London School of Theology

Access and Participation Plan
2020/21 to 2024/25

Provider's name: London School of Theology (LST)

Provider's UKPRN: 10004075

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Contents

Introduction

London School of Theology (hereafter referred to as 'LST' or 'the College') is one of the largest independent Christian theological colleges in Europe. In May 2019 LST celebrated 75 years of delivering theological education and it now has over 7,000 graduates in all corners of the globe. LST has delivered university-accredited programmes in theology at undergraduate, postgraduate and research levels, as well as non-accredited short courses, for over 25 years. Since 2005, LST's accredited programmes have been validated by Middlesex University.   LST currently has 434 students, of which 68% are enrolled on undergraduate BA (Hons) programmes in Theology; Theology, Music & Worship; Theology & Worship; Theology & Counselling; and Theological Studies; the remainder of students are undertaking one of a suite of taught Masters' level programmes, or MTh, MPhil or PhD postgraduate research programmes delivered in partnership with Middlesex University. LST's students study on campus and online and intensive, blended and distance learning options are also available.

LST is sincerely committed to widening participation and a large proportion of its students are from low income households or under-represented groups, such as black, Asian and other minority ethnic groups (BAME); students are also mature or have had non-standard prior learning and might not otherwise access higher education. LST's ambition is to be wholly inclusive, expanding our intake of students from under-represented groups and ensuring equal educational opportunity for all throughout the student lifecycle. We aim to achieve this by means of outreach activities; scholarships, bursaries and other financial support; extensive academic, pastoral and wellbeing support for all students including those with disabilities, learning differences or mental health issues and careful analysis and evaluation of initiatives implemented to close gaps in continuation, attainment and progression. LST is a learning community centred around Christian worship and seeks to create an environment in which all students can flourish.

The preparation of this Plan has come at a time of challenge and strategic change for LST. The previous Principal departed suddenly and unexpectedly in February 2019 and since this time the College has been run by a reduced Executive Team; there were other key staff changes during 2019 not least the appointment of a new Registrar. The new Principal has now taken up his role (January 2020) and two new posts have been created, that of Manager for Online Education and a dedicated Disability Officer. The challenges referred to have included a reduction in student recruitment (an issue for the theological sector as a whole), low staffing levels across the institution and poor submission rates for some student groups. However, there have also been successes and achievements including improved student outcomes, an increased level of graduate employability, a satisfactory progress QAA Review, successful student support initiatives and faculty publications world-wide.

The College's current strategy is based on a **Restoring Foundations 2019/21** document, written by the operating Executive Team in April 2019, which draws on a **Ten-Year Strategic Plan** that was in draft form at the time of the previous Principal's departure. This Restoring Foundations 2019/21 document commits LST to achieving and developing the targets outlined in its original **Access and Participation Plan 2019/20** and is the initial foundation for this document, which will nevertheless be subject to review and refreshment in 2020 and beyond.

LST is a former alternative provider; as such, its systems, policies and processes are continually under review and development within the context of the new regulatory environment of Office for Students ('OfS'). Therefore, LST is at an early stage of collecting and analysing data, including analysis of gaps in performance and intersections of disadvantage for the under-represented groups that are the focus of OfS targets. However, we are committed to developing and expanding this work which began with the initial Access and Participation Plan 2019/20 approved as part of the OfS registration process.

This new 2020/25 Plan outlines LST's current theory of change and our aims for supporting each stage of the student life cycle, as well as for evaluating outcomes and impact. This Plan has been prepared in consultation with student representatives, faculty and staff, predominantly via discussion and input from relevant committees at LST. We intend students and the whole institution to continue to be engaged in developing the targets and activities outlined in this Plan by means of ongoing consultation and committee discussions.

Key features of this Plan are:

1.   A self-assessment of our current performance on access, continuation, completion and progression and identification of gaps and areas for improvement and enhancement.
2.   Identification of targets at different stages of the student lifecycle, particularly in relation to improving access for under-represented groups; increasing continuation, completion and attainment rates and meeting the needs of students with disabilities, learning differences and mental health issues. Progress will be benchmarked against the OfS Key Performance Measures (KPMs)[1] and the Access and Participation Data Dashboard[2], including comparative data from the Higher Education (HE) sector nationally.
3.   A commitment to review and develop our student consultation and outreach and collaborative partnership work to support the achievement of our targets.
4.   A commitment to further research gaps in performance of under-represented groups and to evaluate outcomes and the impact of initiatives implemented to close these gaps.
5.   Ongoing strategic review of access and participation targets and achievements to ensure that real progress is made during the lifetime of this Plan and beyond.

1.   **Assessment of current performance**

The assessment of performance data presented below, across the different stages of the student lifecycle, is based on an analysis of internal data over the last 4 years where available, or over the last year where it is being newly recorded. Where data exists for LST, it has been extracted from the recently published OfS Access and Participation Data Dashboard[3] and the HESA (Higher Education Statistics Agency) Experimental Statistics: UK Performance Indicators 2017/18.[4] Reference has also been made to the OfS Key Performance Measures (KPM),[5] as appropriate. Assessment of gaps in access, continuation, success and progression for under-represented groups has been conducted where data is available; where it is not yet available its collection is being planned, utilising the new LST Student Information System which will enable more detailed recording of data, according to groups, characteristics and intersections, that can then be analysed with reference to OfS, HESA and HE sector data. The data in this Plan refers to our UK domiciled undergraduates, unless otherwise specified. In some instances, data has been suppressed due to small numbers; the rounding in certain Figures and Tables may create arithmetical anomalies.

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[1] https://www.hesa.ac.uk/news/07-03-2019/experimental-uk-performance-indicators
[2] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/
[3] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/
[4] https://www.hesa.ac.uk/news/07-03-2019/experimental-uk-performance-indicators
[5] https://www.officeforstudents.org.uk/about/measures-of-our-success/participation-performance-measures/

1.1 Socioeconomic status and higher education participation

Access

i. IMD Analysis

The gap in participation between most and least represented groups in terms of socioeconomic status, has been assessed by determining the National Index of Multiple Deprivation (IMD) for applications, offers and enrolments in 2018/19 and 2019/20 (Figures 1-3).

IMD data has been used for our initial analyses in terms of socio-economic deprivation because the majority of our students are mature and come from densely populated urban areas, such as London. POLAR4 (Participation Of Local ARea) data is also being considered (see next section) but, since it measures the proportion of 18 and 19-year-olds in a particular geographic area who progress to university, this represents only a small proportion of our current students.

Our data for 2019/20 compared to 2018/19 shows that the proportion of LST applications, offers and enrolments from Quintile 1 (Q1) and Quintile 2 (Q2), the most deprived areas, have increased while those for Quintile 4 (Q4) and Quintile 5 (Q5), the least deprived areas, have decreased (Figures 1-3). The overall enrollment of Q1 and Q2 applicants in 2019/20 was 41%, which compares well with sector averages, and has increased by 5% for Q1 and 7% for Q2. The enrolment of Q4 and Q5 applicants for 2019/20 was 36% representing a decrease of 9% for Q4 and 5% for Q5.

Figure 1. LST percentage applications 2018/19 and 2019/20 according to socio-economic status (IMD Quintile). Source: internal dataset.
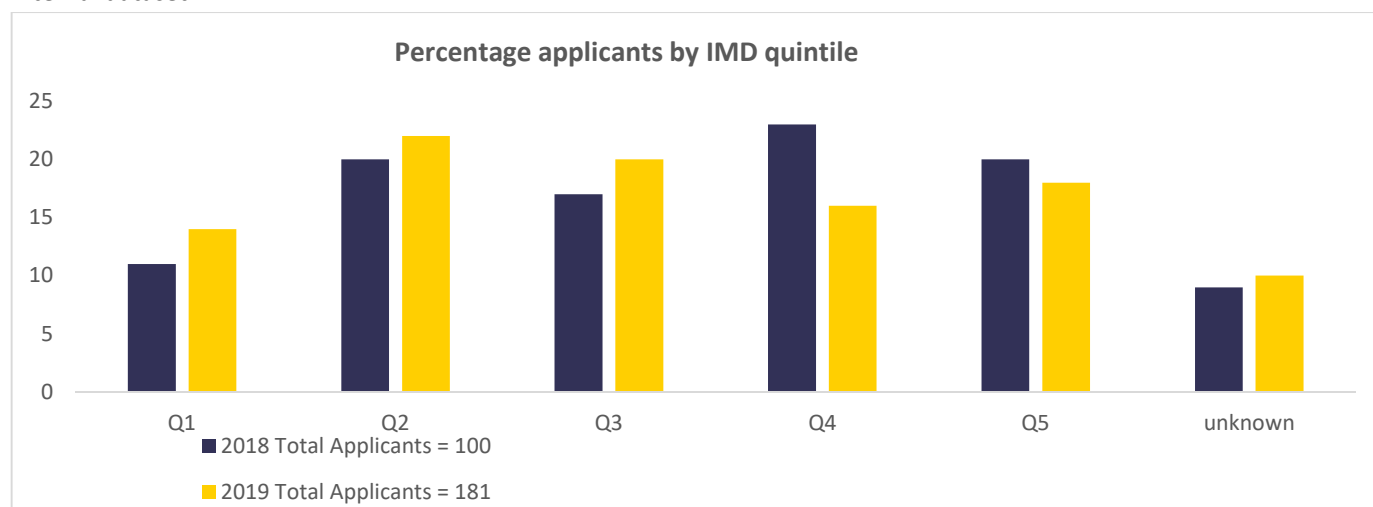
Figure 2. LST percentage offers 2018/19 and 2019/20 according to socio-economic status (IMD Quintile). Source: internal dataset.
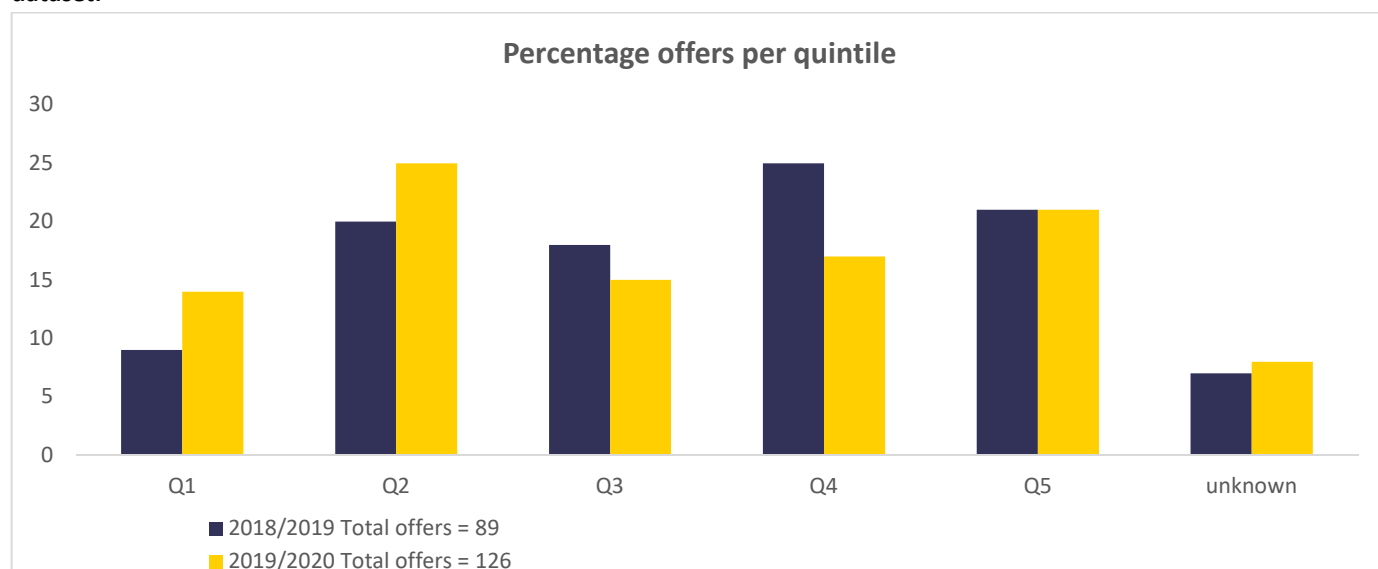
Figure 3. LST percentage enrolments 2018/19 and 2019/20 according to socio-economic status (IMD Quintile). Source: internal dataset
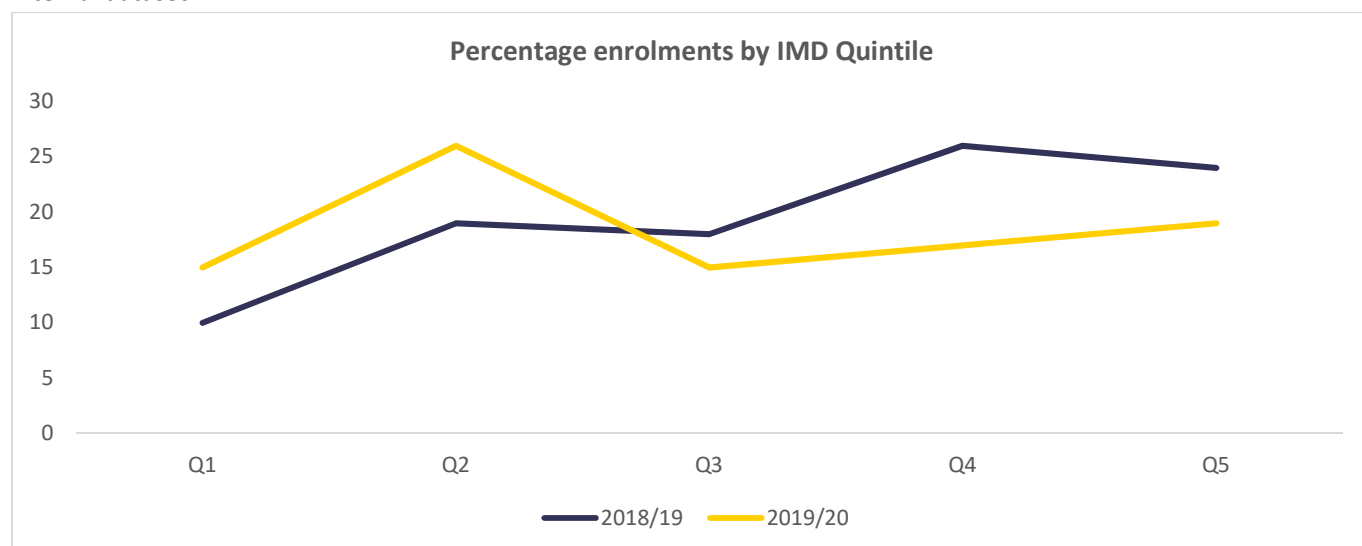
The total number of newly enrolled UG students for 2018/19 and 2019/20 were 62 and 99 respectively, which means that any interpretation of potential gaps in participation rates between the most and least deprived groups must be cautious since the groups sizes for each quintile were small (many less than N=24 and therefore withheld). However, LST is pleased to be recruiting higher than average numbers of students from low IMD quintiles compared to sector averages. We attribute this partly to the financial, and other additional support being offered by LST to such students. We aim to maintain and further increase our intake of students from low IMD quintiles in the future.

ii.   **POLAR data**

We have only recently begun to record POLAR4 data. There is none available for LST on the OfS Access and Participation Data Dashboard, but the HESA dashboard has overall POLAR data 2015/16 to 2017/18 (Table 1 below). This shows that our intake of students from low participation neighbourhoods has increased and is slightly above the location-adjusted benchmark, although below the national benchmark.

We aim to do more to recruit students from low participation neighbourhoods, by means of outreach activities in schools in low participation areas. We aim to undertake more detailed analysis of POLAR4 data from 2021/22 onwards to better assess access in terms of low participation neighbourhoods so that we can benchmark against sector averages for OfS KPM1.

Table 1. LST percentage UG students with no previous HE and from Low Participation Neighbourhoods. Source: HESA Experimental Statistics - UK Performance Indicators 2017/18.

Academic year of entry	% UG students with no previous HE and from Low Participation Neighbourhood	Benchmark (%)	Standard deviation (%)	Location adjusted benchmark (%)	Standard deviation (%)
2015/16	7.7%	12.7%	4.41%	8.5%	3.99%
2016/17	6.1%	7.6%	4.51%	5.5%	4.19%
2017/18	8.2%	12%	4.02%	8.0%	3.71%

iii. **Highest educational qualification on entry and state school background**

Analysis of access in terms of highest educational qualification on entry shows that a significant proportion of LST entrants have a non-standard educational background and come from groups that would not generally access HE (Figure 4).

Figure 4. LST highest educational qualification on entry 2018/19 and 2019/20. Source: internal dataset.
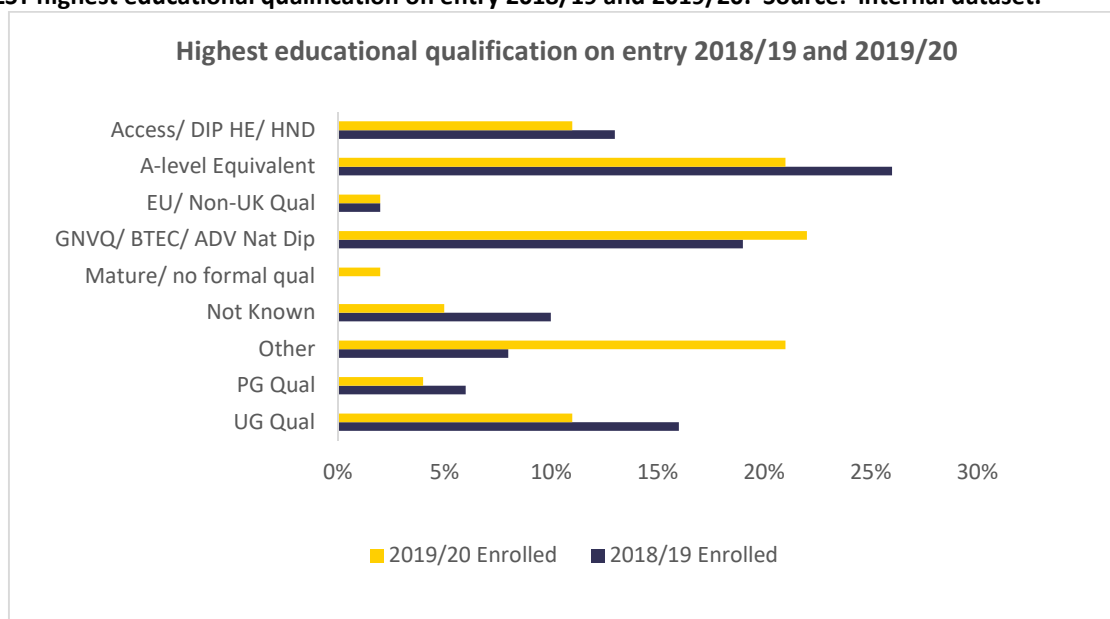
HESA dashboard data for our 2017/18 intake showed that 44% of students came from a state school or college background (Table 2 below); this data was below the national and location adjusted benchmarks. LST hopes to use outreach in local schools to improve access for such students. We aim to use updated data on state school background from 2021/22 to explore intersections of disadvantage.

Table 2. LST percentage UG students from state schools or college 2017/18. Source: HESA Experimental Statistics - UK Performance Indicators 2017/18.

Academic year of entry	% UG students from state schools or colleges	Benchmark (%)	Standard deviation (%)	Location adjusted benchmark (%)	Standard deviation (%)
2017/18	44.0%	74.1%	8.02%	65.7%	7.2%

Based on our overall assessment of access in relation to socioeconomic status and HE participation, we aim to continue to improve access for students from low IMD quintile, and low HE participation, areas and to undertake more detailed analyses of the intersection of IMD and POLAR data with measures of success and progression. We also intend to start collecting data on household income and 'free school meals' status, as well as 'first in family' status, to enable more detailed analysis in terms of participation and socio-economic status.

Continuation and completion
Continuation data broken down according to IMD quintiles, or other characteristics or under-represented groups, is not yet available internally, or in the OfS Access and Participation Data Dashboard (other than for Mature learners, see section 1.3 below). However, we aim to collect this data from 2021/22 onwards and to benchmark it against OfS KPM3, narrowing the gap in non-continuation between most and least represented groups.

Overall non-continuation rates for 2014/15 to 2016/17 are available from the HESA dashboard (Table 3 below) and show a high non-continuation rate for this particular group of students, above national benchmarks for the period 2014/16. Non-continuation was identified by LST as a cause for concern and a number of successful initiatives were carried out in 2018/19 to improve these rates. The impact of these initiatives, and continuation rates will continue to be closely monitored.

Table 3. Overall non-continuation rates for LST UG FT students 2014/15 to 2016/17. Source: HESA Experimental Statistics - UK Performance Indicators 2017/18.

Year	Full-time UG Entrants	No longer in HE	%	Benchmark %
2014/15	45	10	20.5%	10.7%
2015/16	45	5	13.3%	9.9%
2016/17	45	5	8.7%	10.0%

Completion data has been collated and assessed to calculate the 'not-completed' rate but this has not yet been broken down by IMD quintile. A three-year average 'not-completed' rate has been calculated at 18%.

Figure 5. LST undergraduate 'not-completed' rate 2016 to 2019. Source: internal dataset.
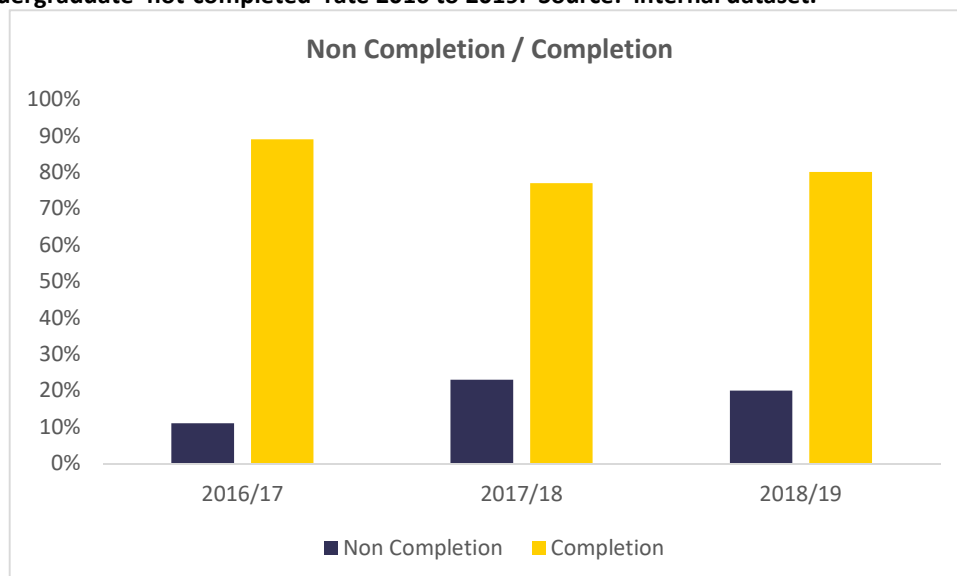
Analysis of the not-completed data for all students (as opposed to UK domiciled graduates only) reveals that non-submission of work is a key factor (Table 4 below).

Table 4. LST categories of non-completed rate 2017/18. Source: internal dataset.

Non-Completion Category Full and part-time students	
Deferral	4%
Interruption	29%
Non-submission	43%
Withdrawn	24%

Over the course of the last academic year LST developed a number of initiatives to focus specifically on improving completion rates for all students. These have included additional support and follow-up particularly for students studying in the online mode. Results have been very encouraging and will continue to be monitored in line with LST's target of completion rates above 80% for all student groups, as discussed below in section 2.2. of this Plan.

Attainment

There appears to be a significant attainment gap between students from IMD Q1 and 2 and Q3-5 (Table 5 below); however, numbers are small, and we currently only have data for 2017/18. A target of this Plan is to provide additional attainment support for students from deprived backgrounds and to collect annual data so that progress can be evaluated over time. We also plan to evaluate attainment in terms of POLAR data and other measures of deprived socio-economic status such as 'low household income' and 'free school meals' status.

Table 5. LST percentage of first degrees at 2:1 or above for 2017-18 qualifiers according to IMD Quintile. Source: internal dataset.

IMD Quintile	%
1 and 2	N*
3 to 5	60%

* Undeclared as 24 or fewer students in this population

Progression to employment or further study

The last DLHE (Destinations of Leavers from Higher Education) 2016/17 survey showed that 78% of LST graduates were in employment or further study (compared to 70% in 2016) with 75% in graduate level employment (compared to only 18% in 2016 – this marked increase may have been partly due to revised coding procedures). This compares well with the national average of 53% of UG leavers from Alternative Providers in employment, either in the UK or overseas, reported by HESA in their 2016/17 summary of Leaver Statistics for Alternative Providers.[6] Data on LST leaver destinations recorded in the Graduate Outcomes Survey will be analysed when it is made available later this year.

LST has not yet recorded data on progression to employment or further study in terms of IMD or POLAR classification. This data is also not yet available for LST students on the OfS or HESA dashboards and the College does not have TEF status or metrics to draw from. However, from 2021/22 LST will aim to collect and analyse destination data in terms of IMD and POLAR classification. We also aim to improve graduate employment outcomes for all groups of students by means of enhanced student support, additional employment advice and opportunities via our Vocational Services Department and placement partners, plus enhanced support for progression onto further study at Masters' or Doctoral level. We have a target of increasing graduate employment outcomes overall from 75% to 80% by June 2022.

1.2   Black, Asian and minority ethnic students

Access

Analysis of applications, offers and enrolments data according to ethnicity for 2018/19 and 2019/20 intakes (Figures 6-8 below) show a high percentage of Asian, black, Chinese, mixed and other minority ethnicity (BAME) applicants (the largest number being black students) and their successful offers and enrolment at LST. A total of 56% of the 2019/20 newly enrolled students have BAME ethnicity (Figure 8 below) compared to 44% for 2018/19.

This level of enrolment is well above the sector average of around 30% new BAME entrants, as shown in the OfS data dashboard. The total percentage of applications, offers and enrolments for Asian, black, Chinese, mixed and other minority ethnicity students have all risen in 2019/20 compared to 2018/19, while the percentage of applications, offers and enrolments for white students have fallen (Figures 6-8 below).

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[6] https://www.hesa.ac.uk/news/12-07-2018/sfr251-higher-education-leaver-statistics-ap

Figure 6. LST applications according to ethnicity 2018/19 and 2019/20. Source: internal dataset.

Percentage of applicants by ethnicity

Asian Black Chinese Mixed Other White Unknown

■ 2018/2019 Total applicants = 100
■ 2019/2020 Total applicants = 181

Figure 7. LST offers according to ethnicity 2018/19 and 2019/20. Source: internal dataset.

Percentage offers by ethinicity

Asian Black Chinese Mixed Other White Unknown

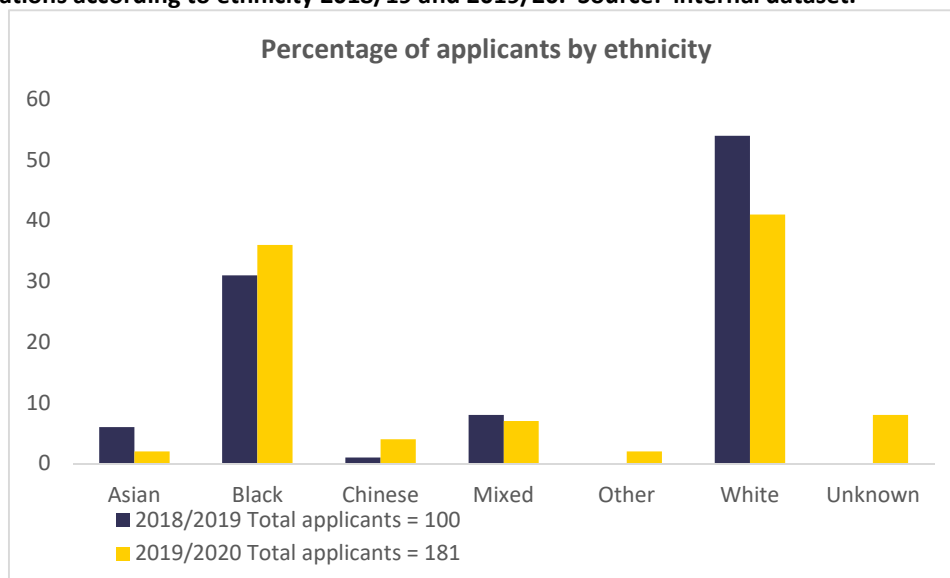■ 2018/2019 Total offers = 89
■ 2019/2020 Total offers = 126
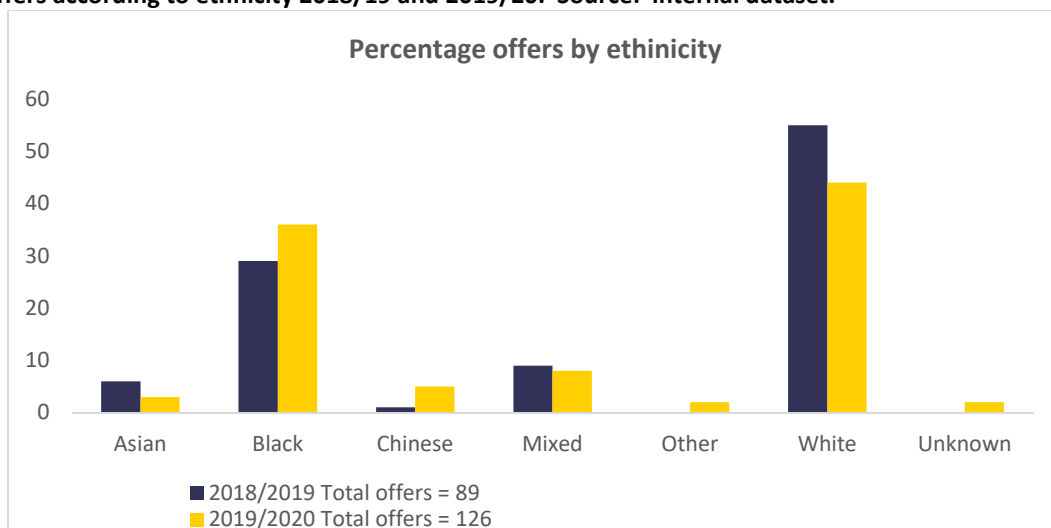
**Figure 8. LST enrolment according to ethnicity 2018/19 and 2019/20. Source: internal dataset.**

Percentage of students enrolled by ethnicity

Asian Black Chinese Mixed Other White Unknown

■ 2018/2019 Total number of enrolled students = 62
■ 2019/2020 Total number of enrolled students = 99
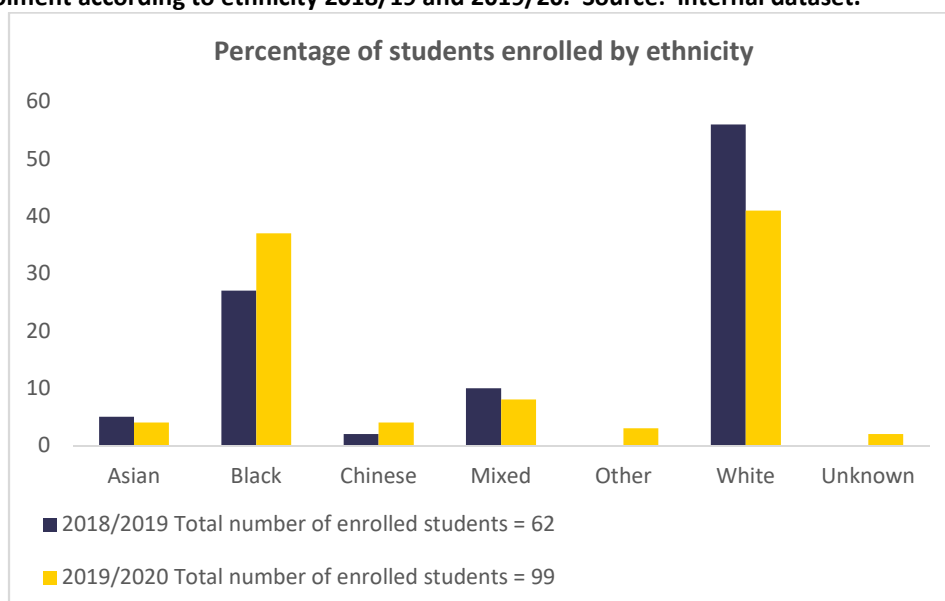
Enrolment data at all levels for 2016/17 to 2019/20 shows that the largest proportions of LST students are either white (53%) or black (34%), while the numbers of Asian, Chinese, mixed or other ethnic minority students are small (Figure 9 below). The percentage of white students has slightly declined over the last four years (from 63% to 53%) whilst the percentage of black students has increased (from 27% to 34%). The percentage of total enrolled BAME students is currently 46% but the numbers of Asian, Chinese, mixed and other ethnic minority students have all remained low (Figure 9 below). A target of this Plan is to increase the intake of Asian, and other minority ethnic students over the next five years whilst also maintaining, or further increasing, the percentage of black students.

Figure 9. LST percentage enrolled students according to ethnicity. Source: internal dataset.
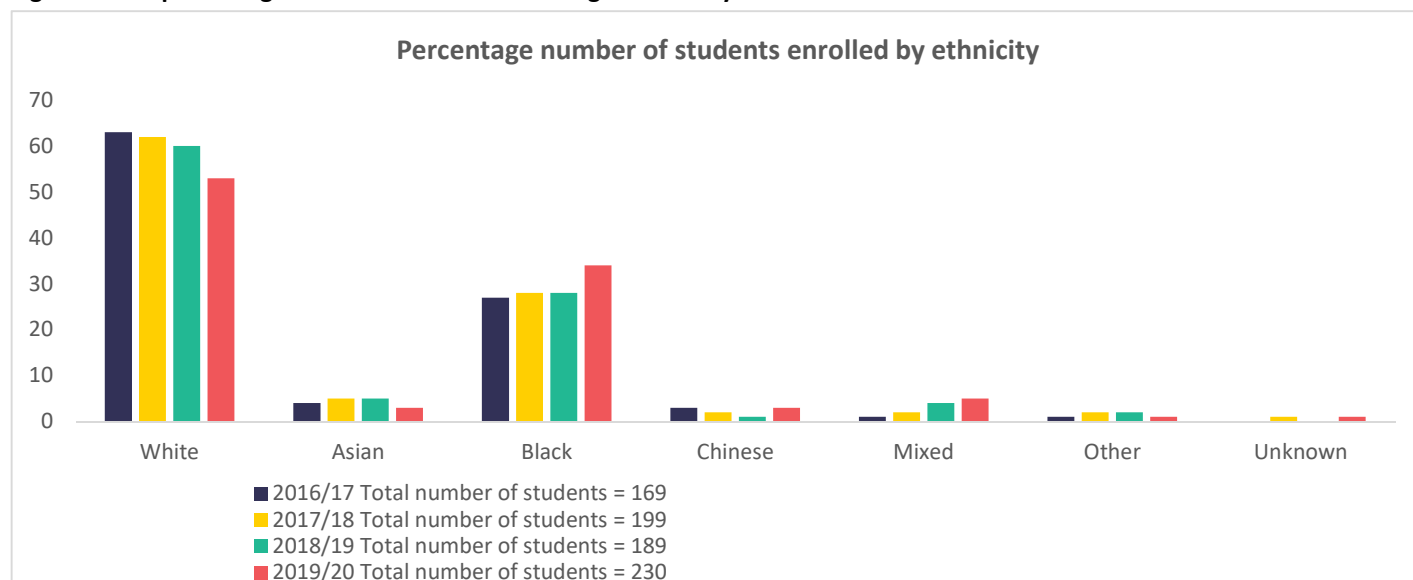
Continuation and completion

Continuation data broken down according to ethnicity is not yet available internally, or in the OfS dashboard, but we aim to conduct this analysis from 2021/22 onwards. However, completion data has been analysed for the last three years which reveals a gap between white and BAME students; white students are more likely to complete than BAME students, apart from Chinese students. The latter were only small in number but had an almost 100% completion rate overall (Figure 10). Numbers of students in some groups are only small and so the percentages must be interpreted with caution at this stage. Nevertheless, a target of this Plan is to put measures in place to support a higher completion rate amongst black and other ethnicity students.

Figure 10. LST completion percentages according to ethnicity. Source: internal dataset.

	2016 /17	2016/17	2017/18	2017/18	2018/19	2018/19
Completed Studies	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Asian	71%	29%	78%	22%	70%	30%
Black	87%	13%	66%	34%	72%	28%
Chinese	100%	0%	75%	25%	100%	0%
Mixed	100%	0%	100%	0%	63%	38%
Other	100%	0%	100%	0%	67%	33%
Unknown	0%	0%	0%	100%	0%	0%
White	91%	9%	81%	19%	85%	15%

Attainment

In line with current sector data, there appears to be a significant attainment gap between BAME students and White students with 70% of white students achieving a 2:1 or First-class degree, while the numbers of BAME students is too small to be declared (Table 6 below). A target of this Plan is to provide additional support for attainment for students from ethnic backgrounds and to collect annual data so that progress in closing this attainment gap can be evaluated over time. This is in line with OfS KPM3 to close the gap in degree outcomes (1sts or 2:1s) between white students and black students.

Table 6. LST percentage of first degrees at 2:1 or above for 2017-18 qualifiers according to ethnicity. Source: LST Transparency Data.

Ethnicity	%
BAME	N*
White	70%

Progression to employment or further study

Data on progression to employment or further study for LST students according to ethnicity is not yet available internally, or on the OfS data dashboard. However, we hope to be able to collect and analyse this data from 2020/21 onwards, on the basis of Graduate Outcomes data, in order to identify any gaps on the basis of ethnicity.

1.3   Mature students

Access

Mature students (over 21 years) made up 78% of the undergraduate student enrolments at LST for 2019/20, while there was a 9% increase in recruitment of under-21s (Figure 11 below). The high proportion of mature students is unusual for the sector but not atypical for a theological college. A target of this Plan is to recruit more under-21 learners to the College.

Figure 11. LST enrolment by age group 2018/19 and 2019/20. Source: internal dataset.
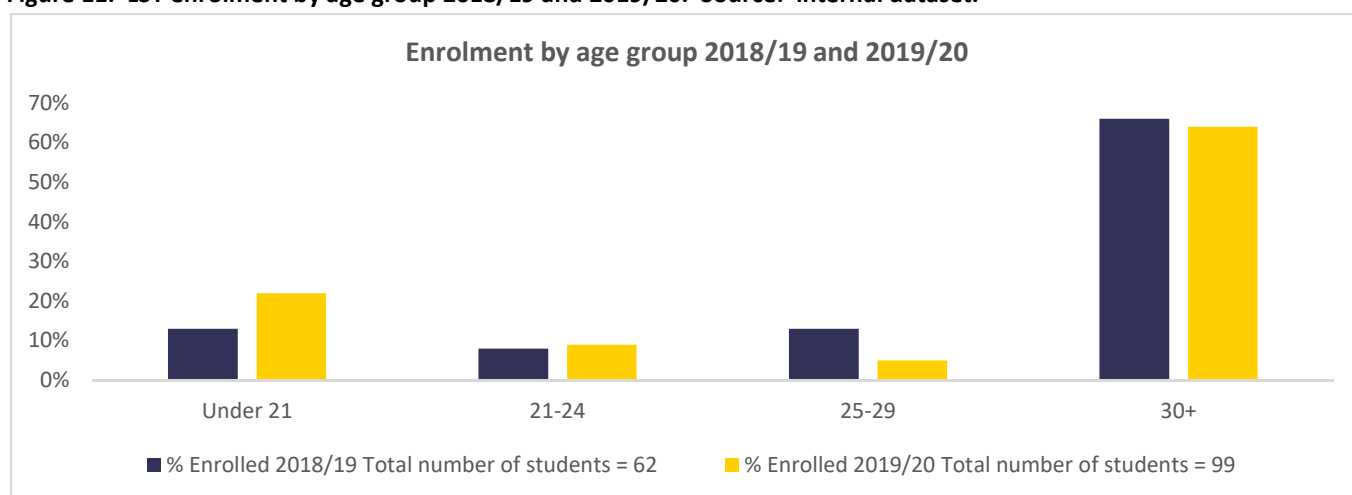
Continuation and completion

The OfS Access and Participation Data Dashboard shows that the overall continuation rate for mature students (aged 21 and over) at LST has leapt from around 65% in 2014/15 to 88% in 2016/17. This current rate compares favourably with the HE sector overall which has an average continuation rate of around 86% (Figure 12). We attribute this to the extensive pastoral, prayerful and academic support given to our learners.

Figure 12. Continuation rates for mature learners (aged 21 and over) at LST 2014/15 to 2016/17 compared to all English HE Providers. Source: OfS Access and Participation Data Dashboard.
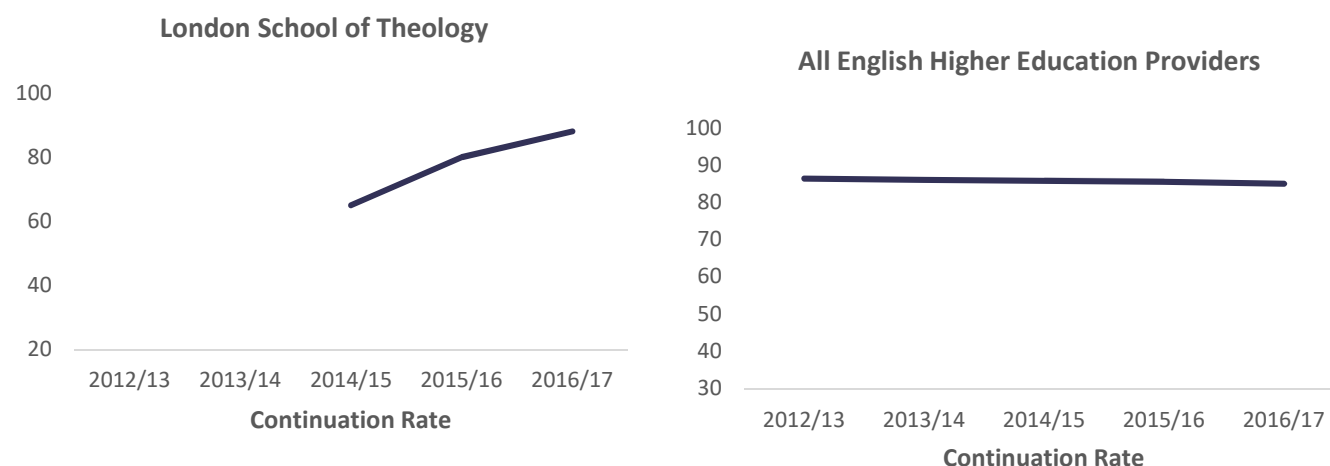
Attainment

Currently LST does not record attainment data according to age group but aims to do so from 2021/22 in order to evaluate any attainment gaps between mature learners and those under 21.

Progression to employment or further study

Data on progression to employment or further study for LST students according to age is not yet available internally or on the OfS data dashboard. However, we are aiming to collect and analyse this data from 2021/22 onwards, on the basis of Graduate Outcomes data, to identify any gaps between mature learners and those under 21.

1.4   Students with a disability

Access

Analysis of enrolment data for new entrants shows that 23% of students declared some sort of disability, mental health condition or impairment, compared to 10% the previous year. This is in line with HESA data which shows a year-on-year increase in the numbers of new entrants declaring disabilities from 2013/14 to 2017/18 across the HE sector. However, only very low numbers of LST students are reporting a mental health condition, which is the opposite of what has been reported in the HE sector overall. On the other hand, there has been a marked increase in enrolled students declaring a specific learning difficulty, such as dyslexia (Figure 13 below), which is also in line with national trends.

Figure 13. LST enrolment according to disability 2017/18 to 2019/20. Source: internal dataset.
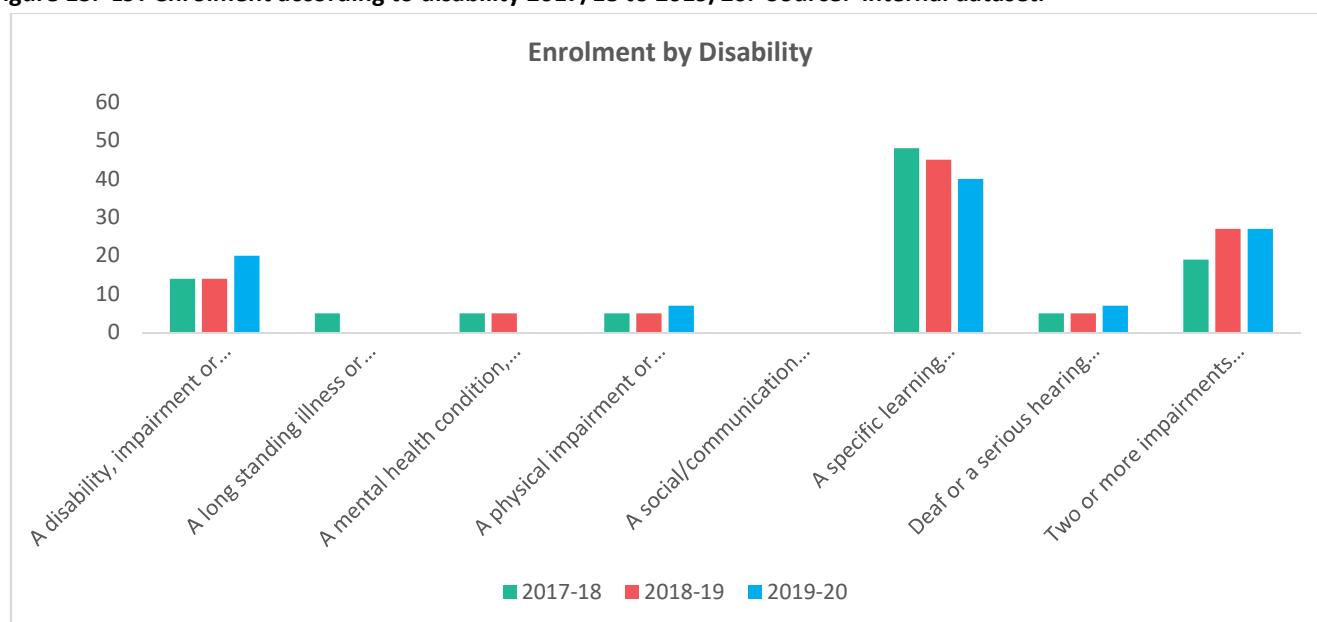
These findings are also reflected in the breakdown of our total enrolled UG students 2016/16 to 2019/20 who have declared a disability, with 40% of the current disabled student population declaring a specific learning difficulty, 20% a non-specific disability and 27% two or more impairments and/or disabling medical conditions (Figure 14 below).

Figure 14. LST category of declared disability in total enrolled UG students 2016/17 to 2019/20. Source: internal dataset.
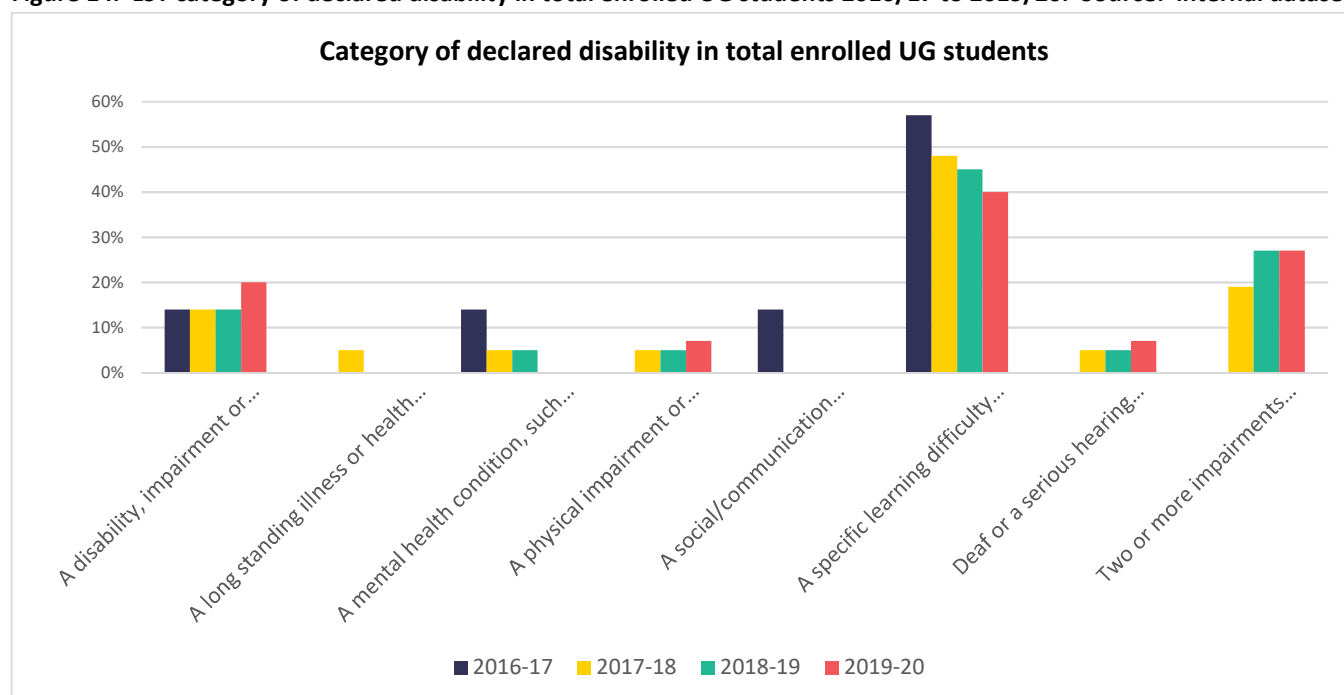
We attribute the increased rates of access of students with a known disability partly to our revised recruitment process which encourages students to apply and to declare their disabilities in order to access the support that we and the Government offer.

Despite the fact that the percentages of students with known disabilities has increased, the number and percentage of enrolled students in receipt of Disabled Students' Allowances (DSAs) is quite low (Figure 15), although the high proportion of 'unknown' also reflects new students who have not yet been fully assessed or assisted in applying for

DSA. Our Disability Officer who was recently appointed (January 2020), is now responsible for liaison with and support for students with disabilities and mental health issues and will ensure that students are better informed about when and how to apply for DSA.

Figure 15. LST percentage students in receipt of Disabled Students' Allowances (DSAs) 2016/17 to 2019/20. Source: internal dataset.
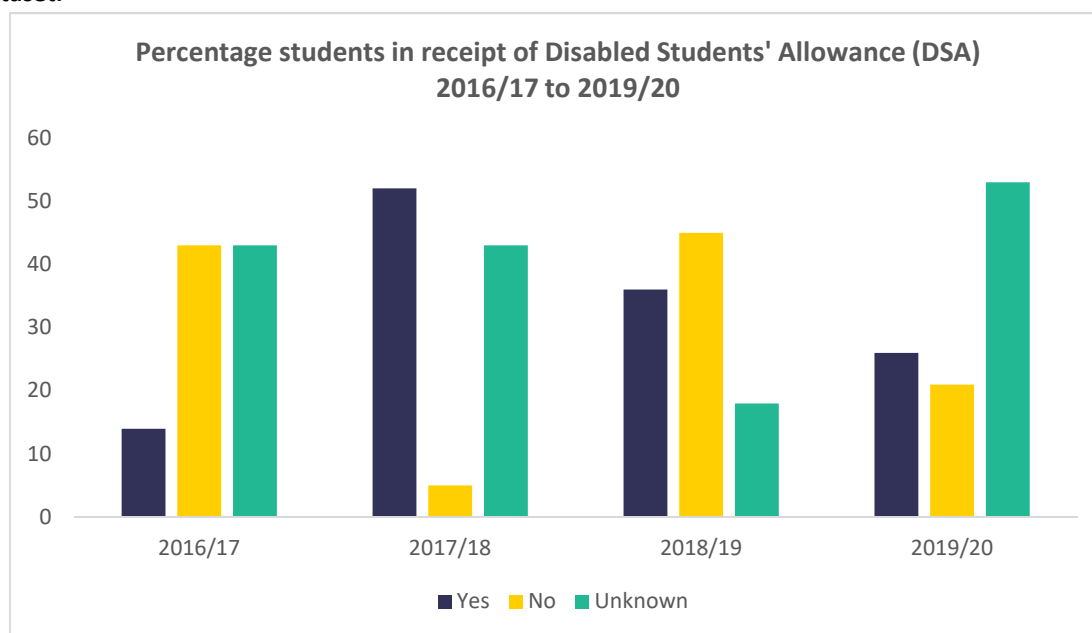
Continuation and completion

Continuation data according to disability is not yet available internally, or on the OfS dashboard, but we aim to record and analyse this from 2021/22 onwards. However, completion data reveals that LST students with declared disabilities, impairments or mental health conditions 2016/17 to 2018/19 were even more likely to complete than those with no known disability (Figure 16). This lack of a gap in completion rates between students with a disability and students without a disability is atypical of the sector, where students with disabilities are generally less likely to continue and complete than those without. LST attributes this high completion rate to the determination of its students with disabilities and to the support which is being developed.

Figure 16. LST completion rates according to known disability or no-disability 2016/17 to 2018/19. Source: internal data.
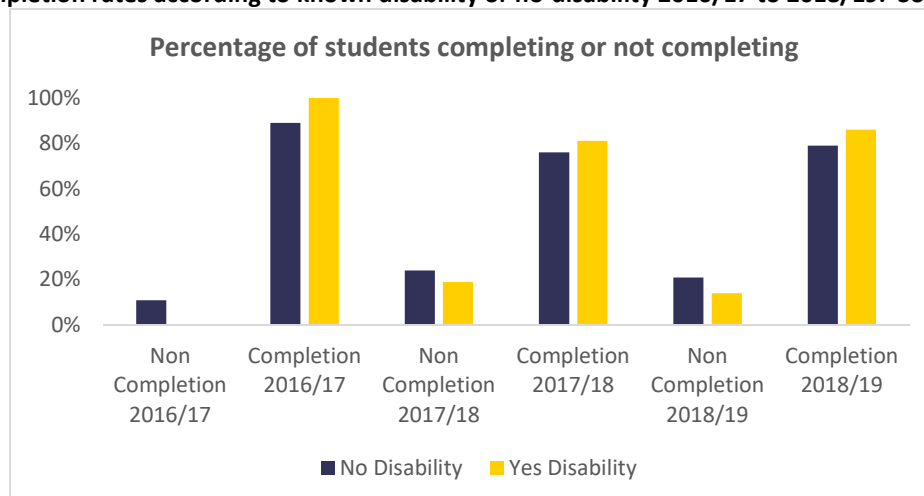
Attainment

Currently LST does not record attainment data according to disability but aims to do so from 2021/22, in line with OfS KPM4, in order to evaluate and narrow any gaps in degree outcomes (1sts or 2:1s) between students with a disability and students without a disability.

*Progression to employment or further study*

Data on progression to employment or further study for LST students according to disability is not yet available internally or on the OfS data dashboard. However, we hope to collect and analyse this data from 2021/22 onwards, from Graduate Outcomes data, in order to identify any gaps between students with a disability and students without a disability.

1.5   Intersections of disadvantage

LST is at the very early stages of exploring and evaluating intersections of disadvantage. There is no OfS data available for LST on this yet on the data dashboard and the small numbers involved for different under-represented groups and characteristics at LST, as well as the early stage of data recording, make such analysis impossible at this time. However, as the targets within this Plan are met, with numbers in these groups increasing, together with enhanced data recording via our new Student Information System, such analysis will become possible.

1.6   Other groups who experience barriers in higher education

LST does not currently collect data according to the other under-represented groups identified by OfS, i.e. care-leavers, students who are carers, estranged students, students from Gypsy, Roma and Traveller communities, students who are refugees or children from military families; however, we aim to formally collect this data from 2020/21 onwards and we will analyse this in respect of access, success and progression so as to inform the development of this Plan. In the meantime, we have undertaken an informal survey and established that less than 1% of LST's students are care leavers; this does not compare favourably with national data.[7] We have analysed the findings of this survey at all stages of the student lifecycle but unfortunately, due to the very small numbers, are unable to draw any conclusions or to include any targets in this Plan. However, we will continue to monitor this group of students and to provide appropriate interventions in support of success and progression.

LST has identified that online and distance learners, as a group, face significant barriers to their learning experience reflected in their low rates for completion, progression and attainment. Various activities were implemented in 2018/19 to address these findings, including increased engagement and support. These actions have resulted in significant performance and satisfaction improvements, as summarised in our recent Online Delivery Report. We therefore have a target of continuing to support increased progression and attainment for online learners.

2.   Strategic aims and objectives

LST's strategy, as set out in its **Restoring Foundations 2019/21** document, and its overall aim, is to train outstanding Christian leaders, theologians, educators and researchers to serve in communities, businesses, educational institutions, charities and churches around the world. We aim not only to train our students to think theologically about their area of service but also to create a supportive, Godly community infused with the Christian virtues of gentleness, compassion, excellence, hospitality and hope. Everything we do is for the Glory of God and we aim to provide excellence in terms of teaching, learning and research; a high-quality experience for students and staff; organisational excellence and strong and effective relationships, reach and reputation. Our mission is to enable students to reach their full potential and to provide Christian service and positive impact around the world.

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[7] Department for Education: 6% of care leavers entered higher education (19-21 age group). National Network for Education of Care Leavers: 12% of care leavers entered higher education (by the age of 23).

Our **Restoring Foundations 2019/21** strategy encompasses:

- Developing and achieving our Access and Participation targets
- Widening participation
- Supporting students throughout the life cycle, including those with disabilities, mental health issues and learning differences
- Improving submission, continuation and completion rates
- Improving student satisfaction (as shown in NSS statistics)
- Increasing recruitment and enrolment and improving graduate outcomes
- Providing increasing numbers of students with financial support
- Enhancing student engagement
- 'Transforming' students as a result of their time at LST

In particular we are currently revising our Equality and Diversity Policy, as well as our support for students with disabilities, and gradually developing more of a whole institutional approach with new committees and Terms of Reference and increased student representative involvement and training.

Our overarching strategic aim in terms of our Access and Participation Plan is to improve access, participation, continuation, attainment and progression for key groups of under-represented students and to identify and narrow any existing gaps. To achieve this aim, we have reviewed, refined and revised our targets and milestones from our 2019 Access and Participation Plan, after assessing our performance for this 2020/25 Plan as well as reviewing OfS KPMs and other HE sector initiatives. We are still in the very early stages of recording and analysing data and setting and achieving targets but are committed to developing the systems, policies, processes and skills and to identifying clear goals aligned with our strategy for supporting under-represented students to succeed. Our objective is to be able to effectively evaluate the outcomes and impact of our APP initiatives and to adapt them, as needed, to ensure that our targets are met.

2.1. Targets

The original LST target groups in our 2019/20 Access and Participation Plan were:
- Students from state schools: increased access for students via financial support
- Students from ethnic minorities: increased access and recruitment
- Students with a known disability: increased access and recruitment
- Mature students: maintained high access rate and better support for success
- Students from all under-represented groups: increased eligibility for financial support and better support for success via staff training initiatives
- State school students: pilot project for raising attainment

Encouragingly, performance analysis has shown that the numerical milestones for increased access for students from ethnic minorities and with a known disability, for maintained high access rate for mature learners and better support for success and for increased eligibility for financial support, have to some extent already been achieved and now need to be refined. We have also recognised that, while wishing to recruit more under-21 learners from state schools, we also need to focus greater effort on identifying and closing continuation and attainment gaps amongst the 85% (21+) mature students in our currently enrolled undergraduate student population, in line with OfS KPM3.

Therefore, based on the Assessment of Performance in this Plan, OfS Strategic Objective 1 and the OfS KPMs, we have identified the following key targets:

1. **Access (OfS KPM1)**: Increased participation for black students (PTA_1), as well as students from low-participation neighbourhoods (PTA_2) and Asian students (PTA_3).
2. **Success (OfS KPM3)**: Improved completion rates (reduction of the 'not-completed' rate) for mature students (PTS_1) and students from ethnic minority groups: Asian (no specific PTS published as N=less than 5), black (PTS_2) and mixed (No specific PTS published as N=less than 5).

Please note that we do not have a target group in relation to OfS KPM 2 as we are not a higher-tariff provider.

2.2. **Aims and objectives**

Our aims are to improve access, participation, continuation, attainment and progression for the identified key groups of under-represented students, and to identify and narrow any existing gaps, by means of the following objectives (which support the achievement of key targets):

Objective 1: To increase participation for black students (PTA_1), as well as students from low-participation neighbourhoods (PTA_2) and Asian students (PTA_3). We aim to achieve this objective by:
- Directing student recruitment specifically towards under-represented groups, by means of outreach activities in schools and other collaborative activities with our placement partners.
- Reviewing our eligibility criteria for, and uptake of, financial support to ensure that it is fit for purpose and will have maximum impact in facilitating access.
- Developing a new Equality and Diversity Strategy, in conjunction with student representatives and staff, to provide a framework for an inclusive and open institution, accessible to all students and particularly those from under-represented groups. This will also include the development of a policy to facilitate equality impact assessments.
- Potentially introducing a Level 3 programme to facilitate access to HE.

Objective 2: To improve completion rates (reduction of the 'not-completed' rate) for mature students (PTS_1) and students from ethnic minority groups: Asian (no specific PTS published as N=less than 5), black (PTS_2) and mixed (No specific PTS published as N=less than 5). We aim to achieve this objective by:
- Reviewing, increasing and consolidating student support across the institution so as to better identify students in need of academic or pastoral support and to provide appropriate interventions at key points in the academic year; this will include implementing processes to provide timely management information and escalate students who present as a cause for concern.
- Reviewing the institution's extension and extenuating circumstances policies and procedures to support all students, especially part-time students faced with multiple and competing priorities.
- Enhancing our Tutor Group Scheme and considering the implementation of individual tutorial support.
- Reviewing our eligibility criteria for, and uptake of, financial support so as to directly target financial support to mature students and those from ethnic minorities.
- Developing LST's Study Skills Programme to include more provision for academic writing skills and 1:1 attention.
- Collecting data as to the reasons for non-completion so as to enable us to better understand students and design effective support solutions.
- Establishing a Summer School programme for students at risk of not successfully completing their programme.
- Recruiting a Student Progression Officer to provide 1:1 academic support to students at risk of not-completing.

The above objectives and targets have been set with reference to available and publishable data. However, we also have anecdotal evidence which illustrates that LST students, from underrepresented groups, would benefit from additional support to access, succeed and progress from higher education, and so we have agreed the following additional objectives which will not form part of the Targets and Investment Plan:

Objective 3: To improve access, success and progression for students with a disability or mental health condition, through financial support. We aim to achieve this objective by:
- Recording more detailed data in our Student Information System so as to more easily identify specific gaps in attainment.
- Enhancing student feedback mechanisms to evaluate the effectiveness of the student support offered at LST.
- Providing training for all employees to increase awareness and skills in meeting the needs of under-represented students, particularly those with disabilities, learning differences or mental health issues.
- Reviewing and better aligning the roles of the Disability Support Officer and Disability Student Representative and improving the processes for onboarding students with a disability so as to ensure that students have everything they need at the start of the academic year.
- Considering the introduction and training of Student Learning Assistants and Graduate Academic Assistants to provide peer-to-peer and other academic support for students.
- Inviting all students with marks in the low 40s to access 1:1 academic support.
- Providing 1:1 IT support for students to enable them to access assistive learning technologies.
- Funding the cost of counselling support for students to improve mental health and wellbeing.

Objective 4: To improve graduate outcomes for all students. We aim to achieve this objective by:
- Providing additional student support through our Vocational Services Department and placement partners through a Stakeholder Engagement Strategy.
- Developing new collaborative partnerships as the planned one with Spurgeon's College has not taken place.
- Exploring other outreach activities as well as possible membership of a London NCOP (National Collaborative Outreach Programme).

3.   Strategic measures

3.1.   Whole provider strategic approach

LST is beginning to embrace a Theory of Change approach in developing its Access and Participation planning as summarised in Figure 19 below. It is planned to use this model to facilitate further awareness and discussion with members of the various committees about the Plan and its aims and targets.

Figure 19. London School of Theology Theory of Change Diagram 2020
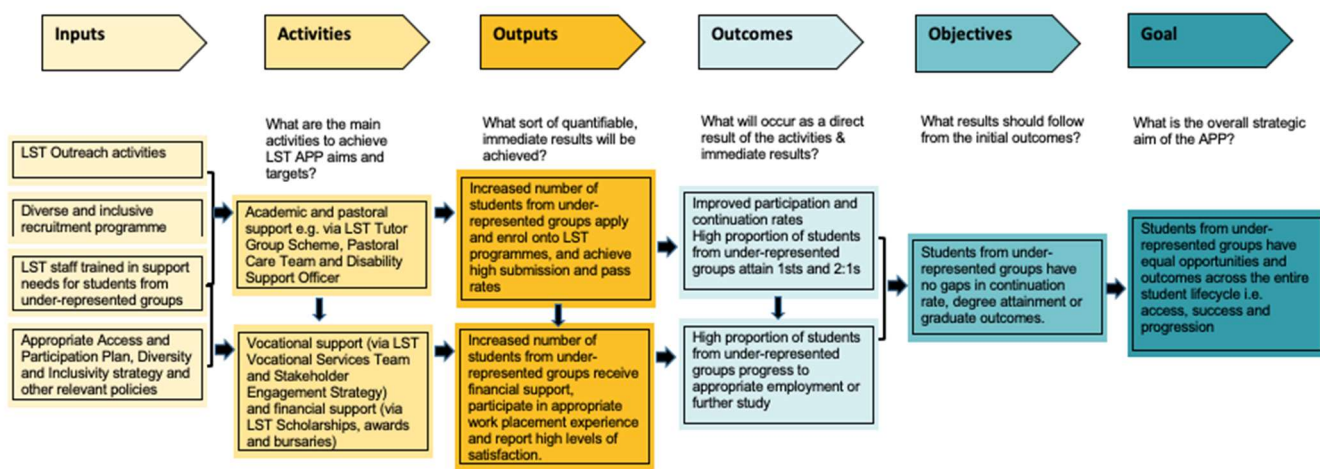
The strategy underpinning this Plan has been developed, and is monitored, by means of a whole-provider approach achieved through a hierarchical committee structure as follows:

Level 1:	Board of Trustees	
Level 2:	Academic Affairs Committee	Reporting to the Board of Trustees on the present and future state of the academic mission.
	Finance & General Purposes Committee	Delegated authority from the Board of Trustees to make decisions on financial and operational matters.
Level 3:	Executive Team	Providing leadership and management and is the collective decision-making body of LST.
Level 4:	Academic Board	The senior academic committee responsible to the Executive Team for the delivery of the academic mission.
	IT Projects Group	Response to the Executive Team for the delivery of key IT projects.
	Organisational Management Group	A joint faculty and staff committee which facilitates problem solving, decision making and communications across LST.
	Student Committee	Members are elected by the Student Body to be responsible for championing issues relating to the welfare of students. See 3.2 below.
	Estates Management Committee	Responsible to the Executive Team for the efficient management and development of the estate.
	Pastoral Care Committee	Responsible for organising and delivering pastoral care to LST students.
Level 5:	The following committees are sub-committees of the Academic Board: ▪ Scholarships & Bursaries Committee ▪ Library Committee ▪ Programme Boards including Research Committee ▪ Research Ethics Committee ▪ Accreditation of Prior Learning Committee	

3.2. Student consultation

LST highly values the student voice including the important role played by student representatives. The LST student committee has considered, and provided input for, this Plan and the Disability Representative and the Mature Student (30+) Representative have had a particularly active role, providing written feedback and suggestions. The Disability Representative made various suggestions for a more proactive approach in contacting students with disabilities and praised the role of the Pastoral Care Committee. The Mature Student (30+) Representative made suggestions for enhancing academic support for mature learners and commented on the recently improved grades for such students; the representative partly attributed this success to additional resources recently made available on the VLE as part of additional student support.

To engage students further with the detailed targets and activities of the Plan it is expected to hold a student-wide meeting, with some optional focus groups, during this academic year so that the Plan, and its underlying Theory of Change, can be considered by students in more depth and more individuals will have an opportunity to contribute.

3.3. Evaluation strategy

LST evaluation strategy is being guided by the OfS Standards of Evidence Framework[8]. We also aim to utilise the OFS Evaluation and Effectiveness Tool[9]. Accordingly, we aim to explore the use of a range of approaches to evaluate different activities and targets outlined in the Plan and facilitate its further development. We would like these to include:

- **Narrative evaluation methods:** For example, the collection of feedback and qualitative evidence from students from under-represented groups on initiatives implemented at different stages of the student lifecycle, such as support from the Pastoral Care Team, in line with the Theory of Change diagram (Figure 19 above). This is expected to inform and guide our strategy and provide a narrative explanation for activities and initiatives that are part of the Plan.
- **Empirical evaluation methods:** For example, we may collect data on outcomes for individuals within a specific under-represented group before and after the implementation of a particular support initiative in order to evaluate its impact. This might include looking at performance data for students with dyslexia before and after receiving training on the use of specific support software for essay writing; such evaluation could help us to determine if a particular intervention is effective.
- **Financial support evaluation:** We have already undertaken evaluation of our bursaries and scholarships and the expanded financial support that was part of our Access and Participation Plan 2019. This evaluation has shown that just under 20% of students, 37 in all, received financial support in 2018/19 (Figure 20 below).

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[8] https://www.officeforstudents.org.uk/media/6971cf8f-985b-4c67-8ee2-4c99e53c4ea2/access-and-participation-standards-of-evidence.pdf

[9] https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/standards-of-evidence-and-evaluation-self-assessment-tool/evaluation-self-assessment-tool/

Figure 20. LST percentage UG students receiving financial support 2018/19. Source: internal dataset.
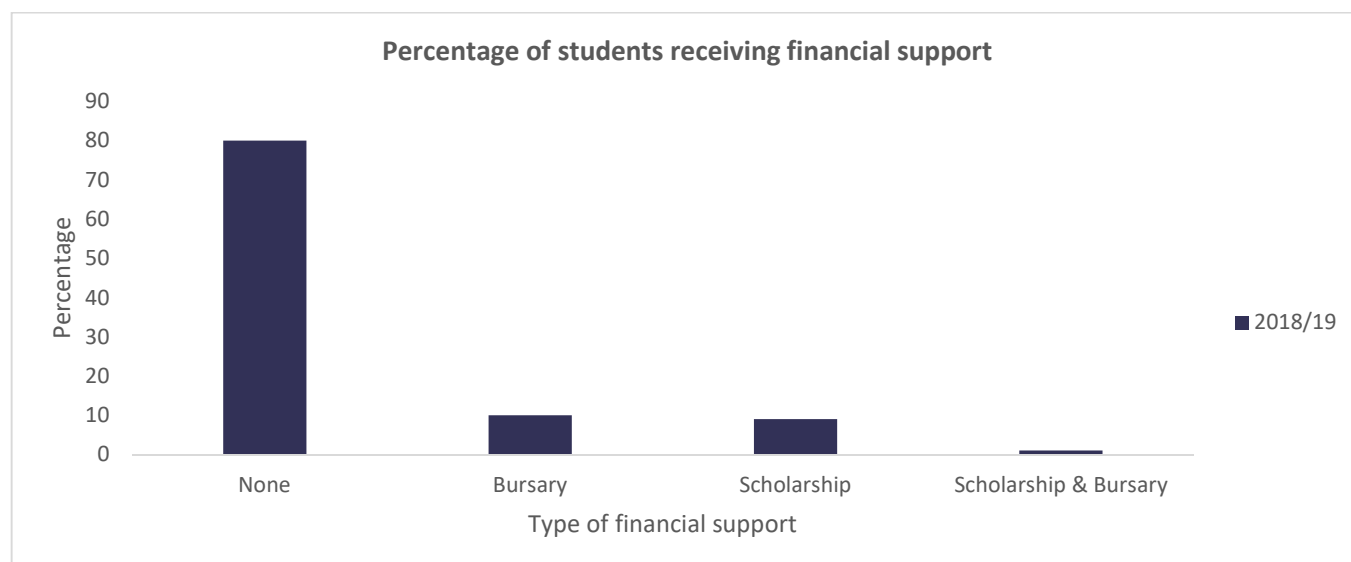
61% of bursary recipients and 24% of scholarship recipients were from IMD Q1 and Q2, while the percentages for IMD Q4 and Q5 were 35% and 47% respectively (Figure 21). One student from each of Q1 and Q2 received both a bursary and a scholarship.

Analysis of this data suggests a considerable percentage of BAME students access bursary support (67%) but that more could be done to ensure that bursaries go to those students who need it most, in terms of deprived backgrounds, and that more students overall could get access to financial support. This will be considered as part of the review of financial support taking place in 2020.

Figure 21. LST percentage of students receiving bursaries or scholarships according to IMD Quintile. Source: internal dataset.
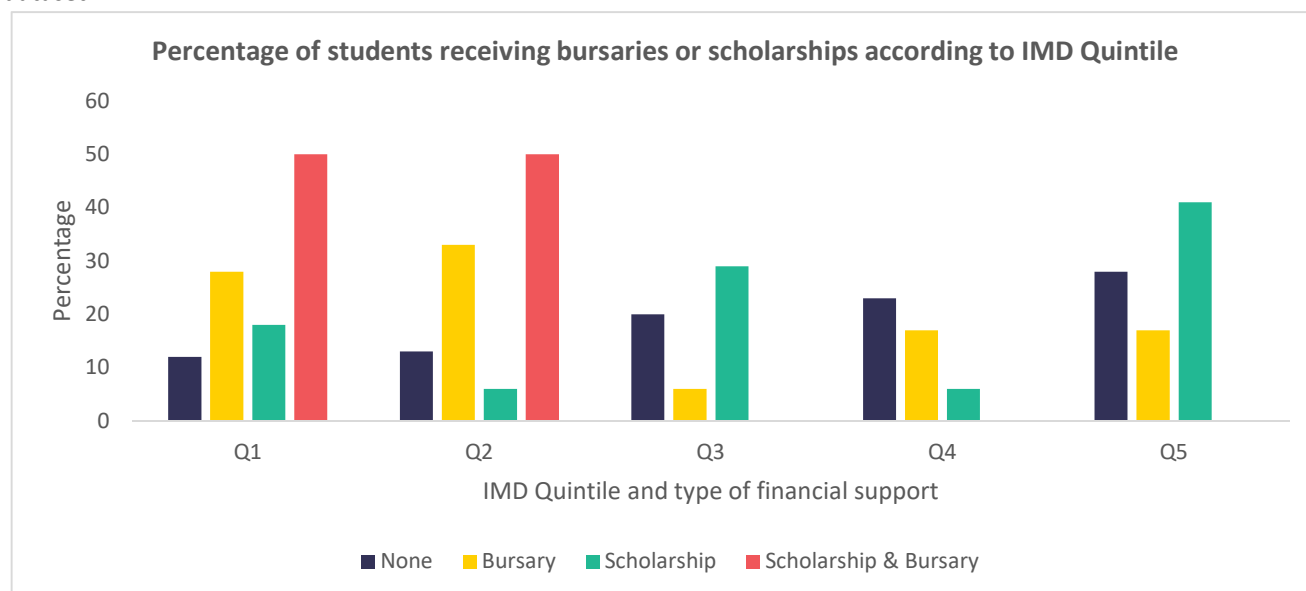
Other evaluation of financial support in terms of gender and age showed that slightly more females than males were in receipt of financial support (Figure 22) while a higher proportion of support (61% bursaries and 71% scholarships) was awarded to mature students 30+ years (Figure 23). This data suggests that there may be a potential bias towards awarding financial support to female and older students but may also just reflect the fact that there are higher numbers of female and mature students at LST. Further evaluation is needed.

Figure 22. LST percentage males and females in receipt of financial support. Source: internal dataset.
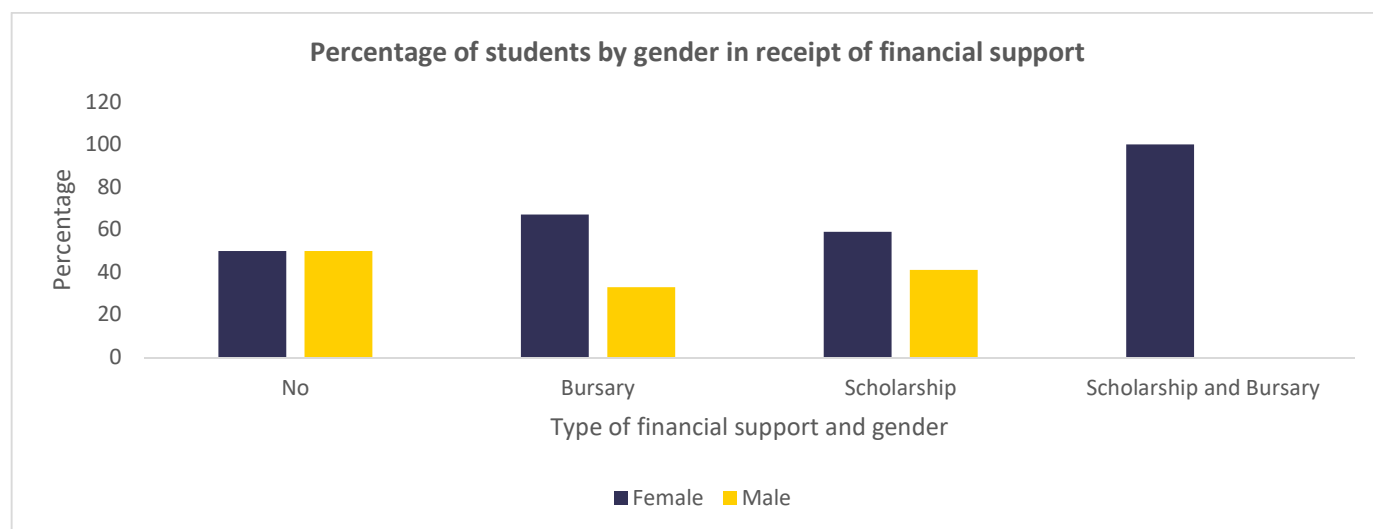
Figure 23. LST percentage students in receipt of financial support according to age group. Source: internal dataset.
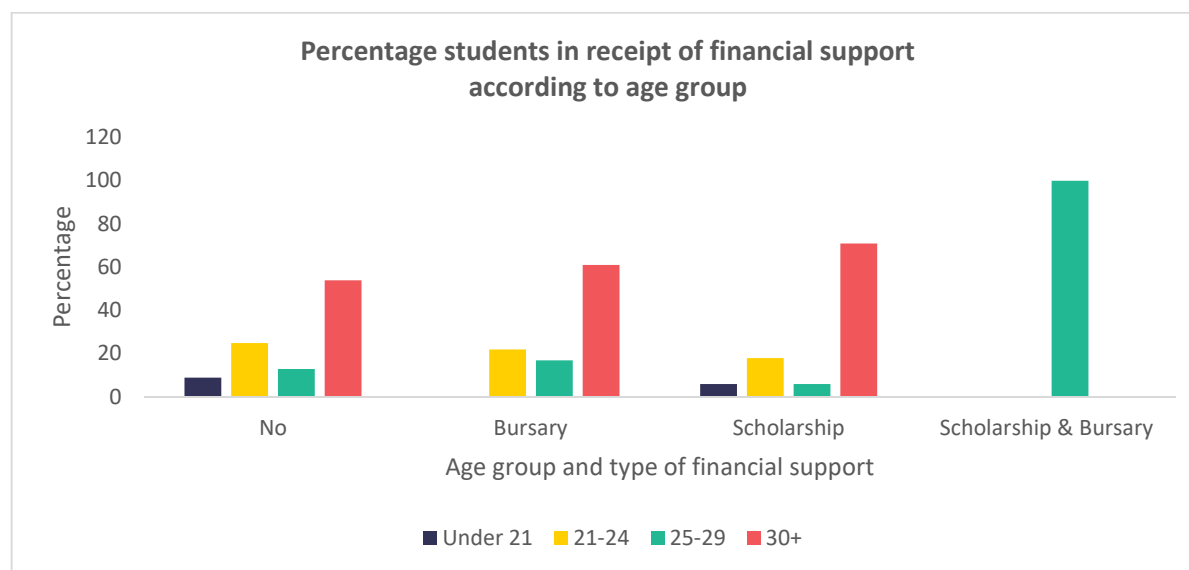
In terms of ethnicity, the largest number of bursaries and scholarships were awarded to white students (33% and 71% respectively) but the second largest group in receipt of financial support was black students (61% and 24% respectively; Figure 24). This partly reflects the fact that there were more than twice as many white students (N=114) as black students (N=52) amongst all enrolled UG students in 2018/19 and only very small numbers of students from other ethnic minorities. However, the data also suggests that care needs to be taken to not have a disproportionate bias towards awarding financial support to white students.

Figure 24. LST percentage students in receipt of financial support according to ethnicity. Source: internal dataset.
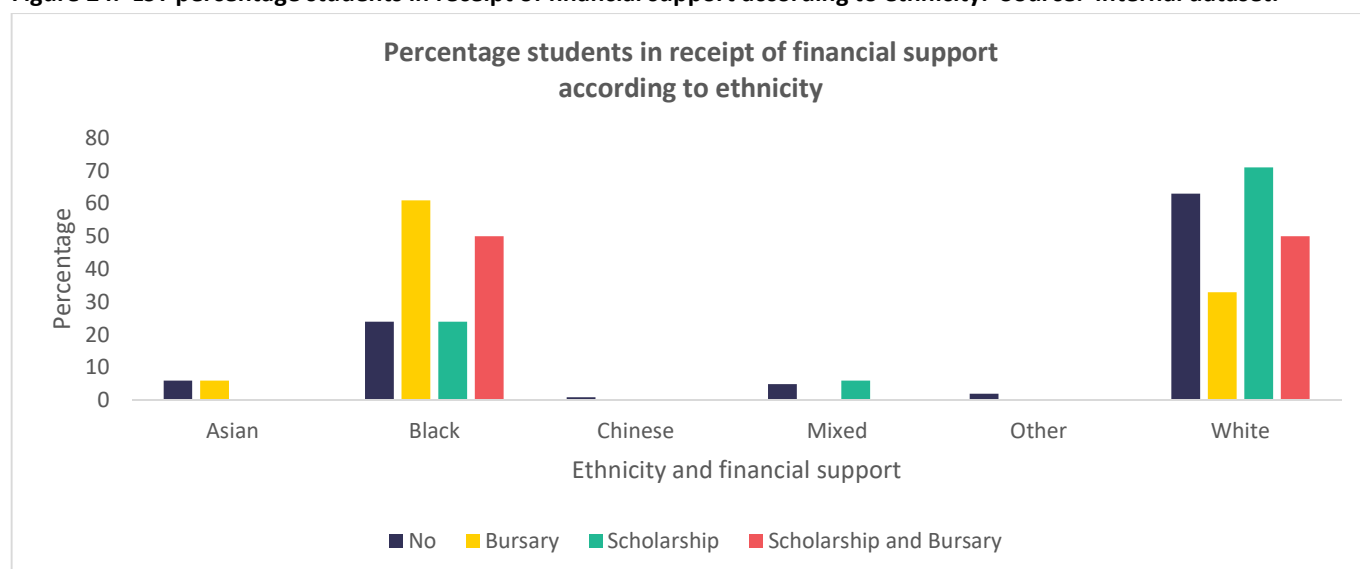
Financial support was also awarded predominantly to students without a disability (83% of bursaries and 76% of scholarships; Table 8 below). This suggests that careful assessment of the potential financial needs of students with disabilities should be undertaken, as well as extra care taken to ensure that they are familiar with criteria for financial support and enabled to apply, according to need.

Table 8. LST percentage students in receipt of financial support according to disability. Source: internal dataset.

Type of Financial Support/ HESA Disability Code	None	Bursary	Scholarship	Scholarship & Bursary
No known disability	90	83	76	100
Two or more impairments and/or disabling medical condition	3	6	6	0
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	4	11	12	0
A mental health condition, such as depression, schizophrenia or anxiety disorder	1	0	0	0
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	1	0	0	0
Deaf or a serious hearing impairment	0	0	6	0
A disability, impairment or medical condition that is not listed above	2	0	0	0

Interpretation of the allocation of financial support according to highest entry qualification prior to enrolment is difficult as a large proportion of students fall into the 'other' entry qualification category (Figure 25). However, a significant number of bursaries were allocated to those with Access/Dip HE/HND and A level equivalent qualifications while 18% of scholarship allocations went to students who already had a UG qualification.

Figure 25. LST percentage students in receipt of financial support according to highest entry qualification. Source: internal dataset.
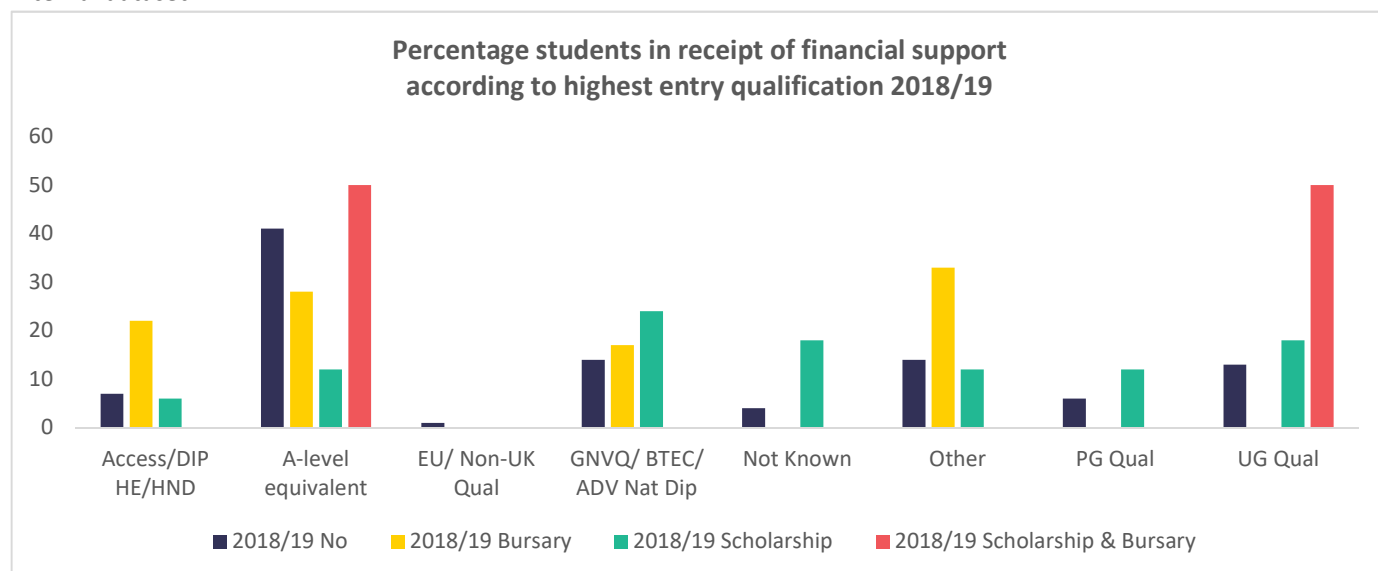
Evaluation of impact showed that students in receipt of bursaries (78%) and scholarships (94%) were far more likely to successfully complete their programmes (Figure 26).

Figure 26. LST percentage completion rate for students in receipt of financial support 2018/19. Source: internal dataset.
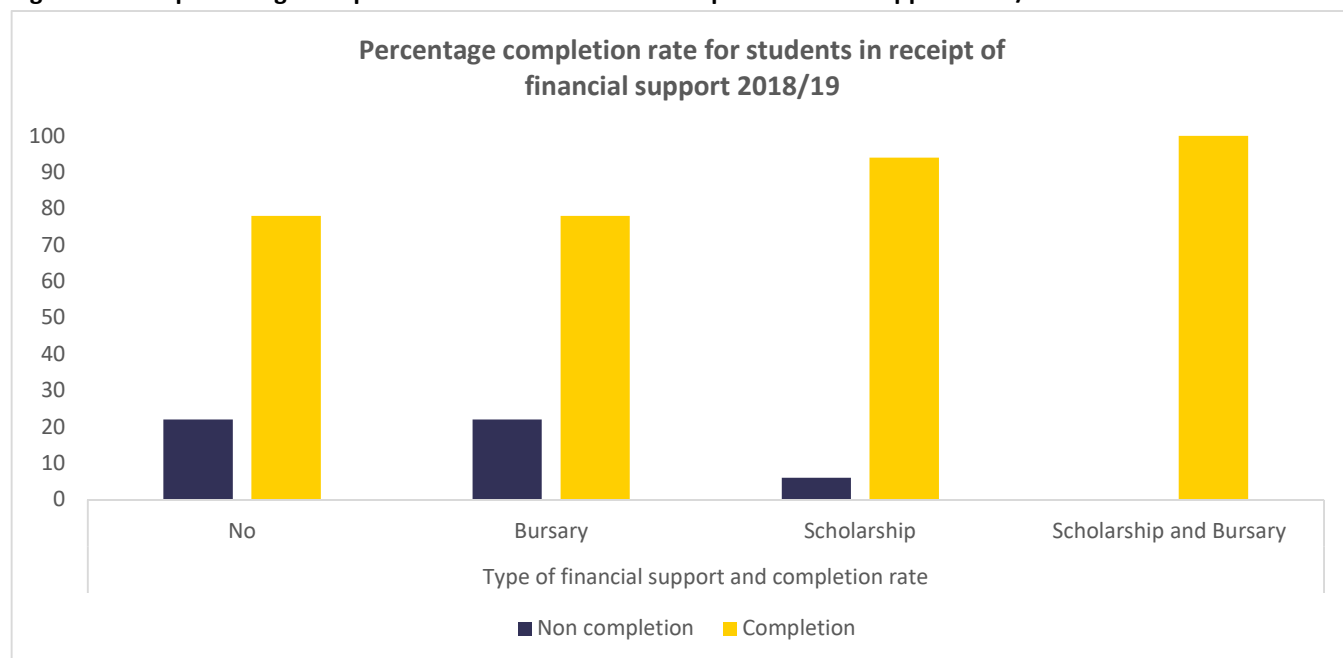
This evaluation data is only provisional, as it is based on one-year group and small numbers, but it can be used to guide our 2020 review of eligibility criteria for financial support to ensure that this support is allocated to those who need it most and to help prevent any bias in making such awards.

Further financial evaluation may be carried out using survey and interview tools to evaluate the impact of financial support on students and their outcomes. We also aim to develop an appropriate model for evaluating the outcomes of financial support, including a review of HE evaluation models[10] to ensure that our funding support is fit for purpose and managed effectively.

Evaluation summary
Summarised evaluation findings will be used to guide the development of activities and targets over the life of the Plan.

3.4. Monitoring progress against delivery of the plan

To ensure that LST delivers the objectives and targets of this Plan, specific monitoring and evaluation processes are in place:
- The Plan is approved by the Board of Trustees and the Executive Team and is put before the Academic Affairs Committee, the Academic Board and the Student Committee.
- Regular monitoring of progress is undertaken by the Academic Secretary, Director of Academic Support (ASDAS), who reports the findings to Academic Board, Executive Team and Academic Affairs Committee. Student representatives will be invited to participate in monitoring activities.
- An evaluation of the activities is undertaken by the ASDAS who reports findings to Academic Board, Executive Team and Academic Affairs Committee as well as the Student Committee.
- The Academic Board and Executive Team collaborate to identify actions necessary to respond to issues identified through the monitoring activities (including non-achievement of the targets set) and student feedback; these actions are notified to the Academic Affairs Committee.
- The Academic Affairs Committee reports to the Board of Trustees, which is independently able to engage with monitoring performance against the provisions of the Plan.
- The Board of Trustees raises any issues of concern directly with the Executive Team which then reports back to the Academic Board and the Academic Affairs Committee.

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[10] Such as Kirkpatrick and AMOSSHE Value and Impact.

4.   Provision of information to students

4.1.   General information

LST aims to provide all prospective and current students with easy access to information on applying to, and studying at, the College, this includes information on financial, academic, pastoral and vocational support as well as this Access and Participation Plan. Information is published on the website and the intranet and is also available in hard copy or alternative reading formats, as required.

Information for prospective students, including details of the fees for the duration of their course and financial support available, is provided by the following means:
- By email from the Engagement Team, as part of the application and admissions process.
- On LST's website: www.lst.ac.uk.
- In the student prospectus, published annually.
- At Open Days and other face-to-face recruitment events.
- During a 1:1 meeting with a member of the Engagement Team.

Information for current students, including details of course fees, financial support and other key information, is provided by the following means:
- By email, to all students, at the beginning of each academic year.
- On the LST website (as above).
- On LST's new 'one-stop-information-shop' for students, the intranet, known as 'LST Hub'.
- In the most recent version of the LST publication, 'The ABC of LST,' which provides key information to students.
- In 1:1 meetings with a member of the Engagement Team, or other relevant staff member, if required.

4.2.   Eligibility for financial support

Scholarships

LST offers a range of annual scholarships to students able to demonstrate exceptional academic ability, academic potential or financial need. Any student can apply, but priority is given to students from specific under-represented groups, such as carers, care leavers, mature students and those in receipt of Disabled Students' Allowance. Scholarships are to be applied for prior to commencement of study and all details are on the website; scholarships are available for all new full and part-time students and will only be awarded to students who have been offered a place to study. For multi-year awards, payment of scholarship money after the first year is dependent on satisfactory academic performance.

Bursaries

LST also offers bursaries for students in financial need, and according to criteria that prioritises those from under-represented groups. Bursaries are only made available to students who have already commenced their studies. Bursaries may be used to cover fees and/or accommodation for one or more years; in addition, hardship loans are also available and are issued to students in desperate and immediate need. Payment of bursary money is dependent on satisfactory academic performance.

Further information

To qualify for an undergraduate financial need-based award, a student must fulfil the following criteria:

- Have a family income as assessed by Student Finance England at below £35,001; and
- Be in receipt of tuition fee loan and maintenance loan from Student Finance England.

Any student can apply for a scholarship and / or bursary and priority is given to underrepresented groups which are explained below:

- **Mature student** - for undergraduate courses over 21 and for postgraduate courses over 25.
- **Carer** - a student of any age who provides unpaid support to someone who could not manage without this help. This could be caring for a relative, partner, or friend who is ill, frail, disabled or who has a mental health diagnosis.
- **Care leaver** - an adult who has spent time in foster or residential care, or in other arrangements outside their immediate or extended family before the age of 18.
- **Minority ethnic background** - non-white students, who are underrepresented in higher education.
- **Low household income** - persistent low income is defined as having 60% or less of the median (average) UK income in at least 3 out of 4 years which was £28,400 in the financial year ending 2018. A student is also from a low-income household if the student, or a parent, receives Income Support or any other income-related benefit from the Government.
- **Low socioeconomic status** - is defined as 'never worked and/or long-term unemployed'.
- **Low higher education participation area** - students from state schools or colleges and low-participation neighbourhoods.
- **Homeless** - homelessness means not having a home; this includes staying with friends or in a hostel, not having a right to stay where you are or living in unsuitable housing.
- **Disability** - you are considered to be disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to undertake normal daily activities.

The application process for a scholarship and/or bursary will require the student to provide the following:

Academic evidence: A student will likely have already provided copies of certificates and other formal documents at the point of application, but other evidence may be requested in relation to academic achievement and participation.

Financial evidence: For financial needs-based scholarships, LST will request sight of evidence of household income, including from Government benefit; bank statements for a six-month period will be requested.

References: References and letters of recommendation may be requested.

For bursaries, a **Tutor Comments Form** is completed to understand a student's academic performance.

For scholarships, there are fixed amounts awarded automatically to those who meet the following criteria:

Annual family income	Scholarship applied against a student account	Additional Scholarship*	Maximum total scholarship entitlement
Less than or equal to £16,000	£2,000	£1,000	£3,000
Greater than £16,000 and less than or equal to £25,000	£1,500	£1,000	£2,500
Greater than £25,000 and less than or equal to £35,000	£1,000	£1,000	£2,000

Awards in excess of the above amounts, up to and including full multi-year scholarships, may be awarded to students who meet multiple criteria and would otherwise struggle to finance their studies or living costs.

*Additional scholarships are targeted at students most in need. LST will pay additional support of £1,000 to students who meet the criteria above and who meet one or more of the following:
- Students who are carers, care leavers or at risk of becoming homeless.
- Mature students aged 21 or over at the start of their undergraduate course.
- Students in receipt of Parents Learning Allowance, Childcare Grant, Adult Dependents Grant or increased student maintenance loan from the UK Government as part of their student support package.
- Students in receipt of Disabled Students' Allowance (DSA), Personal Independence Payment (PIP) or Disability Living Allowance (DLA).

5. **Targets and Investment Plan and Fee Information**

Office for Students

Access and participation plan
Fee information 2020-21

Provider name: London School of Theology

Provider UKPRN: 10004075

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in regulations, fees for new entrants in 2020-21 will increase by CPI each year.

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

Full-time course type:	Additional information:	Course fee:
First degree	On Campus	£9,000
First degree	On line	£8,100
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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	Theology	£5,500
First degree	Theology & Counselling	£6,000
First degree	Theology & Worship	£6,500
First degree	Theology on line	£5,050
First degree	Theology, Music & Worship	£6,500
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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	*	*

Targets and investment plan
2020-21 to 2024-25

Provider name: London School of Theology

Provider UKPRN: 10004075

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 investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. 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 (£)	£50,000.00	£55,000.00	£60,000.00	£65,000.00	£70,000.00
Access (pre-16)	£5,000.00	£5,500.00	£6,000.00	£6,500.00	£7,000.00
Access (post-16)	£12,500.00	£13,750.00	£15,000.00	£16,250.00	£17,500.00
Access (adults and the community)	£32,500.00	£35,750.00	£39,000.00	£42,250.00	£45,500.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£145,000.00	£156,000.00	£167,000.00	£178,000.00	£189,000.00
Research and evaluation (£)	£11,250.00	£12,500.00	£12,500.00	£12,500.00	£12,500.00

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)	£631,050.00	£671,450.00	£705,150.00	£733,700.00	£764,950.00
Access investment	6.3%	6.0%	5.7%	5.5%	5.2%
Financial support	13.5%	13.4%	14.2%	15.0%	15.7%
Research and evaluation	1.6%	1.5%	1.4%	1.4%	1.3%
Total investment (as %HFI)	21.4%	20.9%	21.3%	21.8%	22.2%

Targets and investment plan
2020-21 to 2024-25

Provider name: London School of Theology

Provider UKPRN: 10004075

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Ethnicity	Increase in enrolment of black students.	No	Other data source	2019-20	37%	38%	39%	40%	40%	40%	We aim to increase the percentage of newly enrolled black students to the figures stated. Data source: LST enrolment data 2019-2020 (Figure 8 APP).
To reduce the gap in participation in HE for students from underrepresented groups	PTA_2	Low Participation Neighbourhood (LPN)	Increase in enrolment of students from low participation neighbourhoods (Q1 and Q2).	No	Other data source	2019-20	41%	42%	43%	44%	45%	45%	We aim to increase the percentage of newly enrolled students from low participation neighbourhoods (Q1 and Q2) to the figures stated. Data source: LST enrolment data 2019-2020 (Figure 3 APP).
To reduce the gap in participation in HE for students from underrepresented groups	PTA_3	Ethnicity	Increase in enrolment of Asian students.	No	Other data source	2019-20	4%	4%	5%	6%	7%	8%	We aim to increase the percentage of newly enrolled Asian students to the figures stated. Data source: LST enrolment data 2019-2020 (Figure 8 APP).
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												
	PTA_9												
	PTA_10												
	PTA_11												
	PTA_12												
	PTA_13												
	PTA_14												
	PTA_15												
	PTA_16												
	PTA_17												
	PTA_18												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the attainment gap for students from underrepresented groups	PTS_1	Mature	Reduction in the 'not-completed' rate for students aged 25+.	No	Other data source	2018-19	24%	22%	20%	18%	16%	14%	We aim to reduce the 'not-completed' rate to the percentages stated. Data source: LST 'not-completed' rate data 2018-2019.
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Reduction in the 'not-completed' rate for black students.	No	Other data source	2018-19	27%	25%	23%	21%	19%	17%	We aim to reduce the 'not-completed' rate to the percentages stated. Data source: LST 'not-completed' rate data 2018-2019.
	PTS_3												
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												
	PTS_9												
	PTS_10												
	PTS_11												
	PTS_12												
	PTS_13												
	PTS_14												
	PTS_15												
	PTS_16												
	PTS_17												
	PTS_18												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTP_1												
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												

	PTP_7											
	PTP_8											
	PTP_9											
	PTP_10											
	PTP_11											
	PTP_12											
	PTP_13											
	PTP_14											
	PTP_15											
	PTP_16											
	PTP_17											
	PTP_18											