2-38.5)*	4.9 (4.5-5.3)**
White & ABMO	-	-	3.9 (3.5-4.4)**
Black & Asian	-	15.7 (CI: -5.1-38.5)*	-1 (CI-1.9-0.9)
Intersection of characteristics			
IMD_{1-2}-ABMO	-	53.2	67.8
IMD_{3-5}-ABMO	-	68.8	73.5
Gap in intersection	-	-15.6 (CI:-40.8 – 9.7)*	-5.7 (CI:-6.4-(-4.9)

*Source: OfS dataset on progression. * Not Statistically Significant ** Statistically Significant*

1.2 Black, Asian and minority ethnic students

1.2.1 Access

The percentage of acceptances from ABMO groups and particularly Asian and African applicants is higher than the sector average (Table 7). LSME has worked hard in its effort to increase access to white students since the 2014-15 academic year by reaching out to the local community as part of the marketing strategy. There has been a four-fold increase in the recruitment of white students since 2015-16 with a steady increase over the last three years. The majority of these white students are however of Eastern European origin. Our proportion of black students are much higher than the sector average of 10% in the last 4 years. The majority of these learners are of African origin while black Caribbean students are underrepresented in the College as our internal data suggests that less than 1% of all Black students are of Caribbean origin. Recruitment of Asian students has dropped considerably since the 2014-15 academic year and currently reflects the sector average. The wider demographic profile of the Redbridge borough has great diversity with 42.5% white, 41.8% Asian, 8.9% Black and 4.1% Mixed ethnicity[3]. While the Asian population in Redbridge is over 20pp higher than the London average, the profile for the other ethnicities falls below the London average as per the 2011 census data. Since our localised acceptance pool is predominantly Asian, LSME has recognised the need to improve on the recruitment of Asian students in the College. We recognise that the groups that were missing in our equal opportunity monitoring data were the young white British learners, black Caribbean and Asian students.

1.2.2 Success

i. Non-continuation

LSME has maintained its track record of student support that encourages student retention and achievement of the intended qualification. Our individualised learning and inclusive teaching methods ensure equal and fair treatment of all students aligned with our commitment to equal opportunity. This is demonstrated in our data on continuation. Data from the OfS allows a comparison of continuation data for LSME and the sector average for the last three academic years. Again the high rate of continuation for LSME suggests an overall attrition rate of less than 1% (Table 7). This data from OfS suggests that continuation does not vary significantly between the different ethnic groups of students from 2016 to 2018 as shown in Figure 2. Unfortunately, we did not have enough data for analysis in the previous years for White students and for the mixed and other categories of ethnicity. Data from the sector, however, suggested approximately 5pp higher non-continuation rates amongst black students in comparison to white students. Further analysis suggested a statistically significant gap of 26pp in non-continuation between ABMO minority group and white students in the sector as a whole.

ii. Attainment

LSME continues to ensure that all learners are retained on their respective programmes and work towards achieving their qualification. Our data on student attainment for the last three years demonstrates our inclusive teaching and learning practices and robust academic support for all students irrespective of their personal characteristics. Our current internal data on the variation in Pass rate by ethnic groups in the 2017-18 academic year as shown in Figure 3 (the small size of the data from the mixed or other category did not allow a meaningful analysis) suggests no significant gaps between the different ethnic groups. Although the gap in attainment between white and ABMO students seems to be narrowing over the last three years at the sector level, there is still a statistically significant gap in attainment of approximately 15pp between white and ABMO students according to the OfS dataset on access and participation.

[3] 2011 census data on Redbridge available from https://www.redbridge.gov.uk/media/2319/draft-redbridge-borough-profile_reduced.pdf

Table 7 | LSME acceptances and continuation by ethnicity (UK Domicile)

LSME and Overall Sector Acceptance by Ethnicity								
Ethnic Groups	**LSME**				**SECTOR**			
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
White	1%	8,1%	18.3%	36.6%	71.6%	70.5%	69.6%	68.9%
Black	37.8%	64.4%	66.7%	46.1%	9.8%	10.2%	10.4%	10.5%
Asian	60.2%	24.2%	13.1%	13.5%	12.5%	12.9%	13.3%	13.7%
Mixed	02.7%	2.7%	2%	3.1%	4.4%	4,6%	4.7%	4.8%
Other	1%	0.7%	0%	0.6%	1.7%	1.8%	1.9%	2.2%
ABMO	99%	91.9%	81.7%	63.2%	28.4%	29.5%	30.4%	31.1%

LSME and Overall Sector Continuation by Ethnic							
Ethnic Groups	**LSME**			**SECTOR**			
	2015-16	**2016-17**	**2017-18**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
White	--	--	100%	91.8%	91.4%	91.3%	90.3%
Black	100%	100%	100%	87.6%	86%	85%	85%
Asian	96.6%	100%	100%	91.9%	90.7%	90.8%	90.3%
Mixed	--	--	--	89.8%	89.2%	89.1%	88.5%
Other	--	--	--	90.2%	88.8%	88.3%	88.5%
ABMO	97.9%	100%	100%	90.1%	88.7%	88.5%	88.1%

Source: OfS Access and Participation dataset

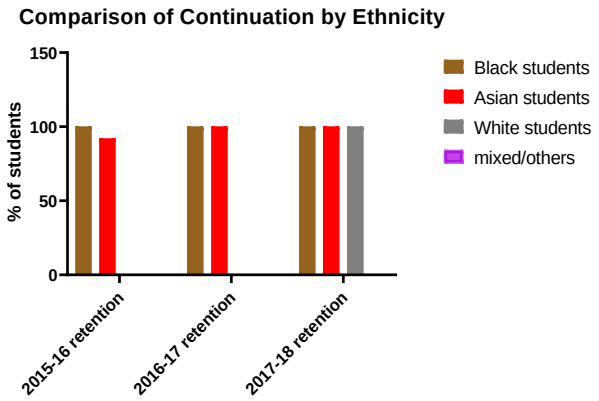


***Figure 2**: There is no significant variation in retention by ethnic groups. Data for the 'other/mixed' category was of a very low sample size. Other missing percentage categories have been suppressed due to the low sample size (Source: OfS access and Participation dataset)*

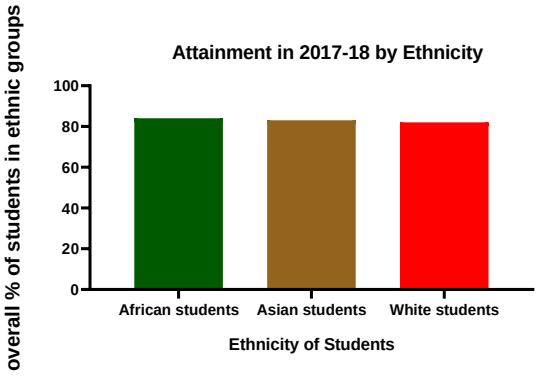


Figure 3: There is no significant variation in attainment of qualification by the major ethnic groups by the end of 2017-18 academic year. Data obtained from the 'other/mixed' category was of a very low sample size and have been suppressed (Source: internal data from 2017-18 Academic year)

1.2.3 Progression to employment or further study

Unfortunately, we did not have enough data to assess the gap between White students and the ABMO minority population. However, further analysis revealed a gap (15.7pp) between Black and Asian students and also in the intersection between ABMO students of $IMDQ_{1.2}$ and ABMO students of $IMDQ_{3\text{-}5}$ (-15.6pp) in the 2017-18 academic year. These gaps are higher than the sector average as shown in Table 6 and although they are not statistically significant, they require careful consideration and further investigation. This difference in progression between Black and Asian students may be attributed to differences in qualification levels between the two groups as there was an increase in the recruitment of African students with degree qualifications on the Initial Teacher Training programme as a career change option while the majority of the Asian students were undergraduates enrolled on HND programmes. Overall, 47% and 55.8% of ABMO population of students progressed to highly skilled employment or further education in 2016-17 and 2017-18 respectively (Table 6). The increase in proportion could be attributed to our improved efforts in engaging with employers in the local community after the publication of the initial DHLE report. Comparison of our data with the sector average suggests that although the progression of black students to highly skilled employment or further education is close to that of the sector average, for all other ethnic groups, LSME has underperformed (Table 6).

Our core and split metrics indicator of 87.4% for TEF Year 4 is approximately 5.4% below the benchmark for graduates in employment or further education but this is a remarkable improvement on TEF Y3 (69%)[4] [5]. In the TEF Year 4 metrics, we did not have enough data for white students to enable us to generate a comparison with ABMO group of students for progression into highly skilled employment or further studies. Nevertheless, LSME recognises the potential gaps in progression to highly skilled employment by ethnicity and the need to improve the employability of all its graduates and is working with employers in the sector to achieve this objective.

[4] https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-data/tef-year-four-workbooks/
[5] https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-data/tef-year-three-workbooks/

1.3 Mature students

1.3.1 Access

From 2014-15 to 2017-18 academic year, over 98% of our new entrants in LSME are the UK domiciled mature applicants (>21years) compared to the sector average of approximately 27% (Table 1). This is, in part, a result of our commitment to delivering programmes that appeal to older students, such as Teaching and Health and Social Care and also because the student contact time covers only two intensive long days in a week. Young white males from low socio-economic backgrounds, in particular, are a national priority as a key target group for fair access to higher education[6]. HESA Data on UK performance indicators (Table T2a) confirmed our internal data which suggests LSME did not recruit any young students (<21 years) from State Schools or Colleges in 2015-16[7]. In London, 86% of young full-time students who enter higher education are from State Schools and Colleges and only 0.9% of these students are from low participation neighbourhood (POLAR4) compared to a national average of 11.2%[5]. Considering our range of courses, we do not expect a high number of young people from State Schools and Colleges but we recognised the need to make an effort to attract young people. The institution further considered the need to develop a more detailed internal strategy to widen access for these underrepresented students.

1.3.2 Success

i. Non-continuation

Non-continuation is virtually non-existent in LSME in the last two years due to our increased efforts in keeping learners motivated as well as the robust academic support available. i. The overall continuation rate for mature students of LSME in the last three years is 99.3% (Table 8). We did not have sufficient numbers of young entrants for comparison. The unexplained gap in continuation between the 30-40 and the 41-50 age group in 2015-16 reduced to zero in subsequent years. The overall sector data, however, suggests a significant continuation gap of 7pp between young entrants and mature students. Our small class sizes which promote individual attention and engagement of all students is another contributory factor for the high rate of student continuation at LSME.

ii. Attainment

Historically LSME has recruited a handful of young learners. The highest number of young entrants was in 2016-17 Academic Year, in which 2.5% of the hundred and fifty new entrants were under 21 years. There were less than 1% of young people in subsequent years. Hence we have not generated enough numbers to allow statistical comparison between mature and young students. Evidence from our internal data suggests that both mature and young students have demonstrated a very high level of achievement in 2016-17 and 2017-18 academic years in LSME, higher than the national English proportion (of approximately 70%) for HNC/HNDs and other undergraduate qualifications in 2016-17 and 2017-18[8].

1.3.3 Progression to employment or further study

LSME has not generated sufficient data for young entrants for analysis of their progression to highly skilled employment or further studies. The OfS Access and Participation dataset suggest that 46.4% and 54.6% of mature learners progressed into highly skilled employment or further studies after 6 months of completion in 2016-17 and 2017-18 respectively. This increase in proportion as previously stated may be attributed to intensified efforts in employer engagement. It is interesting to note that 47.4% of 30-40-year-olds and 65.8% of 41-50-year-olds progressed to highly skilled employment or further studies in 2017-18. This gap is not statistically significant but may be indicative of the high level of experience demonstrated by the older age group. In the sector, however, the gap in the highly skilled employment of young people and mature students has reduced considerably since 2014. LSME has recognised the need to improve on its employability initiatives and employer engagement in the coming years as we implement access strategies that will attract young students.

Table 8| LSME and overall sector continuation rate by age groups

Age Range (Years)	LSME		SECTOR Average			
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
< 21	--	--	--	92.3%	92.1%	92.2%
>21	97.9%	100%	100%	85.2%	85.3%	84.8%
21-25	--	--	--	84.9%	84.8%	84.7%
26-30	--	100%	100%	85.7%	85.7%	84.8%
31-40	94.6%	100%	100%	86.2%	86.1%	85.6%
41-50	100%	100%	100%	84.5%	85.5%	84.1%
>50	--	100%	100%	81.9%	83.3%	82.1%

Source: OfS Access and Participation dataset

1.4 Disabled students

1.4.1 Access

The proportion of students with disability at entry has been rather low over the last 4 years. The highest intake was in 2016-17 where 5.1% of new entrants had a disability. This is followed by 2015-16 with 1.3% and 2017-18 with 1.2% (Table 9). There were no disabled learners in the

[6] [3]BIS, (2016) Higher education: success as a knowledge economy - white paper (https://www.gov.uk/government/publications/higher-education-success-as-a-knowledge-economy-white-paper.

[7] HESA, 2018, Participation of under-represented groups in higher education (Table series T1 and T2) https://www.hesa.ac.uk/news/27-03-2018/experimental-uk-performance-indicators

[8] [7]HESA 2017, HE Qualifiers by subject and provider. https://www.hesa.ac.uk/data-and-analysis/students/outcomes/breakdown

2014-15 academic year. Our figures suggest we are below the sector level of an average of over 14.6%. More students reported disabilities in the 2016-17 admission compared to the previous year. This unfortunately dropped in 2017-18 irrespective of our improvement in attempts to attract disabled learners. HESA data, however, confirmed that only 1.1% of our students were in receipt of DSA in 2016-17 while our benchmark figure in comparison to 102 institutions was 5.3%[9]. Over the last few years, the college has improved on its infrastructure with the provision of additional access facilities for physically disabled students. Students are also encouraged to report unseen cognitive, sensory and medical conditions during the admission of students. We recognise the need to improve access to students with all forms of disability to reduce the gap between LSME and other higher educational providers in the UK in the next 5 years, using a more robust marketing of our facilities for disabled people and specifically targeting disabled students in our outreach programmes outlined below and undertaken in partnership with local Secondary Schools, Further Education Colleges, Local Authorities and Charities. The current facilities are suitable for all forms of disabilities depending on the severity. Identified disabled students will be disaggregated into the different forms of disabilities including, Cognitive/Learning disabilities, Mental Health problems, Sensory, Medical/Physical disability, evidence of multiple impairments and Social/Communication difficulties. Working together with professionals in the sector, we will agree on the level of support required for each individual student who reports a disability. This will be matched with our available resources prior to being accepted. Individuals with very serious impairment requiring specialist support that cannot be provided by LSME will be referred to other higher educational institutions.

Table 9 | LSME and overall sector average by disability

Disability and Type	LSME				SECTOR Average			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Disabled	0%	1.3%	5.1%	1.2%	12.3%	12.9%	13.7%	14.6%
No disability	100%	98.7%	94.9%	98.8%	87.7%	87.1%	86.3%	85.4%
Cognitive and learning	0%	0.7%	1.3%	0%	6%	5.9%	5.7%	5.5%
Mental health	0%	0%	0%	0%	1.8%	2.3%	2.9%	3.5%
Sensory, medical/physical	0%	0.7%	3.8%	1.2%	2%	2.1%	2.2%	2,3%
Multiple impairment	0%	0%	0%	0%	2%	1.9%	2.1%	2.3%
Social and communication	0%	0%	0%	0%	0.5%	0.7%	0.7%	0.8%

Source: OfS Access and Participation dataset

1.4.2 Success (Continuation and attainment by disability)

Due to the small number of disabled students, we are not able to compare continuation rates among students with reported disabilities and those without. Likewise, the different types of disabilities cannot be effectively analysed. Our existing data on retention and achievement has been assessed further for continuation and attainment outcomes for students with known disabilities. Evidence from our internal data suggests that in 2015-16, we retained all students with disabilities and they went on to achieve their qualification in good time. In the 2016-17 academic year, all students (N=10) who reported disability were retained and they achieved the qualification. A similar picture has been observed in the 2017-18 academic year. Achievement and attainment for disabled students are attributed to our effective mechanisms for continuous academic and pastoral support. The sector-level data from OfS suggests a small but significant gap in continuation and attainment between students with or without disabilities. This gap has progressively reduced in the last 5 years. LSME recognizes the need to reduce the existing gap in disability access between the institution and the HE sector as a whole in the next five years by working closely with SEN departments in Schools and Further Education Colleges, the Local Authorities and Charities. Accepted disabled students will be disaggregated into the different forms of disabilities including, Cognitive/Learning disabilities, Mental Health problems, Sensory, Medical/Physical disability, evidence of multiple impairments and Social/Communication difficulties and analysed for continuation and attainment separately. Any identified gaps in attainment or continuation between the different forms of disabilities will provide the baseline data which forms the basis of future improvement in the specialist support being provided to the different categories of disabilities.

1.4.3 Progression to employment or further study

The limited numbers of disabled students affect the analysis of the gaps in progression between the disabled and students with no known disabilities. Data from OfS Access and Participation resources are only available for students without disabilities and is similar to what is already reported in previous sections. However, our internal data suggests that the few students who reported disabilities were already in employment before joining the course. LSME recognises the needs to improve employment opportunities for students with different types of disabilities. We will continue to work closely with employers and disabled students alike to clearly understand how the requirement from employees can be closely linked with the student's abilities. This will be discussed further in the strategic aims and objectives

1.5 Intersections of disadvantage

LSME's data from the OfS dataset suggests a significantly higher proportion of approximately 45pp in access to ABMO in IMD Quintiles 1-2 than those in Quintiles 3-5 while the difference for White students is only 7.8pp in 2016-17 and 13.3 pp in 2017-18. Hence, it is more likely for students from the IMD Quintiles 1-2 to be AMBO than being White, justifying the need to improve access to socially disadvantaged white British. Despite the higher numbers of ABMO in IMD Quintiles1-2 in LSME, progression to highly skilled employment/further studies continue to be favourable for those in Quintiles 3-5 as previously discussed. There are 5-6% more females in the IMD Quintiles 1-2 than males. This may partly explain the gap in employment/ further studies between Quintiles 1-2 and 3-5 as the many female graduates may take on some childcare responsibilities

[9]HESA, (2018) Table T7 - Participation of students in higher education who are in receipt of Disabled Students' Allowance (DSA) https://www.hesa.ac.uk/news/27-03-2018/experimental-uk-performance-indicators.

after graduating and may end up working only part-time. This identified gap in male to female ratio could be addressed by recruiting more white males.

1.6 Care leavers and other groups who experience barriers in higher education

We have not admitted care leavers to the College to date. We have also not admitted substantial numbers of refugees nor have we admitted any individuals from military families or travelling communities. Although the OfS dataset has not reported on access and higher educational outcomes for Care Leavers, Refugees or individuals from Military families, research suggests their low rate of higher education participation and attainment in comparison to the general population[10].

A lot more need to be done to ensure that these under-represented groups have benefitted from our contextual admission process, financial support and outreach projects highlighted below to improve their access to higher education. Our goal is to ensure that about 5% of our entire student population consists of care leavers and refugees who are adequately supported to benefit from the teaching and learning strategies in place at LSME by 2024-25 academic year.

1.7 Summary of achievements

Access

- There has been a 36pp increase in access for white (EU) students in the last three years closing the huge gap that existed in previous years between whites and ABMO minority groups.
- LSME has outperformed the sector in providing access to ABMO ethnicity by 32.1pp in the 2017-18 academic year and throughout the preceding three years as illustrated in Table 6.
- The majority (over 75%) of new entrants in the last few years belong to IMD Quintiles 1 and 2 which is almost a double of the sector average.
- Over 98% of our new entrants in the last four years are mature adults who are looking for a career change and are attracted by the range of courses we provide. This is much higher than the sector average.

Continuation

- The current attrition rate at LSME is under 1% and this is much lower than most higher education providers in the UK.
- Our continuation rate is not affected by ethnicity, disability, age or socioeconomic status.

Attainment

- On average around 90% of students are adequately supported to achieve their qualifications within the stipulated time.
- Attainment is not affected by ethnicity, IMD quintiles, disability or learner's age.

Progression

- Approximately 9% more Black and Minority Ethnic (BME) students have continued with further study or moved into highly skilled employment six months after graduation since 2016-17 and 2017-18 academic years.
- Approximately 8% more mature students have progressed into further study or highly skilled employment, six months after their graduation, from 2016-17 to 2017-18 academic year.

1.8 Summary of areas for improvement

LSME recognises the following areas as the bases of its strategic plans for access and participation in the next 5 years:

Access

- Improve access to socially disadvantaged young learners within the local community.
- To improve access to white British learners particularly males with low socioeconomic backgrounds.
- Improve access to disabled students within the local community.
- Set appropriate strategies to recruit care leavers, carers and refugees. Continue to attract ABMO ethnic minority groups with a focus on the black Caribbean and the Asian sub-population to mitigate the progressive reduction of these populations in the last three years as shown in Table 6.

Progression

- Improve progression opportunities for all students particularly for highly skilled employment or further studies to reduce the gap between LSME and the sector.
- Improve progression opportunities for the LMSE students in ABMO Quintiles 1-2 to reduce the existing gaps between this group and those in Quintiles 3-5.
- Reduce the gap of 18.4pp in progression to highly skilled employment/ further studies between the 30-40 and the 41-50 age groups.

[10] Eavan Brady and Robbie Gilligan, Exploring diversity in the educational pathways of care-experienced adults: Findings from a life course study of education and care, Children and Youth Services Review, 10.1016/j.childyouth.2019.06.014, (2019)

We now plan to build on our successes by adopting a holistic, evidence-based, approach to identify and deliver initiatives and activities. These will be aimed at developing the potential students' motivations and attitude to learning that will result in further significant improvements to student outcomes. Initiatives to decrease identified gaps are underway and will form an important part of our 2020/21 to 2024-2025 Access and Participation Plan (APP).

2. STRATEGIC AIMS AND OBJECTIVES

Our vision for the 2020/21 to 2024-2025 Academic Years is expressed in our ambition to develop a diverse institutional community that transforms lives, challenges minds and develops skills that can make a positive contribution to society as a whole. Building on our 2019-20 Access and Participation Plan and taking into account the regulatory guidance and advice from the OfS, we will continue our strategy of delivering sustained, attainment raising and access improvement, outreach activities. We will particularly prioritise activities that have a demonstrable impact on student attitudes/behaviours and outcomes, at every stage of the student lifecycle.

Our overall aim as per our assessment of the current performance is to reduce the internally identified gaps in access for the underrepresented groups, contribute to the national KPMS and establish a more robust system for achieving highly skilled employment opportunities for all graduates.

2.1 Key objectives

Access: To provide appropriate support to the target groups who are under-represented in our institution and identified as a national priority to progress in the long-term towards higher education, including enhancing our success with specific groups.

Attainment: To build on our success through the continued enhancement of existing inclusive teaching and learning practices and the maintenance of retention and achievement strategies for our target learners to ensure high attainment levels for all learners.

Progression: To build on the existing strategies to ensure the establishment of a more robust employability initiative in partnership with students, staff, employers and other external stakeholders to benefit all learners and to close the gaps in identified age groups and students from different social backgrounds.

2.2 Target groups

Following an examination of both national and internal access and participation data and trends, we have identified distinctive groups for our access and participation strategies.

Group 1: Socially disadvantaged people (particularly young White people who have left school with no education, employment or training (NEET)) within the low participation of local areas using the POLAR4 classification. These may include young white males on universal credit or receiving other forms of benefits. This population may also include young adults in care, isolated and with no family support and may or may not meet our entry requirement. Government statistics suggest the Chinese and other Asian groups are less likely to be NEET compared to the UK average and that young White people were more likely to be NEET and economically inactive than NEET, unemployed but looking for work[11].

Group 2: Students with disabilities who have previously not considered HE as an option. These students may have learning disabilities, dyslexia or other forms of physical and unseen disabilities.

Group 3: Socially disadvantaged young students of Pre and Post 16 educational backgrounds from low participating neighbourhoods using POLAR4 classification. These students may be eligible for free school meals, under-performing, under-ambitious or dropped out of school or are on the verge of doing so and belong to working-class families. These students may also include white male students. Research evidence suggests socially disadvantaged white male learners in Pre-16 education are less likely than children of ethnic minority groups to achieve 5 GCSE passes[12].

Group 4: Care leavers and asylum seekers of any age and ethnicity who have not considered higher education as an option or may have dropped out of school due to inadequate social support. Evidence suggests that care leavers and assignment seekers have lower participation in higher education in comparison with their counterparts in society[13][14].

Group 5: Black Caribbean and Asian students sub-population of the ABMO minority group in the demographic structure of the local community. This will particularly target those who may not have access to our provision because they do not meet our entry requirement, are employed full-time or have other personal commitment that prevents them from following a full-time study.

[11] https://www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/unemployment-and-economic-inactivity/young-people-not-in-employment-education-or-training-neet/latest#by-ethnicity

[12] Steve Strand (2014) Ethnicity, gender, social class and achievement gaps at age 16: intersectionality and 'getting it' for the white working class, Research Papers in Education, 29:2, 131-171, DOI: 10.1080/02671522.2013.767370

[13] New national study: more care leavers going to university, but serious challenges remain. Available at https://www.nnecl.org/news/new-national-study-more-care-lea.

[14] Refugee Council, 2010. Access to Education. Available at https://www.nnecl.org/news/new-national-study-more-care-lea

2.3 Aims and objectives

Target group 1- Socially Disadvantaged People

Group 1: Socially disadvantaged people (particularly the white British who have left school with no education, employment or training (NEET)) within the low participation of local communities and surrounding areas. This is a national target for all HE institutions.

Aim: The aim is to increase access for the socially disadvantaged people, particularly white British leaners from low participating neighbourhoods to reduce the gap in access and participation in this population and other white students

Objectives and targets

1. In response to the national target, LSME would build on its success with the recruitment of student from disadvantaged backgrounds, this time giving more focus to white British learners and contribute to reducing national participation gap between POLAR4 Quintile 5 and Quintile 1 from 5:1 to 3:1 by 2024-2025.
2. In response to the national KPM, LSME will build on its success in continuation and contribute to the elimination of any percentage difference in non-continuation rates between POLAR4 Quintile 5 and Quintile 1 students by 2024/25.
3. To increase the population of white British students from low participating neighbourhoods (POLAR4 Quintiles 1 and 2) or IMD Quintiles 1 and 2 neighbourhoods from 0% to 25% of all white students by 2024-2025 academic year.
4. To decrease the gap (15.6pp) in the progression of the ABMO population of graduates from IMD quintile 3-5 and those from IMD quintiles 1-2 by 10% in the next five years.

Group 2: Disabled students

Aim: The overall aim is to drive aspiration to improve access, attainment and progression in this group of learners who are currently underrepresented in LSME.

Objectives and targets

1. To increase the proportion of disabled students from under 1% to 10 % by 2024-25 academic year.
2. To build on our success of achieving high continuation rates for all students and eliminate any unexpected differences in continuation between the disabled and non-disabled student population ensuring a consistent non-continuation gap of 0% in the next five years.
3. In response to the national KPM, we will build on our success with attainment to contribute to the elimination of the percentage difference in degree attainment (1st and 2:1) between non-disabled and disabled students by 2024-2025 academic year.
4. To reduce the percentage difference in highly skilled employment or further studies in all graduates at LSME and their sector counterpart from 7% to 2% by 2024-2025. This specific target will apply to disabled learners as well.
5. To maintain a 0% progression gap between disabled and non-disabled students in LSME.

Group 3: Socially Disadvantaged Young Students in Pre and Post 16 Education

Aim: The overall aim is to drive aspiration to improve access, attainment and progression in young learners. The short-term outcome is improved GCSE attainment in young students which may eventually result in access to higher education.

Specific objectives and targets

1. To ensure GCSE attainment (5 GCSEs) for a minimum of 50 Pre-16 and Post-16 economically disadvantaged young learners in the local community over the next five years.
2. To increase the proportion of young people in LSME from 1.1% in 2017-18 to 25% by 2024-2025 academic year by providing access to disadvantaged young students from the local community schools and colleges from POLAR4 Quintiles 1 and 2 or IMD Quintiles 1 and 2 neighbourhoods. This will include 25 students from Pre and Post-16 education from the local community each year.
3. To build on our success of achieving high continuation rates for all students and eliminate any unexpected differences in continuation between the underrepresented populations and other the student population ensuring a consistent non-continuation gap of 0% in the next five years. This target will apply to young disadvantaged students from POLAR4 Quintiles 1 and 2 or IMD Quintiles 1 and 2 neighbourhoods.
4. To reduce the percentage difference in highly skilled employment or further studies in all graduates at LSME and their sector counterpart from 7% to 2% by 2024-2025. This specific target will apply to young disadvantaged learners from low participating neighbourhoods.

Group 4: Care leavers and refugee/asylum seekers

Aim: The overall aim is to drive aspiration to improve access, attainment and progression in this group of learners who are currently underrepresented in LSME.

Specific objectives and targets

1. To increase the proportion of leavers and asylum seekers from 0% to 5% in the next five years. We are targeting to recruit about 30 care leavers and asylum seekers in order to meet this target.
2. To build on our success of achieving high continuation rates for all students and eliminate any unexpected differences in continuation between the underrepresented populations and other the student population ensuring a consistent non-continuation gap of 0% in the next five years. This target will apply to refugees and care leavers
3. To reduce the percentage difference in highly skilled employment or further studies in all graduates at LSME and their sector counterpart from 7% to 2% by 2024-25. This specific target will apply to care leavers and asylum seekers.

Group 5: Black Caribbean and Asians students sub-population of BME group

Aim: The overall aim is ensuring access to underrepresented minority groups of students who may experience barriers to higher education due to their personal circumstances. Widening access to this group could help attract more ethnic minority students such as Asian and black Caribbean students.

Specific objectives and targets

1. To increase the percentage entry rates for the black Caribbean students from <1% to 20 % of all black students by 2024-2025.
2. To increase the percentage entry rates for Asian students from 13 to 25% of all students by 2024-2025 academic year.
3. To build on our success of achieving high continuation rates for all students and eliminate any unexpected differences in continuation between the underrepresented populations and other the student population ensuring a consistent non-continuation gap of 0% in the next five years. This target will apply to all ethnic minority students.
4. In response to the national KPM, we will build on our success in attainment and contribute to the elimination of the percentage difference in degree attainment (1st and 2:1) between white and black students by 2024-25.
5. To reduce the percentage difference in highly skilled employment or further studies in all graduates at LSME and their sector counterpart from 7% to 2% by 2024-2025. This specific target will apply to mature students.
6. We will eliminate the 15.7pp gap in progression between black and Asian Students by 2024-2025.

3. STRATEGIC MEASURES

3.1 Access strategies

LSME-Inspire project

This project is to commence in September 2019 and is based on the hypothesis that attainment of GCSEs promotes further studies and drives entry into higher education in the long term. To achieve this long term goal, we believe that improvement in academic support for students as they prepare for their GCSE's and improving awareness of the importance of higher education in the short term will influence the attainment of the desired GCSE outcomes (see the theory of change diagram in Appendix 2). This is based on evidence from a nationwide research on secondary school attainment which suggest that although the effects of disadvantage affect students at a young age and measures of individual student, family and neighbourhood characteristics continue to shape students' later academic outcomes, some educational influences and improvement in secondary school experience can help to ameliorate the effects of disadvantage[15].

We aim to establish this long term community outreach project, LSME-Inspire, which will 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 special one-to-one support in numeracy, literacy and relevant GCSE subjects, organising CPD events for students in their schools during open day and career development sessions to explain the benefits of higher education and establishing an online platform with additional resources and information for students. The outreach projects in schools will be aimed at our target Groups 1,3 and perhaps Groups 2 and 4 learners by collaborating with their SEN coordinator or social workers within the selected schools if available. We hope to support a minimum of 50 learners to attain good GCSE results or Post 16 attainment and have a clear career development path within the next 5 years. 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. Selection of schools will be based on the following criteria in comparison to the national average.

- Schools & colleges within POLAR4 quintiles 1 & 2 within our geographical areas in the east of London.
- Areas with Education, skills and training deprivation
- Low level of GCSE attainment
- 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 Career and Progression 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.

This support does not target the most gifted and talented but all students of a low socio-economic background who wish to progress to further and higher education regardless of their ability. LSME Trainee Teachers with various specialities will provide additional academic support for these students, working closely with class teachers.

We consider that this work supports the new (2022) Office for Students (OfS) priorities[16], which include a stronger focus on attainment raising amongst target groups in schools and colleges (particularly for pre-16 learners). Over the 2022-23 academic year, we will seek to extend our

[15] Sammons et al (2014) Influences on students' GCSE attainment and progress at age 16 Effective Pre-School, Primary & Secondary Education Project (EPPSE) Research Brief. September 2014. Available on line at https://www.ucl.ac.uk/ioe/sites/ioe/files/RB352_Influences_on_Students_GCSE_Attainment_and_Progress_at_Age_16_Brief.pdf

[16] https://www.officeforstudents.org.uk/publications/advice-on-requests-to-vary-access-and-participation-plans-2023-24/

LSME-Inspire programme to 3 additional local schools, and enhance the programme with a key objective of furthering our work to support pre-16 attainment of young people from underrepresented groups. This includes a focus on children in care. In 2022-23, we will hold consultations with our partner schools to better understand how best attainment might be supported in their contexts. These conversations will inform the development of our programme, with a view to piloting any new elements in 2022-23 for full implementation in 2023-24.

We will continue to provide academic support and career advice and guidance to target young people and in all the seven identified schools in the local community. We also propose to follow these students to determine whether they have progressed into university, subject to appropriate consents and ability to contact.

LSME will also support the local Uni Connect attainment raising initiatives for key stage 3 and 4 pupils in secondary schools in the 2022-23 academic year, through career advice and guidance as well as college taster sessions for disadvantaged students in the hotspots of the local community. We will hold discussions with our local Uni Connect partnerships in 2022-23 to determine where our input may be most effective and impactful.

LSME-NTLTL project

In line with a similar theory of change as the LSME inspire project (see appendix 2), this project is aimed at improving aspiration for the youth in the NEET category and is aligned with the government's strategy to reduce the number of young people NEET[17]. Several universities in the UK and the Local councils have considered such outreach programmes in the past. A case study of Barnsley has shown some positive results in raising aspiration for young people between the ages of 16-24[18]. This community outreach project will commence in September 2019. LSME will to reach out to unemployed youths who have dropped out of schools, motivate and encourage potential students from Job Centres, local councils and relevant youth groups and charities, to understand that it is never too late to learn (NTLTL). We aim to provide potential learners within our target population with free numeracy and literacy qualifications and invite them for higher education taster sessions at LSME. If interested, they will then be enrolled in our HND or BSc programmes directly or via a Foundation Year. Via this project, we aim to enrol a minimum of 25 potential learners within the target groups 1-5 in 2019-20. Other activities in the community will include an informal series of talks and discussions on select topics with the opportunity of 1-1 follow up appointments to support potential students and workshops and presentations on the opportunities for HE, introduction to LSME support mechanisms for foundation studies. The intermediate or short term outcomes of this project will be to raise awareness, aspirations and motivation as well as provide socially disadvantaged individuals with the required skills for higher education. The long term outcome is their choice of higher education as a lucrative option.

In 2022-23, to further support the new OfS (2022) priority focusing on raising attainment pre and post 16, we will seek to engage with more existing community outreach networks (for example community centres, youth clubs, charities[19]), particularly those run by third sector organisations, that have demonstrable success of engaging with and retaining individuals classified as NEET[9], to collaborate on activities under this programme. We will consult with these stakeholders to understand how we might best place this programme, reach young people and specifically support attainment and skills development to increase their readiness to enter further and higher education. We envisage that we will:

- Have sustained and regular contact. Young people classified as NEET are likely to have experiences of stigma and exclusion, often with low confidence and mental health issues. Consequently, programmes focusing on trust and relationship building have proven to be successful[20]. We will endeavour to engage students in creative and education activities in the local communities on regular bases to enable them build trust and confidence in LSME.
- Provide more career guidance sessions. LSME will increase its career guidance initiative on a more sustained basis for the youth categorised as NEET. We seek to achieve two career sessions per academic term in collaboration with partners.
- Use youth consultations and peer influence in decision making. Once LSME becomes successful in supporting young people in the local communities to gain access to good quality higher education, the successful candidates with be part of the student ambassador team to support the local outreach project. There is evidence that employing peer advocates in some form can yield positive results in terms of recruitment and engagement as young people often spend time in groups with their peers and may be more receptive to ideas and suggestions made by people 'like them' [21].

Foundation studies at LSME

Foundation studies have long been recognised by many universities as a means of resolving the impact of socio-economic deprivation on an individual's educational attainment and to ensure a transparent and fair system of admission[22]. A recent assessment of its impact on students

[17] https://webarchive.nationalarchives.gov.uk/20100202143850/http://www.dcsf.gov.uk/14-19/documents/neet_strategy_0803.pdf
[18] https://www.barnsley.gov.uk/news/steps-to-build-skills-and-raise-aspirations-of-young-people/
[19] We have identified the Prince's Trust; Lifeline Projects; Peabody Trust; Community Links; 15billionbp; Newham Welfare Trust; Other Local sports clubs, for example.
[20] Maguire, S. (2015) NEET, unemployed, inactive or unknown – why does it matter? Educational Research. [Online] 57 (2), 121–132.
[21] Wilson, M., Donnelly, S. and Stainer, J., 2018. Barriers to participation and progression in education. niopa.qub.ac.uk
[22] Leech, S., Marshall, C. and Wren, G. Understanding Foundation Year Provision. Widening Participation, Higher Education and Non-Traditional Students: Supporting Transitions through Foundation Programmes. London : Macmillan, 2016.

in an evaluation of a foundation year programme at Durham university suggested that students in foundation year have improved confidence and motivation for higher education[23]. Based on this, and the eligibility for financial support, LSME made a firm decision to include foundation studies to widen access to our programmes. Students undertaking foundation learning will be equipped with the requisite functional skills (numeracy, literacy, academic writing and ICT) and will be provided with an introductory module on their subject of interest should they be offered a place on our HE qualifications. A high proportion of applicants who benefit from this pre-enrolment in HE learning will be prospective students in our target population (Groups 1-5) who have not performed satisfactorily in our initial diagnostic test. They may be:

- Disadvantaged, young white British (particularly males) and other individuals who are not in employment, in education or training and care leavers identified in our LSME-NTLTL outreach project or from the Pre and Post-16 LSME-Inspire project.
- Enthusiastic mature, prospective learners who have not met our entry requirement.

This contextualised admission process will offer more opportunities for the underrepresented learners.

This provision supports the Office for Students' updated (2022) priority for providers to consider flexible alternative and entry pathways at Levels 4 and 5.

Flexible part-time studies

LSME affirms its commitment to the continued recruitment of mature students. This project is based on the evidence that mature learners are highly motivated to succeed and bring a high level of experience that enriches and diversify the student population[24], they are able to upskill the workforce and contribute to economic development and yet there is a decline in mature learners in higher education[25]. National data suggests that such individuals are more likely to drop out of a three-year University degree compared to younger learners[26]. At LSME about 15% of mature students turn down offers because of the lack of flexibility in the attendance requirement. LSME aims to continue to accept mature learners by developing and delivering more flexible and blended part-time opportunities for mature students who are not able to meet the demands of full-time learning due to employment or family responsibilities. Running courses in the evenings and during the weekends will provide opportunities for employed mature learners to achieve a higher education qualification. Our target will be learners identified from our partner FE Colleges on Access Programmes via the LSME-Inspire, or via the LSME-NTLTL project or prospective learners who enquire about part-time opportunities because of work or family commitments. We hope to attract a total of 50 mature students in the 2019/20 Academic Year. This numbers will continue in subsequent years for the next five years and will provide further opportunities to improve on the number of the Caribbean and Asian students.

This provision supports the Office for Students' updated (2022) priority for providers to consider flexible provision. A high percentage of young people from target groups (particularly NEET students) have had negative experiences in formal education and may be more responsive to flexible learning environments. LSME is considering expanding our provision with more flexible modes of study (e.g. online course components) to enhance the opportunity for those who might otherwise have difficulty in participating in a timetabled delivery of higher education. This proposal is also informed by our success with online delivery during the Covid-19 lockdown and research findings that alludes to very good outcomes for students in online /blended learning compared to face-to-face learning. We envisage that the specific objectives of this work are to, for example:

- Deliver flexible accredited short courses that contribute to the overall credits for a degree
- Restructure the delivery of the existing curriculum into simple instructional learning incorporating ways of assessing students' progress against learning outcomes.
- Consider different forms of teaching, learning and assessment that can be enabled through technology, including group work and peer assessment
- Ensure effective utilisation of formative and summative assessments in computer-aided assessments.
- Exploit the adaptive/Flexi-level assessment through computer-based formative assessment that alters the assessment depending on the learner's progress and attainment within a module. Thus, a test may ask more complex questions for students who seem to be doing well.
- Apply new approaches to engage and motivate students including the use of games.
- Adopt e-submission and provide informative and timely feedback through the technology.
- Organise real-time tutorials via Zoom platforms using the hybrid mode of learning.

Higher-level apprenticeships

Inclusion of higher-level apprenticeships is one of the initiatives aimed at lowering the employment gaps in our student groups as discussed above. It also encourages the employer to upskill their workforce while performing their day to day tasks. A recent review of the impact of Higher apprenticeships concluded that skills gained as a result of their apprenticeship has improved confidence in the desired area of work and improves their employability[27]. In collaboration with the University of Chichester and local Employers, we will explore the possibility of keeping people in employment while they undertake higher level qualification through apprenticeships developed by LSME and local businesses and validated by the University. We hope to enrol 10 learners in apprenticeships in Business and Health and Social Care by 2019-20 Academic Year. This will continue in subsequent years for the next five years.

[23] https://www.lmh.ox.ac.uk/sites/default/files/documents/201807/ReviewLadyMargaretHallFoundationYearFinal.pdf
[24] www.millionplus.ac.uk/policy/reports/forgotten-learners-building-a-system-that-works-for-maturestudents
[25] https://www.officeforstudents.org.uk/media/3da8f27a-333f-49e7-acb3-841feda54135/topic-briefing_mature-students.pdf
[26] https://www.theguardian.com/education/2018/mar/08/university-drop-out-rates-uk-rise-third-year
[27] https://www.gov.uk/government/publications/apprenticeships-evaluation-2017-survey

By way of update, this objective has unfortunately not been achieved to date as we have not been able to secure our registration as an apprenticeship provider organisation. We plan to reapply for approval on the Register of Apprentice Training Providers (RoATP) in 2022 to deliver Level 2 and 3 apprenticeships in first instance. It is our long term plan to progress from the level 3 apprenticeship into higher degree apprenticeships validated by the University of Chichester.

Disability outreach

In response to the existing gaps in access to disabled students, LSME will use the LSME-Inspire and NTLTL projects to identify disabled learners who will be part of the community outreach activities. In addition, we will collaborate with Charities, Local Authorities and Social Services to identify individuals with disabilities who may be interested in our courses but have not considered higher education as an option. All stakeholders will be informed initially of this target population to facilitate referrals for an initial assessment. Identification of the types of disability will be based on information provided by the prospective learners and their specialist health and social care providers. Students will then be disaggregated into, cognitive/ learning difficulty, Mental Health issues, Sensory/Medical and Physical disabilities, Multiple impairments and Social/Communication difficulties. A further collaboration with their health and the social care service provider will help identify the educational support required for each individual student to assess if our facilities can accommodate their needs. Students with severe forms of disabilities who require highly specialised support will be referred to other higher education institutions that can cater to their needs. Identified individuals will be assessed for their level of study and either enrol directly in HE or join our foundation studies for one year using the flexible or full-time options available. Reasonable adjustments to facilities, teaching and learning resources and assessment methods will be made to ensure they enjoy their learning experience with LSME. Investments in technology will be made based on the needs of the learners identified. This strategy will be monitored monthly and evaluated at the end of each academic year to assess its impact on access for disabled students.

LSME has not identified any gaps in continuation for the different student groups in 2017-18. The challenge here is that the numbers of disabled students are likely to increase as per our disability outreach project. The aim is to maintain this track record in the next five years to ensure there is no gap in continuation between the disabled students and rest of the student population. Our data on continuation will be reviewed each year to identify any gaps between the disabled and non-disabled students to facilitate the development of new improvement strategies for setting with realistic targets to eliminate any identified gaps.

Although we have not identified any gaps in the attainment of disabled and non-disabled students, with the potential increase in the numbers of students with disabilities, we aim to maintain this track record by monitoring our attainment data annual to identify unexplained gaps in the attainment of disabled and non-disabled students. Improvement strategies will then be introduced to eliminate any identified gaps during the course of the five-year period.

Access support for Asylum seekers and Care leavers

Asylum seekers/ care leavers will be identified via all the specific strategies and measures discussed in the LSME-Inspire and NTLTL Projects. There will be further collaborations with the Local Councils, Social Services and Charities such as Salvation Army. Collaborators and Partners will be made aware of this target population to enable referral to our community outreach activities which may lead on to admission to LSME. All prospective students will be asked to confirm their immigration status as part of the admission process. In addition, all prospective students will be asked to confirm if they are care leavers or not. This way, a small group of asylum seekers and care leavers will be identified. Asylum seekers are eligible for financial support via Student Finance and would be encouraged to make use of this opportunity to obtain a higher education qualification. This strategy will be monitored monthly and evaluated at the end of each academic year to assess its impact on asylum seekers and care leavers. Their continuation and attainment will be monitored yearly and if any gaps are identified between these groups and other students, targeted improvement strategies will be introduced during the course of the five-year period to eliminate these gaps.

3.2 Success strategies

Our priority will be to ensure that all student categories identified above as having access to our programmes are able to attend, stay on the course and achieve their qualifications. We hope to build upon our success with student retention and achievement. Our success target is 90% for the 2019/20 academic year as per our high current average retention and achievement rate. Since most learners may be of low socioeconomic background, our major challenge is to ensure that we achieve a high retention and attainment rate comparable to or surpasses that of the previous years.

The LSME success strategy is aimed at the entire learning cycle and will continue to focus on:

- Induction Year-round comprehensive teaching and learning support
- A robust mechanism for tracking students' attendance and maintaining their motivation within the first year of their studies
- Support for students with mental health issues
- Student bursaries
- Student engagement
- Attainment

This work supports the Office for Students' updated (2022) priorities, specifically in respect of ensuring that target groups are supported during their study and into positive graduate outcomes. These targeted strategies support the success and progression of our target students as the move through their studies with us (from transition-in to graduate destinations) as well as enhancing their broader student experience.

1. Induction

As part of our teaching and learning strategy working alongside this access agreement, the College will continue to offer specific, proactive induction activities embedded within all programmes of study. In order to achieve the stretching success target indicated above, it will be essential to identify students with support needs at the time of enrolment. As part of the induction process, we will identify individual support needs by conducting an initial assessment and learning needs assessment (in a self-administered questionnaire). This information will facilitate the formulation of their personalised learning plans as the learning support team will identify both hidden and multi-layered learning needs. 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 students will have the opportunity to learn study skills topics such as Harvard referencing, Plagiarism, Time management, Researching for information, use of Moodle Platform and Turnitin, Understanding of assignment briefs and unit specifications. This supports the learner's understanding of the skills required to achieve on the course. These initial study skills session will be offered to all learners, whether are in the Foundation year or not. Induction activities will engage 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.

2. Year-round comprehensive teaching and learning support

LSME will continue to use its teaching and learning strategy which has proven to be effective in maintaining our success with continuation and attainment in the last three years. The student success activities will be aimed at all students and in particular those who require additional support and belong to the access and participation target groups. Support activities will be monitored and evaluated to assess the impact of any intervention on individual students. Our strategies are diverse and will include the following:

Additional learning support and weekly tutorial reviews
Our success with continuation and attainment can be attributed to the additional learning support offered to students. Additional learning supports include the need to give learners more attention if they are not achieving as expected. They are invited for one-on-one tutorial sessions above the general tutorial entitlement of 15 minutes per week for all learners. These tutorial meetings are useful as it helps identify those in need of additional support so that support can be arranged early rather than later. This will require the recruitment of additional support teachers for all departments

Reasonable adjustments for disabled students
Students with a disability will be supported to apply for DSA with clear advice and information about the process and what they can expect. All reasonable adjustments will be made to ensure that learners with disability are being supported adequately to achieve their qualification. This will include the provision of access to the built environment, working closely with study skills support tutors, manual notetakers and special needs tutors, provision of special software for dyslexic students, allowance of extra time for assignment submission and continued support with mitigating situations that they may face during the course of their studies.

Inclusive teaching and learning practice
The College has recognised that a significant amount of the support will be delivered by the inclusive way a tutor teaches which is differentiated for individuals. This is evidenced in our success in continuation and attainment in the last three years. Our teaching staff are adequately equipped to offer an inclusive approach to learning and teaching. This approach will continue to be embedded in all subject areas and at all levels in all academic years. Teaching will vary from classroom teaching, classroom activities and demonstrations, workshops, seminars, debates and off-sight activities including industrial visits and attending career fares. Learners have access to all lectures and learning resources via the Moodle Platform.

Student mentors for students at risk of dropping out
All students at LSME are assigned, personal tutors. An LSME survey of students at the end of the 2017/18 academic year suggested that about 40% of students feel comfortable to relate to their peers and student mentors. We will verify this further by ensuring that students at risk of dropping out (eg those experiencing financial pressures, family problems, mental health issues and students identified via the outreach projects etc) are assigned, in addition to their personal tutors, student mentors whose role will be to offer friendly support, share their own testimony, engage them as active members of their social network (WhatsApp and Facebook group etc.), study groups and student community. They will also be monitored actively by their tutors as well as the Welfare Officers. This work is vital to ensure those students most in need of support receive it in a timely manner. The impact of this provision will be closely monitored. The long term plan will be, once value and impact are established, to make these activities sustainable through increased completion.

3. Reducing stress and maximising health and wellbeing activities

A review of an article published by YouGov suggested that one in four learners have mental health problems such as stress, anxiety and depression due to the pressure of higher education, the rising tuition fee and uncertainties about job prospects[28]. This figure is likely to be higher in our target population due to their peculiar circumstances. Students suffering from mental health issues are less likely to achieve and complete on 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

[28] https://yougov.co.uk/topics/lifestyle/articles-reports/2016/08/09/quarter-britains-students-are-afflicted-mental-health

and support them while on the programme. This tutor will work closely with the Welfare Officer and will be responsible for tracking the academic performance of students with mental health issues. This provision will be closely monitored and evaluated to identify intervention rates and impact to continually review the choice of counselling services over the coming years. We aim to reduce stress further by varying assessments to include more practical activities. Students will be encouraged to engage in social events, student extracurricular activities and field trips aimed at reducing the stress of academic work. The impact of this provision will be closely monitored monthly and evaluated at the end of each academic year to assess its impact and the need for future improvement

4. Provision of financial support for students.

Low-income students are more likely to drop out of college or perform poorly in exams[29]. While higher education participation has improved substantially among people from the poorest background over the past 20 years, completion rates have remained low for this group relative to their richer counterparts[30]. Several universities have used additional financial support to motivate this group of learners to stay on their course. A recent evaluation of the impact of the English Higher Education Bursary Scheme on student performance at 9 Universities suggests that bursaries do not impact on access to higher education but may still influence the students' likelihood to complete each year of their degree, achieve higher university course scores and achieve a good quality degree[31]. LSME turns its attention to this evidence to provide financial support to students from disadvantaged backgrounds such as those living away from their family (Care Leavers/ asylum seekers), students in the NEET category and students who will incur financial hardships when they enrol in the College. This is likely to affect the retention of our target population of students and particularly for those enrolled on Foundation courses. To help commit them to the training, we plan to provide some financial support. We will charge a 100% scholarship for the foundation year students in our underrepresented groups. We envisage a total of 25 students each year. This provision will be means-tested and dependent on their household income as stated in the fees information sheet.

Small targeted bursaries of £350 per annum will be introduced with payments being linked to the frequency of attendance. The bursaries will cover some of the cost of transport and stationery. If attendance falls below the required level; then further investigation would be carried out to determine whether the payment should continue or not. A one-off student hardship fund of £500 to support students with unforeseen costs for equipment or crisis will also be introduced. The cost of all field trips undertaken by this group will be covered by the College. During their Foundation year, these students will also be encouraged to take up part-time jobs to support their understanding and application of the skills they will learn from the College as well as prepare them for future employment. As such the financial support will cease as soon as the students have the required skills to progress into higher education and are in part-time employment. In recognition of the fact that care leavers require additional specific support, we will offer these students additional financial support even after they have enrolled for higher education and are in work. Any other student who falls within our target population that does not enter via the Foundation year will be eligible for the £350 bursary and the £500 hardship fund.

5. The mechanism for tracking students' attendance and maintaining their motivation within the first year of their studies

HESA data suggests that mature male students from certain social backgrounds and ethnic groups are more likely to drop out within the first year of their studies. We will track the retention rates of students within our target population throughout their first year and provide additional support when necessary. Variation in delivery methods, inclusive teaching practices as well as a robust student engagement mechanism and work placement activities are geared towards maintaining motivation and drive to stay focused on their education. These mechanisms have contributed to our current success with retention and attainment. Particular attention will be provided by personal tutors, welfare officers and student mentors.

6. Student engagement

The College currently has a comprehensive student engagement strategy that requires the active participation of all learners in matters relevant to the college's ambition to satisfy their diverse needs. All students provide useful feedback individually throughout their learning cycle, starting with admission process, induction, teaching and learning, assessments and career events. Our student representation provides a collective view of students on matters that are important to student welfare and academic progression. Students are also important members of our deliberative committees including the Academic Board and Board of Directors. The views of our learners will continue to be taken seriously. We will ensure that our target population of students are fully engaged in the decision-making process to ensure their sense of belonging and value and to improve their confidence and self-esteem.

7. Attainment

LSME will work more intensively with learners with very low socio-economic backgrounds, who are statistically less likely to achieve a higher grade other than a pass regardless of prior attainment. HESA data has identified that part-time students are most likely to leave and least likely to gain a 1st or 2.1 so in line with our access priorities, we will put support in place to ensure that the attainment levels are also improved and compare favourably with other students in the college and with the national statistics by employing all the mechanisms outlined above.

[29] Bettinger, E (2004) 'How Financial Aid Affects Persistence', NBER Working Paper 10242, National Bureau of Economic Research

[30] Bailey, M. and Dynarski, S. (2011) Inequality in Postsecondary Attainment, in Duncan, J. and R. Murnane (eds.) Whither Opportunity, Russell Sage.

[31] R. Murphy and G. Wyness, 2016. Testing Means-Tested Aid. Centre for economic Performance, London School of Economics and Political Science. ISSN 2042-2695

3.3 Progression strategies

LSME is committed to a greater focus on employability, progression to employment and further study. Progression activities are aligned with the revised Employer Engagement Strategy that was introduced in the 2018/19 academic year. An evaluation of the short term impact of this strategy by obtaining feedback from learners suggests that over 90% 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 activities suggested by the existing strategy and improve on student progression by employing a dedicated Careers, Employment and Progression Officer to work intensively across all programmes, with individuals and in groups to help support progression into further education or graduate-level employment. We will be monitoring this work to ensure support for all students and in particular specific groups of disadvantaged students such as the ABMO students in IMDQuintiles 1-2, Asian students and females in IMD Quintiles 1-2 who experienced a lower level of progression compared to their counterparts in Quintile 3-5, Black students and male students respectively. These students together with those with a disability, Care leavers and Asylum seekers and other socially disadvantaged learners will be sufficiently guided and motivated to move towards some employment during their studies and highly skilled 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 Careers, Employment and Progression Officer will also have a responsibility to organise career events and employability and interview skills development workshops at least twice a term for all learners. These sessions will cover relevant topics such as:

- A good quality, current CV
- Interview preparation
- Experience of a recruitment process
- Transferable skills for the workplace
- Substantive work experience

As per our Employer Engagement Strategy, we will also ensure useful partnerships with local businesses with the capacity to employ our learners all year round. These businesses will be involved in the planning and customisation of our curriculum to ensure that our learners upon completion have the required skills for employment in that local business. This strategy will be evaluated at the end of the 2018/19 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 leaners 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. Testimonies and experiences of successful alumni may also offer some direction for new graduates as they navigate the labour market.

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. The College will continue to focus on the success of apprenticeships as discussed earlier and encourage more uptakes of such educational routes to ensure employability of learners. This work will be continually reviewed and refreshed in line with employer needs and student feedback in future Academic Years.

Again, this work supports the Office for Students' updated (2022) priorities, specifically in respect of ensuring that target groups are supported during their study and into positive graduate outcomes. We have however added some developments to further support the updated priorities in respect of our targets to improve progression outcomes.

We are concerned with research that indicates, that despite the positive outlook for Software Engineers in particular, over 2,000 Computer Science graduates who took part in the Longitudinal Destinations of Leavers from Higher Education (DLHE) in November 2014 – March 2015 covering graduate destinations 3.5 years after leaving HE, suggests that although most digital engineers have a positive employment trajectory 3.5 years after graduation, they often face an initial hurdle of getting into employment and many had taken 'interim jobs' soon after graduation to gain tangible work experience and to earn money. In another report, the unemployment rate of Software Engineers is around 11% and this figure varies from 0 to 1 in 4 graduates depending on the HE institution the student attended. Both reports have 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. This is particularly important for our target groups. 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. 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. 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 objectives are as follows:

- To support target students through regular interaction with leading employers, provision of career advice and guidance, and encourage them to apply for suitable vacancies in preparation for the future job market.
- To improve employability skills and facilitate active engagement with employers using our online hubs or through face-to-face career fairs and workshops.
- To offset the current cost of renting a commercial building for our beneficiaries who wish to set up their digital technology businesses.
- To provide ideas for the advertisement and marketing of businesses in support of our budding entrepreneurs.

Overview of Activities for Progression

Career events
The Careers, Employment and Progression Officer will have a responsibility to organise career events and employability and interview skills development workshops at least once a term for all learners. Prospective employers and recruitment agencies will be invited to these events for direct interaction with all learners. Particular attention will be given to the target learners.

Employer engagement
As per our Employer Engagement Strategy, we will establish partnerships with local businesses with the capacity to employ our learners. These businesses will be involved in the planning and customisation of our curriculum to ensure that our learners, upon completion, have the required skills for employment in that local business. Employers are also encouraged to give lectures as guest lecturers. The strategy also suggests that employers take on individuals from our target population who fit the profile they are looking for but do not have the confidence to hunt for jobs on their own. This should be encouraged at all times even if it was for a short while to help build their confidence.

Work placements
Our Employer Engagement Strategy will also offer opportunities for our students to experience high-quality work placements and to apply knowledge and understanding to real-life work scenarios. This improves the learner confidence in the work environment and supports their employability in future. Our target learners will be encouraged to undertake work placements with employers with the view of developing the skills required for the workplace.

Alumni events
LSME will continue to offer support for employment-related activities to its alumni. The student is encouraged after their studies to register on the Alumni Portal which posts information on vacancies. Alumni events, sponsored by LSME on employment take place at least once every 6 months and will include entrepreneurship workshops. All graduates are requested to attend these events and network with old students and employers. We will use the alumni to maintain contact with the target population to find out how they are getting on and also send them information on job opportunities.

4. WHOLE-PROVIDER STRATEGIC APPROACH

4.1. Overview and alignment with other strategies

The Strategic Plan for the next five years commits to the principle of a whole institution approach to access and participation activities. We believe that this approach supports the sector, the institution and community by engaging with students and those beyond to support access to, success in and progression from higher education. The Plan has been formed through workshops that involved a good number of stakeholders drawn from across the College and including staff and students. This inclusive, whole institution approach is important to embed a culture that understands the needs of under-represented students. Overall responsibility for LSME's Access and participation plan, lies with the College's governing body with is the Board of Directors which include representatives of the student body.

Through this access and participation plan, we have engaged all programme leaders for the continuation and attainment monitoring, identified personnel responsible for its implementation, monitoring and review as the Access and Participation Management Team. A new Access and Employment officer who will also work closely with the admission team has been employed.

4.2. Equality and diversity

There is an interaction between this Access and Participation Plans and the Equal Opportunity Policy 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 Equal Opportunities Policy, no student is discriminated upon when applying for a programme at LSME and we obtain and monitor equal opportunity information provided by students to ensure that individuals with protected characteristics are not excluded from our provision. This Equal opportunity monitoring report actually informed our assessment of the characteristics of our current student population and recognised the need to provide for individuals with the disadvantaged background which subsequently led to the development of our Widening Access and Participation Strategy. This Access and Participation Plan, therefore, aligns with the Equal Opportunity Policy of LSME and offers additional strategies for protecting the educational interests of students with protected characteristics.

As a requirement of the Access and Participation Plans and 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. Any

staff or student who breaches this legislative requirement will face disciplinary action in accordance with the College's policy on misconduct. We also hope to use our student engagement processes to ensure that there is a good relationship between those who share the same protected characteristics and those who do not to avoid any form of segregation within the institution.

4.3 Collaboration

LSME has an ongoing commitment to collaborative working practice with other institutions and is keen to continue and improve this approach nationally, regionally and locally.

At a national level, LSME has recently become members of the Forum for Access and Continuing Education. This Forum provides networking opportunities to share and build our practice in widening access and participation.
At the local level, we work collaboratively with the British, Indian, Turkish Business Forum (BITBF) to improve access to our provision, through active dissemination of information to the target population.

The institution also works closely with the Barking and Dagenham Chamber of Commerce for the same purpose of disseminating information on our provision through active engagement with employers in the sector. These activities will complement our APP countable work. LSME also works with the National Careers Service (NCS) to facilitate career development among our students. Their activities will extend to the outreach programmes in the APP.

LSME also plans to work closely with the Barking and Dagenham College and three other institutions in the local community to design programmes and activities aimed at improving access to higher education within the local community, particularly for those within POLAR4 quintiles 1 & 2 within our geographical areas in the east of London and in areas with education, skills and training deprivation, low level of GCSE attainment and income deprivation affecting children.

Another future collaborative activity will be with the local Jobcentres and Local authorities for targets aimed at improving access for individuals on Job Seekers Allowance, care leavers, disabled people. These collaborative activities are vital for the success of our APP countable work.

LSME has future plans to become members of Linking London, a National Network for Collaborative Outreach (NNCO). As members of this continuum, our outreach team will work together with other Universities in London to provide coordinated activities to our target institutions in East London.

6.4 Student consultation

A College-wide student consultation exercise was undertaken after the first draft of the Access and Participation Plan was produced. A summary of the proposed strategy with relevant questions for students was published on the VLE for students who are not able to submit written responses in class. Hard copies of the information were printed and distributed to students in all classes. After a brief summary of the Access and participation plan, students were asked to provide comments on proposed activities including the financial provision and the proposed increase in tuition fee. All students were encouraged to take part in the consultation as it affects them directly in terms of Top-up qualification fees, the role of student mentors and ambassadors, student involvement in the APP monitoring team, financial support available to targeted prospective learners with the eligibility criteria and others. The consultations were conducted amidst class discussions among students and clarifications from their teachers on areas they are not very clear about. Class reps were asked to collect and submit all responses to the Administration department for further analysis. About 75% of students took part in the consultation (220 students). Forty-one per cent were white students, 38% were black students, 15% were Asians and the remaining were Mixed/others. This reflects the general population of students in the College. The results of the consultation were analysed, collating the views of all respondents.

Over 90% of learners strongly or mostly agreed with the LSME-Inspire and 83% agreed with the NTLTL projects. They agreed that the target groups of prospective students were indeed underrepresented in the College and the initiative to improve access is useful. The remaining who were not sure or disagreed were sceptical about the uptake of HE by White students. They were of the view that this group of people are not interested in education. Others said increasing the range of courses will improve access to different groups of students. This strengthened our need to inspire and motivate these potential group of learners. We have offered employment to a seemingly strong Youth worker who is very motivational in his approach to dealing with disadvantaged young people. There are also plans on the way to improve the range of courses in the coming years.

Almost 99% of our respondents strongly agreed or mostly agreed with the Foundation Year and proposed part-time studies as well as the higher level Apprenticeships. The few who were unsure did not favour apprenticeships because of the low salary.

All respondents agreed with the proposed activities for success and progression. They included really positive comments on the employment opportunities which some considered as a challenge after graduation. Although the majority of respondents (77%) strongly agreed with the proposed financial support and tuition fee changes, the few were of the view that the steps LSME plans to take are very useful and supportive but it could be abused by students and will definitely need a clearer eligibility criterion. Others suggested we should consider other sources of funding rather than increasing tuition fee.

Some of their relevant suggestions were incorporated in the Access and Participation document or will be considered in the implementation phase of this plan. This included a suggestion to give disadvantaged students some financial or other forms of incentives to improve their

retention, enhance our marketing strategy to include advertisements on a billboard or local buses in order to attract the underrepresented groups of learners and improve disability access in the college including the provision of car parks for disabled students. This consultation exercise was useful in estimating the level of student support for their involvement in the design of the plan, and in implementation including areas such as mentoring, student-led outreach activities as well as the future monitoring and evaluation of the plan.

5. EVALUATION STRATEGY

The College has established an Access and Participation Management Team to monitor the performance of the institution in the delivery of objectives indicated in this plan. The team will also ensure that the personnel involved are taking the necessary steps to comply with the provisions of these plans. Corrective actions will be introduced immediately should the team discover that certain aspects of the plan have not been fully adhered to. The team will be drawn from Senior academics and Programme Leaders from the Academic Board as well as two nominated student representatives. The team will meet with Access and Participation personnel once in a month for updates on their progress and challenges they are facing to ensure that corrective actions are introduced sooner rather than later. This team will report to the Senior Management Committee and the Academic Board who are accountable to the Board of Directors (the governing body of the institution). The Board of Directors meets three times in each academic year and a key agenda will be the update on Access and Participation.

Evaluation objectives

1. Strategic context

Evaluation of access and participation strategy is discussed in Access and Participation management team meetings which are held monthly in collaboration with external and internal stakeholders. A detailed budget for evaluation activities has been agreed on. Key personnel responsible for evaluation design and its implementation has been identified using our internal skills audit. The team of personnel for evaluation will include the Access and Employment Officer, Relevant Academic Staff, a member of the Admissions Team and Student Ambassadors. Relevant statistical tools for evaluation will be agreed on and purchased in advance of the project start date in September 2019. There will be regular dissemination of information on evaluation to the team on preparation of relevant evaluation tools and how they have been piloted and standardised for use in outreach projects.

2. Programme design

The Programme design will be evaluated giving due consideration to the relevance of stated aims and objectives, target setting, data collection methodology for short, medium and long term outcomes. It will also consider the reference to evidence of impact from other empirical research or from the results of the 2019-20 access and participation plan implementation and feedback from stakeholders including students. This will enable us to make some changes in implementation strategies in subsequent years.

3. Evaluation design

a. To measure the trend in access, success and progression from 2016-17 to 2019-20 academic year

LSME is yet to implement its first Access and Participation activities from August 2019. To assess the credibility of our Access and Participation Plan and milestones, we will measure the rate of improvement in access, success and progression of our target student groups by comparing data from 2016-17 onwards with that of the 2019-20 academic year in the first year of evaluation. This will enable the development of contingency strategies for further improvement particularly if there is a negative, nil or limited progress in reducing the gaps in access, success and progression as per our internal and national data. We aim for continuous improvement even in areas where substantial progress has been made.

Methods: This will be achieved by a compilation of data annually for admissions, continuation and attainment by a designated member of the Access and Participation team. Subject to informed consent under the GDPR guidelines, detailed information on student demographics including their social backgrounds will be collected at enrolment to enable effective analysis of access, success and progression data against a number of dependent and independent variables (socioeconomic status, age, gender, ethnicity, level of study) using statistical tools for summary estimates such as frequencies, mean, standard deviations, and z and t-test statistics to assess the statistical significance of differences between groups. A multivariate analysis will be used to assess the combined effect of variables in our intended targets shown in the Targets and Milestone section of this plan.

We will particularly be interested in seeing the analysis of access, continuation, attainment and progression data for care leavers, asylum seekers, disabled learners in general and in a stratified analysis of the different types of disabilities, student of low socioeconomic backgrounds and in the NEET category, Caribbean and Asian students and compare their results with the rest of the student population. This will confirm how our underrepresented groups have benefitted from our intervention or not. The rate of improvement in access, success (continuation and attainment) and progression will be compared with our retention and achievement figures in previous years to assess the extent to which our targets have been met. Areas for improvement with explanatory notes will be the highlight of our annual reporting on access and participation. The evaluation result will enable us to agree amended strategies for the coming years to ensure continuous improvement in the outcomes for the target population as a whole.

b. To assess the impact of outreach activities on access (LSME-Inspire and LSME-NTLTL Projects) annually

Method: Evaluation strategies will be built into every activity we propose in our strategic ambitions in order to ascertain the full impact of our intervention. During activities, participants and staff will provide feedback on the usefulness of the activity. At the end of the assessment year, we will obtain feedback from staff and collaborating institutions. Information on the number of learners or individuals within our target population who entered higher education, either with LSME or other institutions will be obtained from Collaborating institutions or directly from participants

(with their permission). We will be particularly interested in school leavers who received our support for GCSE studies to ascertain if their predicted grades have improved and/or have achieved at least five GCSE passes including Maths and English and whether our target numbers for the year in question have been reached or not. Their results will be compared with other students who have not received or accepted our intervention to assess if there are statistically significant differences in these groups in terms of the short, medium and long term goals. Hence a robust system of follow-up will continue in the coming years. Data will be analysed as discussed in a. above and utilised to inform our planned improvement in the strategies in future years.

c. To assess the impact of the foundation year programme, its financial support and the contextual admission process

Method: We will obtain feedback from foundation year students on the impact of their study on influencing their decision to enrol for higher education with LSME. Student aspiration will be determined throughout the period by asking their tutors and students to assess their level of engagement and participation in class during the entire year of study. Any periods of poor attendance should be investigated by their tutors to ascertain the reasons. We will also ascertain their attainment and continuation during the foundation year. Students will be required to provide feedback on how the tuition fee waiver influences their decision to stay on their courses. Other factors motivating students will be investigated accordingly using standardised evaluation tools which will be designed and agreed by the Access and Participation Management Team. Our findings will be compared with that of students who enrolled directly into higher education and are not in receipt of the tuition fee waiver or other students on the foundation programme who were not eligible for the tuition fee waiver. We will use the z-test statistics to compare the difference between groups of students.

d. To obtain stakeholder views on other continuation and attainment activities

Methods: As part of the evaluation process LSME will obtain feedback from all stakeholders on every activity geared towards the improvement in retention, progression and student outcomes. Feedback will be obtained from all learners, staff and external stakeholders using questionnaires, focus group discussions and online surveys at the end of each academic term to address the usefulness of key strategies for improvement in retention and achievement. Information obtained internally will be compared with the results of the NSS survey for each academic year. This data will be utilised to set new targets for retention and achievement in the next academic year.

e. To assess student progression and outcomes

We will internally generate data on the destination of our leavers and compare our findings with that of HESA. This will ascertain if our targets on student progression have been achieved or not. This will focus on the overall outcomes for care leavers, asylum seekers and socially disadvantaged students. Comparison between groups will be done using the z-test statistics as discussed above. A multivariate analysis will also allow us to control for multiple factors and the intersection of disadvantage.

4. Other evaluation objectives

a. To assess the impact of other financial support on student retention, achievement and progression

Method: The provision of financial support to target groups will be evaluated to consider its impact on students in terms of their retention, achievement and attainment using statistical measures, surveys and interviews with learners. Statistics will help ascertain the relationship between financial support and variables such as retention, achievement, progression into employment or further study etc. students who received financial support will be compared with other students who were not eligible for support in terms of their continuation rate, attainment and progression into employment or further student. We will use the z-test statistics to compare the difference between groups of students.

b. To assess the impact of mental health support on student retention and achievement

Method: The designated senior Tutor will keep a record of all mental health interventions and counselling referrals including the provision of additional academic support for learners who suffer mental health issues. This information will be analysed every term to ascertain the impact on affected students. The earlier intervention will be introduced should there be a need. At the end of each academic year, the information will be used to develop a report on mental health interventions as part of the student welfare provision in the institution. Students who suffer mental health issues will also be requested to provide their views on the services in the school. The outcome of a mental health intervention on student performance (retention and progression) will also be assessed. The overall results will be used to formulate newer strategies to deal with mental health issues in the following academic year. As part of the end of term feedback, all students will also be asked to provide feedback on social events and how they are able to cope with the academic pressures. Information will provide an additional reason to improve on strategies that will reduce the stress and promote mental health. Mental health intervention will be analysed against student retention and achievement and overall outcomes.

c. Impact of evaluation

The results of all evaluation activities will focus on areas for development and will inform the annual reporting of access and participation. Areas for improvement will be developed into an action plan for future improvement in access and participation strategies and practices. This will be agreed and approved by the governing board of the institution. The improved access and participation plan resulting from the evaluation process will be published on our website and also disseminated in our annual research conferences and at stakeholder meetings. Hence, the evaluation will influence improvement in existing practice and inform the design of future programmes to widen access and participation.

5. MONITORING OF ACCESS AND PARTICIPATION

A detailed action plan with a time table of operating procedures will be prepared and disseminated in advance of the implementation of activities.

We will ensure the continuous monitoring of APP activities. This will be done by having monthly meetings to discuss implementation challenges and to find solutions. We will also access the ability of the plan to meet its stated targets and objectives as stipulated in the timelines for activities. The meeting will involve all internal and external stakeholders.

We will ensure there is a regular audit of APP activities. A checklist for all activities will be prepared including the evaluation procedures. This will be used in auditing the effectiveness of outreach activities, including quality issues and implementation of proposed changes. New strategies will be developed and agreed for implementation if the monitoring team is not satisfied with the progress being made. Any agreed changes will be communicated to all external partners and students.

These monitoring activities will be undertaken by the Access and Participation Management team which is made up of student representatives/ ambassadors involved in implementation of access activities, the Chief Research and Innovations Officer (The Chair of the APP Management team with key responsibility for monitoring of Access and Participation activities), Executive Director, Programme Leaders, The Principal, Access and Employment Officer, the Admission Officer, Senior Tutor for Student Welfare and representatives of key external stakeholders.

The Board of Directors will approve access and participation reports and strategies for improvement in performance and agree on budget lines for investment activities in their quality meetings.

6. PROVISION OF INFORMATION TO STUDENTS

Students have been directly consulted with in relation to the Access and Participation Plans and the financial support available through the college; discussions have taken place with the admissions team who are the first point of contact with prospective students and are able to provide relevant feedback based on comments from prospective learners. Students have also been part of the Board of Directors that approved the final draft of the Access and Participation Strategy and the Resource Plan. Hence, information about financial support under this plan has been made clear to existing learners.

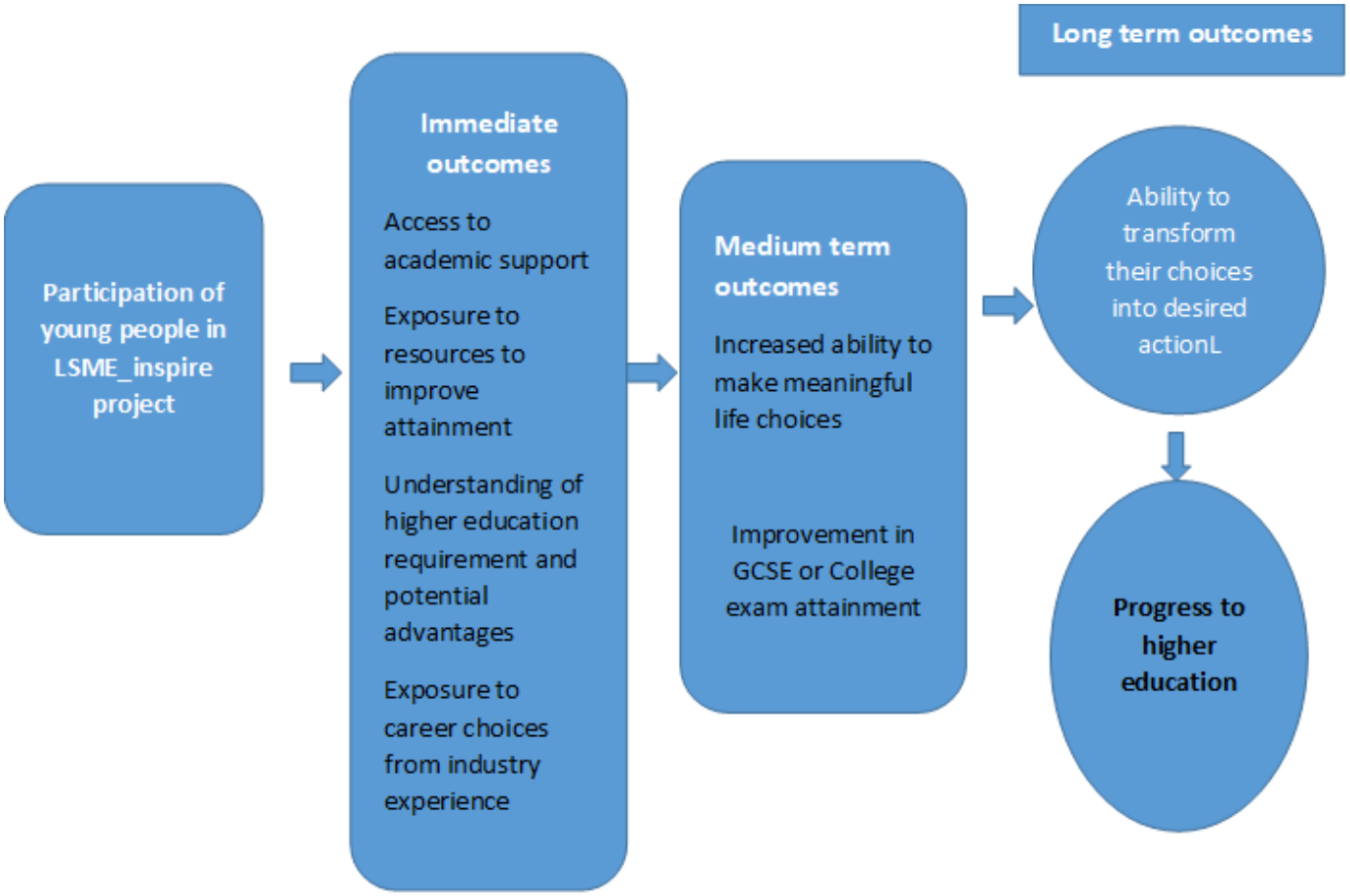
The Access and Participation Plans will be published on the institution's website in a location where it can be accessed easily by current and prospective. Financial support provided to a targeted group of underrepresented learners will be clearly articulated on the website. Information about tuition fees is usually published on the website and on course brochures.

It is envisaged that at the end of the 2019/20 Academic Year when a review of the Access and Participation Plans takes place, financial support will be an item to be discussed. From that, additional outcomes will feed into the allocation and make-up of the financial support package where relevant.

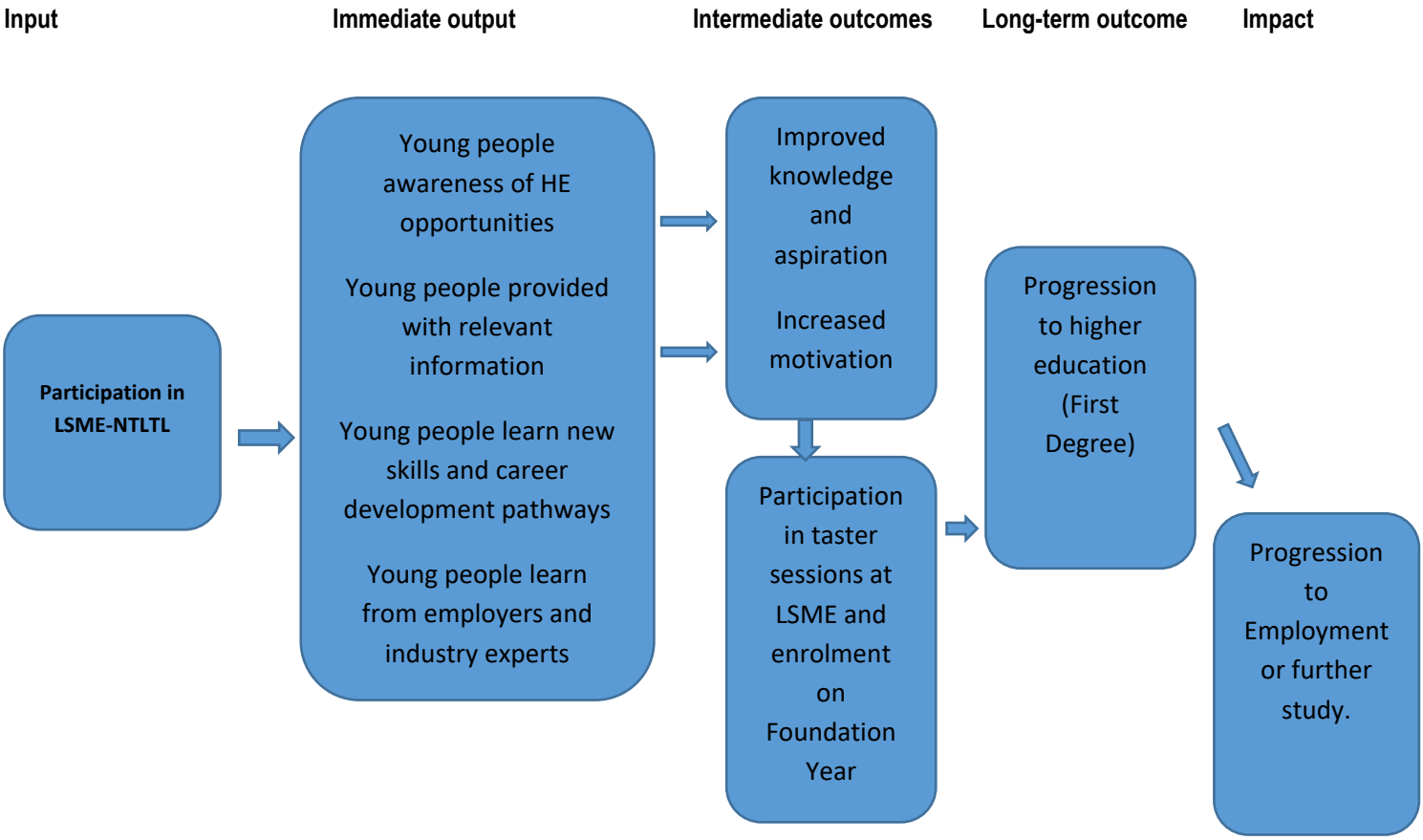
7. APPENDICES

Access, participation and attainment diagrams

1. LSME-Inspire Project: Theory of change diagram showing the proposed intermediate and long term outputs



2. LSME-NTLTL Project: Proposed theory of change with intermediate and long-term outcomes and impact



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Office for Students

Provider fee information 2022-23

Provider name: London School of Management Education Limited
Provider UKPRN: 10022285

Summary of 2022-23 course fees

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£8,000
Foundation degree	*	*	*
Foundation year/Year 0	*	Fee applies to entrants/all students	£7,000
HNC/HND	*	Fee applies to entrants/all students	£7,000
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£7,000
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2022-23 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	Fee applies to entrants/all students	£5,000
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£5,000
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2022-23 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Office for Students

Provider fee information 2021-22

Provider name: London School of Management Education Limited
Provider UKPRN: 10022285

Summary of 2021-22 course fees

*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£8,000
Foundation degree	*	*	*
Foundation year/Year 0	*	Fee applies to entrants/all students	£7,000
HNC/HND	*	Fee applies to entrants/all students	£7,000
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£7,000
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	Fee applies to entrants/all students	£5,000
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£5,000
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Office for Students

Access and participation plan
Fee information 2020-21

Provider name: London School of Management Education Limited

Provider UKPRN: 10022285

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

Student numbers presented in the APP for 2019-20 Academic Year was reflective of the courses available. Since then we have added an additional BSc qualification in International Tourism and Hospitality which could also be of interest to students in the underrepresented groups. The student numbers for the 2020 to 2025 have been adjusted to accommodate the new BSc Programmes. We anticipate small increases in tuition fee in line with the projected RPI of 3.2% in 2020-21 Academic Year.

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	*	£8,000
Foundation degree	*	*
Foundation year/Year 0	*	£7,000
HNC/HND	*	£7,000
CertHE/DipHE	*	*
Postgraduate ITT	*	£7,000
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 students

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

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	£5,000
CertHE/DipHE	*	*
Postgraduate ITT	*	£5,000
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21

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

Office for Students

Targets and investment plan 2020-21 to 2024-25

Provider name: London School of Management Education Limited

Provider UKPRN: 10022285

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£250,000.00	£260,000.00	£260,000.00	£260,000.00	£260,000.00
Access (pre-16)	£64,000.00	£64,000.00	£64,000.00	£64,000.00	£64,000.00
Access (post-16)	£64,000.00	£64,000.00	£64,000.00	£64,000.00	£64,000.00
Access (adults and the community)	£47,000.00	£47,000.00	£47,000.00	£47,000.00	£47,000.00
Access (other)	£75,000.00	£85,000.00	£85,000.00	£85,000.00	£85,000.00
Financial support (£)	£194,500.00	£194,500.00	£194,500.00	£194,500.00	£194,500.00
Research and evaluation (£)	£10,500.00	£10,500.00	£10,500.00	£10,500.00	£10,500.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£666,500.00	£666,500.00	£666,500.00	£870,875.00	£870,875.00
Access investment	34.5%	36.0%	36.0%	27.6%	27.6%
Financial support	29.2%	29.2%	29.2%	22.3%	22.3%
Research and evaluation	1.6%	1.6%	1.6%	1.2%	1.2%
Total investment (as %HFI)	65.3%	66.8%	66.8%	51.1%	51.1%

Office for Students

Targets and investment plan 2020-21 to 2024-25

Provider name: London School of Management Education Limited

Provider UKPRN: 10022285

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To improve participation rate for white British Males (NEET)	PTA_1	White economically disadvantaged males	To improve participation rate for white economically disadvantaged students to ensure an increased proportion of white british among the white student population.	Yes	Other data source	2017-18	0	5%	10%	15%	20%	25%	LSME has not recruited any white British students. White British males in the NEET category remain a national target. Our outreach programmes with the Job centres and local authorities is aimed at attracting this category of learners from POLAR4 Quintiles 1 and 2 or from IMD Quintiles 1 and 2.
To reduce the gap in participation for care leavers	PTA_2	Care-leavers	To increase the proportion of careleavers in the entire student population during the course of the next 5 years to improve the overall outcomes for this group of students	Yes	Other data source	2017-18	0%	0.5%	1.0%	1.5%	2.0%	2.5%	LSME has never recruited care leavers. As part of the outreach programmes and collaborative arrangements, we plan to increase the numbers of care leavers, starting with the new entrants from 2019/20 academic year and to achieve a 2.5% participation rate in 5 years. This will improve the overall outcome for this group of students in the country.
to reduce the gap in participation for disabled people	PTA_3	Disabled	To increase the proportion of disabled students entering higher education in order to reduce the existing gap between LSME and other HE Providers in the sector	Yes	The access and participation dataset	2017-18	1.1%%	2.5%	5%	7.5%	9%	10%	Using the Disability outreach programme in collaboration with the local authorities and charities, we aim to increase access to disabled students and reduce the current gap over the next five years for the next 5 years with a progressive reduction each year. Disabled students will also be targetted in the LSME_Inspire and NTLTL outreach projects.
To improve the participation rate for asylum seekers	PTA_4	Other	To increase the poportion of asylum seekers in the entire student population at LSME to improve the overall outcomes for this group of students.	Yes	The access and participation dataset	2017-18	0%	0.5%	1.0%	1.5%	2.0%	2.5%	LSME not recruited a substantial number of asylum seekers to date. As part of the outreach programmes and other collaborative arrangements, we plan to increase the numbers of asylum seekers starting with the new entrants from 2019/20 academic year and to achieve a 2.5% participation rate in the next 5 years to improve the overall outcomes for this group of students in the country
To reduce the existing gap between carribean and other black students	PTA_6	Ethnicity	To increase the proportion of mature Black Caribbean students in our entire student population.	Yes	The access and participation dataset	2017-18	<1%	2.5%	5%	7.5%	10%	12.5%	The majority of LSME's mature Black students are from Africa, they already have higher education and are on the ITT programme.. A fair access to other blacks, particularly the Caribbean students is one of our strategic targets. We plan to use the outreach programmes and contextualised admission to improve access to a more diverse group of mature students particularly Black Caribbeans which reflects the distribution in the local community.
To improve participation rate for Asian students	PTA_7	Ethnicity	To increase the proportion of Asian students in the entire student population to reflect that of the local community.	Yes	Other data source	2017-18	13.5%	15%	17.5%	20%	22.5%	25%	The populaiton of Asian students in LSME is not reflective of the local Population and seems to be reducing each year. LSME is improving on its effort to attract more Asian students using a contextual admission process, introduction of flexible learning and foundation studies.

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce progression gaps in underrepresented groups	PTP_1	Socio-economic	To reduce the percentage difference in highly skilled employment or further studies in students in IMD Quintiles 3-5 and those in Quintiles 1-2	Yes	The access and participation dataset	2017-18	15.6%	13%	11%	9%	7%	5%	The proposed employer engagement strategies will consider differences in employment of those with lower socioeconomic background and those who are well off.
To improve the progression rate for Asian students	PTP_2	Ethnicity	The rate of progression of Asian students is lower than the rest of the student population. This target aims to improve the rate of progression for Asian students by 20% in the next 5 years.	Yes	The access and participation dataset	2017-18	45.0%	50%	55%	60%	62.5%	65%	This unexplained difference in progression of Asian students and the rest of the student population should be eliminated by 2025 by the introduction of individualised support in employer engagement.
To reduce the progression gap between LSME and the HE sector	PTP_3	Multiple	Reducing the percentage gap between progression of LSME students and the HE sector as a whole	Yes	The access and participation dataset	2017-18	7%	6%	5%	4%	3%	2%	LSME is a low tarrif institution and admits more mature students of low social background. Hence it is not surprising that the sector outperforms LSME when it comes to progression to highly skilled jobs and further studies. However we want to narrow this gap to 2% by 2025.
to reduce the gap in progression for the different age groups identified in LSME	PTP_4	Other	This target is to improve the progression rate in the in the 31-40 years age group by 20% in the next 5 years to tally with that of the rest of the school.	Yes	The access and participation dataset	2017-18	45.0%	50%	55%	60%	62.5%	65%	The 31-40 years age group seems to have a lower progression rate compared to the rest of the students. Our target is to gradually increase the rate of progression in this age group from 45% to 65% by 2025.