Access and Participation Plan

Provider's name: London School of Theology

Provider's UKPRN: 10004075

Legal address: Green Lane, Northwood, Middlesex, HA6 2UW

1. **Introduction to London School of Theology (LST)**

While small, in the overall context of the higher education sector, LST is one of the largest independent Christian theological colleges in Europe and has been providing high quality theological education for nearly 75 years. For over 25 years, LST has delivered university accredited programmes in theology at undergraduate, postgraduate and research levels as well as non-accredited short courses. Since 2005, LST's accredited programmes have been validated by Middlesex University. While maintaining a focus on a core undergraduate BA (Hons) Theology degree, LST has successfully integrated this with other vocational disciplines through the provision of BA (Hons) programmes in Theology, Music & Worship; Theology & Worship and Theology & Counselling as well as Theological Studies.

At Masters level, LST's suite of postgraduate taught programmes (MA qualifications in Integrative Theology [MAiTH], Theological Education [MATE] and Aspects & Implications of Biblical Interpretation [MAAIBI]) provide progression routes for undergraduate students as well as postgraduate opportunities for students studying in a professional or vocational context. LST jointly offers postgraduate research programmes: MTh, MPhil and PhD in partnership with Middlesex University.

Documents available for review:
▪ Middlesex University Revalidation approval letter – June 2018.
▪ Partnership Agreement between LST and Middlesex University.
▪ Memorandum of Co-operation between LST and Middlesex University – for each of the programmes referred to above.

The majority of LST students' study on campus however a range of study modes are offered:
▪ On-campus – face-to-face.
▪ Online – with input from a tutor and from peers via the Virtual Learning Environment (VLE).
▪ Distance learning – developed from the traditional 'correspondence course'.
▪ Intensive – condensed on-campus delivery with the possibility of earning academic credit.
▪ Blended – students studying through a combination of on-campus and on-line delivery.

Size
LST has been classified as an Alternative Provider within the higher education sector; the following data sets this in context (2017-2018):
▪ Number of faculty – FTE (including visiting lecturers): 19
▪ Number of administrative staff - FTE: 37
▪ Number of students (all students):   516
▪ Turnover: £3.3m.
▪ Total Net Assets: £11.6m.

Organisation
LST's Principal, Reverend Dr Calvin Samuel BA MBA PhD, took up his post on 1st January 2017. Under Dr Samuel's leadership a new Executive Team has been recruited and, bolstered by a significant injection of capital, the new Executive Team has supported Dr Samuel to move the institution forward in a positive direction. Following a number of lean and very challenging years (2010-2016), LST recorded its first operating surplus in 2016-2017 since 2007.

Change initiatives currently underway and which will further enhance the institution include:

- The development of a new organisational strategy not only seeks to build on the success of the past but to infuse the LST community with a set of key virtues that reflect the institution's Christian values of gentleness and humility; excellence and integrity; hospitality and service; hope and joy.
- A new Teaching and Learning Strategy has been written, a plagiarism detection system has been implemented and tutor groups were implemented in 2017-2018.
- Student support has been improved through investment in the Vocational Services team and a broadening of the student support offer; a new Engagement Team has been created which is leading on and centralising communications with potential, current and past students and additional resources have been provided to the Pastoral Care Team, for the purpose of student support.
- Investment has been made in the campus estate including the refurbishment and maintenance of student accommodation, offices and public areas.
- An HR Officer has been recruited to ensure the consistent application of HR policies and procedures particularly in respect of managing employee performance.
- After a number of years without pay increases, faculty and administrative staff received a pay increase last year (2017) and this year (2018).
- A review of governance arrangements has been completed; this has resulted in the introduction of new committees including an Academic Affairs Committee, an Organisational Management Group and IT Projects Group. Revised Terms of Reference have been agreed for the Academic Board.
- The procurement of a new Student Information System (SIS) is underway and scheduled for implementation in time for the new academic year 2018-2019.
- Greater investment in faculty has been achieved through Faculty Development Days, a Faculty Development Policy and Faculty Development Plan and the implementation of a Faculty Promotions Matrix Procedure and Research Leave Policy. Greater investment in faculty and administrative staff has been achieved through inclusion opportunities such as faculty breakfasts and administrative staff lunches.

Context

LST prides itself on its capacity to widen participation and has designed this Access & Participation Plan with due regard to equality and diversity. LST's faculty is experienced in teaching classes with students of widely varying academic experience or ability. LST attracts a large percentage of students from low income households, BME students, mature students and those who have non-standard prior learning, many of whom might not otherwise access higher education. Over the years LST has been successful in providing full and partial bursaries to support students from low income households. In 2017 LST launched the Raising Theologians Fund to better target financial support at widening access.

LST's ethos and its theological commitment to the perception of the human person as one created in God's image requires that we have an optimism about human potential which cannot be exhausted or fully captured by prior formal academic qualifications. That LST is a learning community centred around worship creates an environment in which students can flourish and be supported by faculty and administrative staff as well as by peer to peer mentoring and support.

This Access and Participation Plan

With the exception of student equality data – sex, disability, age and ethnicity - in relation to the Access stage of the student life-cycle, LST has not been required to collect data in respect of the under-represented groups which are now the focus for Office for Students (OfS):

- Students from areas of low higher education participation, living in low household incomes and deemed to have a low socioeconomic status.
- Students from Black, Asian and Minority Ethnic Groups.
- Mature students – aged 21+ when they enter higher education.
- Disabled students – that have disclosed a disability.
- Care leavers – students who have spent time in local authority care and who are aged between 18 and 25 (if in full-time education).
- Students who are carers – young people aged between 14 and 25 who care, unpaid, for a friend or family member who could not cope without their support.

- Estranged students - aged between 18 and 24 who have no communicative relationship with either of their living biological parents.
- Students from Gypsy, Roma and Traveller communities.
- Students who are refugees.
- Students with mental health problems and specific learning difficulties or who are on the autism spectrum.
- Students who are children from military families.

Therefore, and in response to advice from OfS, this first Access and Participation Plan for LST is set out as follows:

1. Introduction to LST.
2. Assessment of LST's current performance in relation to student equality data - sex, disability, age and ethnicity - for the Access stage of the student life-cycle. This assessment benchmarks LST's performance against universities with degree awarding powers in the higher education sector (overall) and the Alternative Provider market-place (specifically).
3. LST's ambitions, strategy and measures for broadening Access to higher education for students from under-represented groups; this, based on the assessment as set out in 2 and in line with LST's ethos and strategic plans.
4. Targets.
5. Access, Success and Progression measures.
6. Investment.
7. Provision of information to students.
8. Monitoring.

2. **Assessment of LST's current performance**

As stated above, the following assessment of LST's performance is in relation to sex, disability, age and ethnicity outcomes for the Access stage of the student life-cycle. Data analysed is for 2016-2017 (the most recent data submitted to HESA) however this data is not included in this Access & Participation Plan as some of the information may be identifiable; therefore, the data has been submitted to OfS under separate cover. The following summarises the key findings of the assessment of the data which has been undertaken in respect of those students who were eligible for student finance in the 2016-2017 academic year.

Overall student numbers: There were 49 students in the undergraduate intake in 2016-2017; participation across the three-year groups was broadly similar (year two, 48 students and year three, 43 students).

Sex: The split of male / female students in the undergraduate intake was: male – 49%; female – 51%.

Disability: 100% of students in the undergraduate intake were recorded as having no known disability.

Age: 67% of the undergraduate intake were 21+.

Ethnicity: 35% of the undergraduate intake were from ethnic minorities; 63% were white.

Benchmark data
The findings above have been compared to national data from two perspectives:
- Universities, with degree awarding powers, within the higher education sector as a whole – to which group LST aspires to belong (LST's aspirational group).
- The Alternative Provider market – in which LST is currently located (LST's competitor group).

The following data sources were used:
- UCAS End of Cycle Report 2016 – UCAS Analysis & Research December 2016.
- Higher Education in England 2017 Key Facts – Higher Education Funding Council for England (HEFCE) September 2017.

- UCAS End of Cycle 2016 Data Resources: https://www.ucas.com/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-end-cycle-data-resources/applicants-and-acceptances-groups-applicants-2016.
- Higher Education Student Statistics - Alternative Providers 2016-2017: https://www.hesa.ac.uk/news/15-02-2018/sfr249-higher-education-student-statistics-APs/numbers.

Table 1 below sets out the results of the benchmarking exercise from the perspectives set out above.

Table 1 – Benchmarking results

	LST data	Benchmark data Universities	Benchmark data Alternative Providers
Overall student numbers	Student access and participation numbers were broadly similar over the three year groups: ▪ Year 1 – 49. ▪ Year 2 – 48. ▪ Year 3 - 43.	"Applicant numbers unchanged in 2016, but higher acceptance rates mean a record 535,200 are placed in higher education through UCAS, up by half a per cent."[1]	"The total number of HE students on designated courses at Alternative Providers (APs) in the 2016-2017 record stood at 58,735."[2] The number of undergraduate students on designated courses studying part-time has dropped by 18% between 2015-2016 and 2016-2017 to 5,840. In comparison, the number of undergraduate students on designated courses studying full-time has increased by 1%, to 46,090 in 2016-2017."[3] The following sets LST in context with fellow APs: ▪ Overall, 2,515 students entered the first year (2016 UG level) at APs to study historical and philosophical studies. This represents 10% of the students studying at APs. ▪ 49 students entered the first year of study at LST; this represents 2% of the total number of students studying historical and

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[1] UCAS End of Cycle Report 2016 – UCAS Analysis and Research; December 2016.

[2] Higher Education Student Statistics - Alternative Providers 2016-2017: https://www.hesa.ac.uk/news/15-02-2018/sfr249-higher-education-student-statistics-APs/numbers.

[3] Higher Education Student Statistics - Alternative Providers 2016-2017: https://www.hesa.ac.uk/news/15-02-2018/sfr249-higher-education-student-statistics-APs/numbers.

	LST data	Benchmark data Universities	Benchmark data Alternative Providers
			philosophical studies in the first year at UG level across all APs.
Sex	**2016-2017** ▪ Male student intake 49%. ▪ Female student intake 51%.	▪ Male student acceptances into higher education in 2016 - 44%. ▪ Female student acceptances into higher education in 2016 - 56%.	**Male** Student acceptances into APs in 2016 is 49% at both the overall and subject level (historical and philosophical studies). **Female** Student acceptances into APs in 2016 is 51% at both the overall and subject level (historical and philosophical studies).
Disability	100% of students with no known disability.	10% of student acceptances into higher education in 2016 (UK domiciled students only) were of students with a disability.	▪ 10% of students at APs had a disability in the intake of 2016. ▪ 16% of students at APs had a disability in the intake of 2016 at programme level.
Age	▪ Access for mature students (21+) is high at 67%. ▪ Access for young students (under 21) is low at 33%.	▪ 79% of student acceptances into higher education in 2016 were of students aged 20 and under. ▪ 21% of student acceptances into higher education in 2016 were of students aged 21+.	"Of full-time undergraduates at APs in 2015-2016, almost three-quarters could be defined as mature (aged 21 or over), and 39% were aged 30 or over."[4] **20 and under** ▪ 28% of the student intake at APs in 2016 were 20 years old and under. ▪ At programme level the 20 and under year group percentage was 19%. **21+** ▪ 72% of the student intake at APs in 2016 were 21 years old and above. ▪ At programme level the 21 year- old and above percentage was 82%.

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[4] Higher Education in England 2017 Key Facts; September 2017. Higher Education Funding Council for England.

	LST data	Benchmark data Universities	Benchmark data Alternative Providers

Ethnicity	**2016-2017**
	▪ White - 63%.
	▪ Ethnic Minority groups – 35%, comprised:
	   ○ Black – 27%.
	   ○ Asian – 4%.
	   ○ Chinese – 2%.
	   ○ Other – 2%.
	▪ Unknown – 2%.
		Of the students accepted into higher education in 2016 74% were White. Other ethnicities were as follows:
		▪ Black – 8%.
		▪ Asian – 11%.
		▪ Mixed – 4%.
		▪ Other – 2%.
		▪ Unknown – 1%.
			"Relative to the rest of the sector, students at APs are more likely to be older and to be of Black, Asian or other minority ethnicity."[5]
			
			The ethnicity breakdown for students entering UG study in the AP sector (2016) was as follows:
			▪ White – 45%
			▪ Black – 28%.
			▪ Asian – 15%.
			▪ Other / Mixed – 7%.
			▪ Not known – 5%.
			
			Total Ethnic Minorities / Not Known: 55%.
			
			At programme level, the ethnicity breakdown for students entering UG study in the AP sector (2016) was as follows:
			▪ White – 76%
			▪ Black – 14%.
			▪ Asian – 5%.
			▪ Other / Mixed – 3%.
			▪ Not known – 2%.
			
			Total Ethnic Minorities / Not Known: 24%.

Please note the following:
▪ LST data includes undergraduate students eligible for student finance.
▪ Benchmark data for ethnicity includes undergraduates at level 4 for UK domiciled students only.
▪ Benchmark data for age, disability and sex includes undergraduates at level 4.

Benchmarking conclusions
The following conclusions have been drawn in respect of the undergraduate student intake of 2016-2017 (eligible for student finance):
▪ **Overall student numbers**: Student intake broadly reflects patterns within the higher education sector overall; LST has out-performed the AP sector which has experienced a decrease in student Access.
▪ **Sex**: The split of male / female students at LST is broadly in line with the higher education sector and the AP sector.
▪ **Disability**: LST has under-performed in terms of recruiting students with a known disability.

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[5] Higher Education in England 2017 Key Facts; September 2017. Higher Education Funding Council for England.

- **Age**: The split of mature and young students aligns with the AP sector and out-performs the higher education sector in terms of Access for mature students.
- **Ethnicity**: The percentage of students from ethnic minorities is in line with those of other APs and out-performs universities in the higher education sector.

The following areas for development have been identified in respect of Access:

- Continue to attract a high rate of students from ethnic minorities (specifically Black and Asian students) and, if possible, increase the rate.
- Increase Access for students with a known disability.
- Maintain Access rates for mature students.

3. **Ambitions and strategy**

Ambitions and strategy

LST's strategic ambitions for Access, and the contribution LST will make to broadening Access to higher education for students from under-represented groups, builds on the areas for development identified above:

Increase undergraduate student numbers
- To increase overall student numbers in line with LST Strategic Plan 2019-2024, particularly students who are eligible for student finance.
- To continue to attract a high rate of students from ethnic minorities and, if possible, to increase the rate.
- To increase Access for students with a known disability.
- To maintain Access rates for mature students.

Develop infrastructure
- To procure / implement a new Student Information System that will record Access, Success and Progression data for all students including those from under-represented groups.
- To implement processes that will enable LST to analyse Access, Success and Progression data and to respond accordingly to the findings; this, for all students but particularly those from under-represented groups including care leavers, students from low participation neighbourhoods and low-income households.
- To implement processes that will enable LST to analyse Access, Success and Progression for under-represented groups; this, in the context of analysing intersectional characteristics.
- To develop an Equality & Diversity Strategy that provides the framework for an inclusive and open institution that is accessible to all students and particularly those from under-represented groups; this will include the development of a policy to facilitate equality impact assessments.
- To create a suite of initiatives that will specifically address the needs of students from under-represented groups and support them through the Access, Success and Progression stages of the student life-cycle.

Provide financial support
- To continue to provide financial support, through scholarships and bursaries, to students who might not otherwise attend a higher education institution.

Partner for success
- To partner with Spurgeon's College to develop a collaborative training programme that will equip faculty and administrative staff to meet the needs of students from under-represented groups.
- To develop a stakeholder engagement strategy which incorporates LST's ambitions for church partnership, facilitates the provision of Access, Success and Progression opportunities for students (particularly work-placements) and provides a framework for LST to raise attainment in schools and colleges through the development, delivery and achievement of outcomes-based targets to support Access, Success and Progression.

Consult, review, evaluate and revise

▪ To revise this Access and Participation Plan in light of an evaluation of the activities undertaken and the new data available through the Student Information System. The revision of this Access & Participation Plan will include a comprehensive consultation exercise that will be broad ranging and will include representations from faculty, administrative staff, stakeholders, partners and the LST Student Committee (see composition of this body below) as well as formal LST Committees including the Academic Board and Academic Affairs Committee.

Table 2 – Activities and timing

Ambition and strategy	Activities	Timing
Increase undergraduate student numbers	As part of an overall Stakeholder Engagement Strategy develop a targeted and proactive outreach programme that incorporates a clear plan of engagement with schools, colleges, churches and other organisations and which specifically articulates how students in the under-represented groups will be recruited.	Develop the Stakeholder Engagement Strategy in 2018-2019. Deliver the Outreach Programme in the latter part of 2018-2019 and 2019-2020. Recruit additional students from 2020-2021.
Develop infrastructure	Procure new Student Information System. Implement processes to analyse Access, Success and Progression data for all students but particularly those from under-represented groups including care leavers, students from low participation neighbourhoods and low-income households. Implement processes to analyse Access, Success and Progression for under-represented groups in the context of analysing intersectional characteristics.	Procure and part-implement the Student Information System in readiness for the commencement of academic year 2018; full implementation to be completed by February 2019.
	Consult and develop Equality & Diversity Strategy including the development of a policy to facilitate equality impact assessments.	Develop in 2018-2019 for full implementation in 2019-2020.
	Consult with the Student Committee and co-create a suite of student support initiatives that specifically address the needs of students from under-represented groups in relation to the Success and Participation stages of the student life-cycle. Pilot these initiatives and gather feedback from students; evaluate the efficacy of the initiatives.	Consultation and development in 2018-2019. Roll-out of student support initiatives in 2019-2020; evaluate prior to the start of the academic year 2020-2021.

Ambition and strategy	Activities	Timing
Provide financial support	Review mechanisms for assessing financial need (the current process is not fit for purpose and the process does not specifically direct funding to underrepresented groups) and identify sums available for distribution in the next three years. Ensure that new mechanisms demonstrate how LST's financial support provision is targeted at underrepresented students.	Review completed by January 2019. Revised promotional materials to be implemented by March 2019. Students from under-represented groups specifically supported in academic year 2019-2020.
Partner for success	Consult with faculty of both institutions and develop collaborative training programme with Spurgeon's College. Incorporate training into the LST Faculty Development Plan and create Administrative Staff Development Plan.	Develop in 2018 and deliver in 2018 and 2019.
	Develop Stakeholder Engagement Strategy for the purpose of establishing relationships, sourcing work placement opportunities and delivering attainment raising activities.	Develop Stakeholder Engagement Strategy in 2018 and deliver in 2018 and 2019. Develop outcomes-based targets to support Access, Success and Progression in 2020-2021. Deliver outcomes-based targets to support Access, Success and Progression in 2021-2022.
Consult, review, evaluate and revise	Review Access, Success and Progression data and evaluate the outcomes of the above activities; adjust outreach and student support initiatives accordingly.	Review of data in 2019. Evaluation in 2019. Revised Access and Participation Plan in 2020.

Ambition and strategy	Activities	Timing
	Develop an appropriate model for evaluating the outcomes of financial support offered; this will include a review of higher education evaluation models (such as Kirkpatrick and AMOSSHE Value and Impact). https://educationaltechnology.net/kirk patrick-model-four-levels-learning-evaluation/ https://www.amosshe.org.uk/value-and-impact-toolkit/	Review in 2018-2019.

4. **Targets**

The following tables set out LST's targets.

Table 3 – Access targets - recruitment

Access measures	2016-2017 position	Strategic ambition	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All students eligible for student finance	49 students	Increase	81	90	90	90	90	90
Students from ethnic minorities	35% 17 students	Increase	35% 28 students	37% 33 students	39% 35 students	41% 37 students	43% 39 students	45% 41 students
Students with a known disability	0% 0 students	Increase	0% 0 students	5% 5 students	7% 6 students	9% 8 students	11% 10 students	15% 14 students
Mature students	67% 33 students	Maintain	67% 54 students	67% 60 students	67% 60 students	67% 60 students	67% 60 students	67% 60 students

Table 4 - Other targets

Other measures	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2014
Outreach programme developed and implemented.	Consultation and development.	Deliver outreach programme	Deliver outreach programme and meet targets set out in Table 3	Deliver outreach programme and meet targets set out in Table 3	Deliver outreach programme and meet targets set out in Table 3	Deliver outreach programme and meet targets set out in Table 3
Co-create student support initiatives for under-represented students, deliver pilot project and roll-out to student body.	Consultation and development.	20 students supported through pilot project. Evaluation completed.	Support initiatives rolled out and delivered to 25 students.	Support initiatives delivered to 30 students.	Support initiatives delivered to 40 students.	Support initiatives delivered to 40 students.
Under-represented students supported with bursaries and scholarships.	Review of existing scheme (in terms of funds available) and creation of new promotional materials as well as mechanisms for assessing financial need.	10 scholarships granted to students from under-represented groups (within the financial footprint of the scheme).	12 scholarships granted to students from under-represented groups (within the financial footprint of the scheme).	12 scholarships granted to students from under-represented groups (within the financial footprint of the scheme).	15 scholarships granted to students from under-represented groups (within the financial footprint of the scheme).	15 scholarships granted to students from under-represented groups (within the financial footprint of the scheme).
Develop collaborative training programme with Spurgeon's College and deliver to faculty and administrative staff.	Consultation and development.	Training programme delivered to 40 faculty and administrative staff.	Training programme delivered to 40 faculty and administrative staff.	Training programme delivered to 40 faculty and administrative staff.	Training programme delivered to 40 faculty and administrative staff.	Training programme delivered to 40 faculty and administrative staff.
Stakeholder Engagement Strategy developed and delivered.	Consultation and development.	20 partners recruited. Plans in development for delivering attainment raising activities in schools.	5 additional partners recruited (25 in total). Plans in development for delivering attainment raising activities in schools. Outcomes based targets agreed with partners.	5 additional partners recruited (30 in total). Attainment raising activities rolled out to 3 schools. Outcomes-based targets achieved.	5 additional partners recruited (35 in total). Attainment raising activities rolled out to 5 schools. Outcomes-based targets achieved.	5 additional partners recruited (40 in total). Attainment raising activities rolled out to 5 schools. Outcomes-based targets achieved.

5. **Access, success and progression**

The following is an overview of current initiatives / arrangements that support LST's diverse student body and enable them to achieve their goals. We believe that these initiatives contribute to the priorities OfS has identified for access and participation and evidence that LST has paid due regard to equality and diversity in designing this Access & Participation Plan.

Access
- The LST Engagement Team (created in 2018) provides dedicated support to students applying to LST. Facilitating communications with all students, the Engagement Team provide information, advice and guidance through accessible channels (face-to-face, telephone, email and web) to particularly meet the needs of disadvantaged and hard-to-reach students and especially those transitioning to higher education for the first time or entering higher education following a significant break.
- Financial support, through scholarships, facilitates Access for students who would not otherwise be able to participate in higher education.
- LST has extremely flexible tariff requirements that enable mature students to access higher education provision.
- Academic credit is available to acknowledge prior learning and experience in the absence of formal qualifications.
- LST recognises prior learning and not just for A level or International Baccalaureate outcomes.
- Each applicant has the opportunity to be interviewed by a faculty member, prior to admittance to LST; this, to facilitate a discussion regarding the intended programme of study but also to discuss study support needs as well as capacity and affordability for study.
- Students who are not able to attend full-time and on-campus are offered accessible learning through part-time, distance learning and on-line provision at undergraduate and postgraduate level.

Success
- Study skills lectures are available for all level 4 students; this, to particularly support mature students returning to study after a long break.
- Tutor Groups provide academic and pastoral support and encouragement to LST students. Tutor Groups are facilitated by faculty members and other stakeholders with the purpose of achieving the following:
    - Increased confidence within students to fulfil LST's academic standards.
    - An early warning, in terms of student engagement, to support student retention rates.
    - A decrease in the number of extension requests and failed assessments.
    - Better integration between theological study and life formation and development.
    - Better prepared and equipped students, for life beyond LST, through vocational formation input.
    - Deeper relational connectedness both during study at LST and post-LST.
- 1:1 student support (emotional, pastoral and spiritual) is delivered by the Pastoral Support Team whose aim is to help and support students through their time at LST. In addition to offering caring, listening and prayerful ears, the Pastoral Support Team is able to sign-post students to other support offered across the institution such as through the Engagement Team and the Disability Officer.
- An open-door policy offered by each faculty member is a valuable support mechanism for all students.
- Financial support is available through bursaries as well as an emergency hardship fund, to help in cases of unexpected need.
- Opportunities for prayer, worship and fellowship offer spiritual nurture and support.
- LST prides itself on its ability to deliver small class sizes that are particularly beneficial for students with additional needs.
- Community life within a small College provides natural networks of support, where lifelong friendships are formed; these form the basis for peer to peer learning and support.
- The School's ethos of seeking to be a learning community centred around worship, service and personal formation creates an environment in which both formal and informal accountability and support structures can flourish. The very high satisfaction ratings in NSS outcomes attest to the effectiveness of our approach to student learning rooted in community life and worship.

Progression

- A range of initiatives are delivered by LST's Vocational Services Team which equip students to integrate their academic learning and faith journey into meaningful preparation for life, work and Christian service beyond LST. Initiatives include work experience and formation opportunities through practical placements at levels 4, 5 and 6 and participation in LST's 'Planning to Serve' programme which is rolled out in levels 4, 5 and 6. The 'Planning to Serve' programme comprises:
  - **Stage 1** – Envision / Get Involved – Level 4: A self-evaluation to enable students to understand their calling and articulate their expectations; the opportunity to develop a Personal Development Portfolio of evidence is also made available (to inform and enhance a CV).
  - **Stage 2** – Engage / Get Planning – Level 5: This includes an opportunity to revisit the self-evaluation developed in Level 4 (with a Tutor) and to attend vocational workshops including 'know yourself', 'employer expectations and how your theology degree meets them', 'CV building and resources', 'interview techniques' and 'social media presence'. Also offered in this stage is an opportunity to assess 'gifts and skills', attend vocational development sessions, engage with Alumnus mentors and access online employability support provided by LST's validating partner Middlesex University.
  - **Stage 3** – Equip / Get Employed – Level 6: Again, this includes an opportunity to revisit the self-evaluation developed in Level 5 (with a Tutor) and to access live job advertisements through the final semester. In addition, students are offered employability workshops as well as 1:1 vocational development sessions and online employability support as described above.
- Opportunities to take part in community outreach teams are made available; these, for the purpose of developing knowledge, experience, skills and attributes as well as to work in partnership with local organisations.

Inspired by our validating partner, Middlesex University, the following initiatives are also currently under consideration:

- **Student Learning Assistants**: A scheme that will select and train successful students to provide peer learning support to students who are not thriving.
- **Graduate Academic Assistants**: A scheme to select, train and support successful graduates to provide academic support to students and faculty.

Financial support

LST is fortunate to be supported by a number of charities that offer financial support to LST students. Complementing this funding are LST resources, donated by sponsors over a number of years, that are made available to potential students (scholarships) and current students (bursaries). LST also has a hardship fund; this, for the purpose of supporting students with emergency payments for unexpected costs.

During this financial year (2017-2018) £210k was disbursed to students in respect of scholarships and bursaries; this is likely to be a similar figure in 2018-2019.

6. **Investment**

LST intends to spend in the region of £350k per annum on access and participation activities as set out in Table 5 below:

Table 5 – Access and Participation Plan investment

	2019-2020		2020-2021		2021-2022		2022-2023	
	Cash £	Percentage of higher fee income	Cash £	Percentage of higher fee income	Cash £	Percentage of higher fee income	Cash £	Percentage of higher fee income
Total higher fee income	987,850		991,400		1,052,030		1,055,580	
Access investment	27,500	2.8	27,500	2.8	28,750	2.7	28,750	2.7
Success investment	76,250	7.7	76,250	7.7	80,000	7.6	80,000	7.6
Progression investment	11,250	1.1	11,250	1.1	12,500	1.2	12,500	1.2
Investment in financial support	235,000	23.8	235,000	23.7	250,000	23.8	250,000	23.7
Total:	**350,000**	**35.4**	**350,000**	**35.3**	**371,250**	**35.3**	**371,250**	**35.2**

You will see that the total investment LST will make in 2019-2020 is £350,000; this represents 35.4% of what is deemed to be 'higher fee income'.

Fees will be reviewed on an annual basis and any inflationary increase kept at or below the most recently published Retail Price Index Increase for the last 12 months.

7. **Provision of information to students**

Information will be provided to prospective students, on the financial support available and on the fees for the duration of their course, as follows:

- By email, as part of the application and admissions process (by the Engagement Team).
- On LST's website: www.lst.ac.uk.
- In the student prospectus for 2020-2021 (the prospectus for 2019-2020 having already been published).
- At Open Days and other face-to-face recruitment events.
- During a 1:1 meeting between a member of the Engagement Team and a prospective student.

Information will be provided to current students, on the financial support available and on the fees for the duration of their course, as follows:

- By email, to all students, at the beginning of the next academic year.
- On LST's website (as above).
- On LST's new 'one-stop-information-shop' for students (LST Hub); the LST intranet for students.
- In the next version of LST's publication: The ABC of LST (which provides key information to students).
- During a 1:1 meeting between a member of the Engagement Team and a prospective student.

LST's Access and Participation Plan will be published on LST's website (as above).

8. **Monitoring**

LST is required to ensure that it is taking reasonable steps to comply with the provisions of this Access & Participation Plan. In general terms monitoring of LST's performance is achieved through a hierarchical committee structure which comprises:

Level 1: Board of Trustees.

Level 2:
- Academic Affairs Committee - reports to the Board of Trustees on the present state and future of the education mission of LST.
- Finance & General Purposes Committee - has delegated authority from the Board of Trustees to make decisions on matters relating to the finance and operations of LST.

Level 3:
- Executive Team – provides leadership and management to LST and is the collective decision-making body of the School.

Level 4:
- Academic Board – the senior academic committee responsible to the Executive Team for matters relating to the delivery of LST's academic mission.
- Organisational Management Group – a joint faculty and staff committee which facilitates problem solving, decision making and communications across the institution.
- Student Committee – whose members are elected (by students) to be responsible for championing issues relating to the welfare of students. To encourage diversity, the Student Committee comprises a male Vice-President and female Vice-President as well as resident, non-resident, disability and mature student representatives of the student body.
- Estates Committee.
- Pastoral Care Committee - organises, monitors and delivers pastoral care to LST students.

Level 5:
- Scholarships & Bursaries Committee.
- Library Committee.
- Programme Boards.
- Research Committee.
- Research Ethics Committee.
- Accreditation of Prior Learning Committee.

Specific monitoring and evaluation processes are in place to ensure that LST delivers the objectives and targets in this Access & Participation Plan:
- This Access & Participation Plan has been approved by the Academic Board and the Executive Team and has been put before the Academic Affairs Committee.
- Regular monitoring of progress is undertaken by the Academic Secretary and Director of Academic Support (ASDAS) who reports the findings to the Academic Board, the Executive Team and the Academic Affairs Committee.
- An evaluation of the activities will be undertaken by the ASDAS which findings will be reported to the Academic Board, the Executive Team and the Academic Affairs Committee.
- The Academic Board and Executive Team collaborate to identify actions necessary to respond to the issues identified through the monitoring activities (including non-achievement of the targets set); these actions are notified to the Academic Affairs Committee.
- The Academic Affairs Committee reports to the Board of Trustees which body is independently able to engage with monitoring performance against the provisions of the Access & Participation 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.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
Fees will be reviewed on an annual basis and any inflationary increase kept at or below the most recently published Retail Price Index increase for the last 12 months.		

Full-time course type:	Additional information:	Course fee:
First degree	Theology	£9,000
First degree	Theology & Counselling incl. residential weekends	£9,000
First degree	Theology & Worship incl. Music Tuition	£9,000
First degree	Theology, Music & Worship inc. Music Tuition	£9,000
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise 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		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree	- Theology	£5,660
First degree	- Theology & Counselling incl. residential weekends	£5,895
First degree	- Theology & Worship incl. Music Tuition	£6,400
First degree	- Theology, Music & Worship inc. Music Tuition	£6,400
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (numeric where possible, however you may use text)					
full													

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Access	State school	**Other statistic** - Other (please give details in the next column)	Increase recruitment of students eligible for student finance.	No	2016-17	49	81	90	90	90	90	The numbers provided are the number of students to be recruited into the School.
T16a_02	Access	Ethnicity	**Other statistic** - Other (please give details in the next column)	Increase recruitment of students from ethnic minority groups.	No	2016-17	17	28	33	35	37	39	The numbers provided are the number of ethnic minority students to be recruited into the School.
T16a_03	Access	Disabled	**Other statistic** - Other (please give details in the next column)	Increase recruitment of students with a known disability.	No	2016-17	0	0	5	6	8	10	The numbers provided are the number of disabled students to be recruited into the School.
T16a_04	Access	Mature	**Other statistic** - Mature (please give details in the next column)	Maintain recruitment of mature students.	No	2016-17	33	54	60	60	60	60	The numbers provided are the number of mature students to be recruited into the School.

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Success	Mature	Other (please give details in Description column)	Deliver initiatives to mature students to support Success.	No	Other (please give details in Description column)	0	0	20	25	30	40	Data is not currently available; a new Student Information System is being implemented which will provide data to inform these targets. The numbers provided are the number of students supported through new student support initiatives.
T16b_02	Success	State school	Other (please give details in Description column)	Scholarships and bursaries provided to students who are eligible for student finance.	No	Other (please give details in Description column)	0	0	10	12	12	15	£210k was distributed to students in 2018-2019. £235k will be distributed to students in 2019-2020. Milestones provided relate to the number of students accessing funding from under-represented groups.
T16b_03	Access	State school	Other (please give details in Description column)	Collaborative training programme to be delivered to enable faculty and administrative staff to better support students from under-represented groups.	Yes	Other (please give details in Description column)	0	0	40	40	40	40	Collaborative training programme to be developed and delivered with Spurgeon's College; this, to enable faculty and administrative staff to better support students from under-represented groups. The milestones provided relate to the number of faculty and administrative staff trained in each year.
T16b_04	Progression	State school	Other (please give details in Description column)	The delivery of attainment raising activities in schools	No	Other (please give details in Description column)	0	0	0	1	3	5	A pilot project to deliver attainment raising activities in schools will be developed in 2019-2020. The pilot will be delivered to a school in 2020-2021 and then rolled out to other schools; the milestones indicate the number of schools to which the project will be delivered.

Optional commentary on milestones.
This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.