Access and Participation Plan

2022/23 to 2026/27

Provider's name: London School of Theology

Provider's UKPRN: 10004075

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

Publication date: 16th August 2022

1. Assessment of performance

1.1 Background

1.1 London School of Theology (LST) dates to the late-1930s when its founders had a vision for an interdenominational evangelical Bible institute working at a high academic level. Providing an 'alternative' space for evangelical students to train for ministry and mission, LST set out to equip students to take their theological training back into every sphere of life. As such, and over the years, LST has prepared women and men for ministry and mission with graduates working in a variety of sacred and secular contexts around the world.

1.2 LST is a small Higher Education provider with 481 students registered in the 2021/22 academic session. Active students number 397 across all programmes and levels: 68% undergraduate, 19% postgraduate taught, and 13% postgraduate research.

1.3 Much of the data herein is from internal sources; however, the OfS Access & Participation Data Dashboard[1] has been used as well as the Higher Education Statistics Agency (HESA) Experimental Statistics: UK Performance Indicators.[2] Factors to note in relation to data are as follows:

   a. Since POLAR4 (Participation of Local Area) data measures the proportion of 18 and 19-year-olds in a particular geographic area who progress to university, IMD data has been used for the analyses of socio-economic deprivation because the majority of LST's students are mature and come from densely populated urban areas such as London.

   b. As the focus of this Access & Participation Plan 2022/27 (APP 2022/27) is UK, data refers to UK domiciled graduates, unless otherwise specified.

1.4 For reasons including statistical relevance/reliance/confidentiality and the fact that many data practices at LST are emergent, a notable amount of data is unavailable and/or discounted/suppressed. Where one or more of the mentioned reasons applies to data, this is marked in-table with 'N/D' ('No Data'). Any calculated fields which rely on other fields with no data are marked in-table with U/K ('Unknown'). Where data cannot be reasonably expected to exist, fields are marked with N/A ('Not Applicable'). Please note that tables have been colour coded so that for each year (column) higher percentages are green and lower percentages are red; this allows for greater ease when identifying extremes.

1.5 In each of LST's Access & Participation Plans, we have made commitments to improve data capability. Improvements have been made, for example in respect of care leavers, but also in respect of a growing confidence in the data collected. However, complications in data gathering were experienced recently as a result of staffing/role fulfilment challenges during the period prior to the submission of this APP 2022/27. As stated, LST is a small institution; however, to respond to the aforementioned challenges we have recently invested in the recruitment of a data specialist to lead on the collation and analyses of data to support the delivery of our APP 2022/27. This individual has now commenced employment, and in contributing to the production of this APP 2022/27 has been able to undertake a review of both collected data and data collection practices which already have resulted in certain diagnoses being made for which solutions and remedies are being prescribed and drawn-up. As a result, it is our intention to revise this APP 2022/27 at the conclusion of this academic session so that any gaps in data can be filled.

1.6 As a result of the above, future data collection practices will be centered around codification to ensure longevity of consistency and data integrity as regards collected information. In addition to this, a revised and scrutinised database will improve the quality of data and enable LST to deliver ever more insightful analysis alongside ever more meaningful data in the coming years.

---

[1] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/
[2] https://www.hesa.ac.uk/news/07-03-2019/experimental-uk-performance-indicators

1.2   Socio-economic status: Access

Table 1

Socio-economic status:		Access										
		Applications				*Offers*				*Enrolment*		
		2018	2019	2020		2018	2019	2020		2018	2019	2020
Quintiles 1 and 2		31%	36%	43%		29%	39%	50%		31%	44%	42%
Quintiles 3 to 5		60%	54%	52%		64%	53%	64%		70%	56%	52%
Percentage Point Gap as Against: Quintiles 3 to 5												
Quintiles 1 and 2		-29%	-18%	-9%		-35%	-14%	-14%		-39%	-12%	-10%

Applications, offers, and enrolments

Between 2018/19–2020/21, it is demonstrably the case across the board that there are a greater number of students from Quintiles 3 to 5 (as against students from Quintiles 1 and 2). However, the percentage gap between Quintiles 1 and 2 and Quintiles 3 to 5 with regards to applications, offers, and enrolments has decreased significantly within the mentioned period:

- The percentage gap for applicants decreased from being in favour of applicants from Quintiles 3 to 5 by 29%-points to being in favour of applicants from Quintiles 3 to 5 by 9%-points - a decrease of 20%-points.
- The percentage gap for offer holders decreased from being in favour of applicants from Quintiles 3 to 5 by 35%-points to being in favour of applicants from Quintiles 3 to 5 by 14%-points - a decrease of 21%-points.
- The percentage gap for enrolled students decreased from being in favour of applicants from Quintiles 3 to 5 by 39%-points to being in favour of applicants from Quintiles 3 to 5 by 10%-points - a decrease of 29%-points.

Analysis of 'all' students illustrates an increase in the percentage of students from low participation neighbourhoods and continues the recent trend of being within the sector standard deviation (Table 2).

Table 2. Percentage students with no previous HE and from Low-Participation Neighbourhoods. Source: HESA Experimental Statistics - UK Performance Indicators.

Academic year of entry	% UG students with no previous HE and from Low Participation Neighborhood	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%
2018/19	0%	6.6%	4.10%	3.4%	4.00%
2019/20	1.7%	8.8%	3.26%	3.4%	3.07%
2020/21	3.6%	9.1%	3.52%	4.6%	3.37%

1.3   Socio-economic status: Success

Table 3

Socio-economic status:		Success									
		Continuation				*Completion*				*Attainment*		
		2018	2019	2020		2018	2019	2020		2018	2019	2020
Quintiles 1 and 2		N/D	68%	N/D		N/D	94%	N/D		N/D	33%	N/D
Quintiles 3 to 5		N/D	77%	N/D		N/D	90%	N/D		N/D	90%	N/D
Percentage Point Gap as Against: Quintiles 3 to 5												
Quintiles 1 and 2		U/K	-9%	U/K		U/K	4%	U/K		U/K	-57%	U/K

Continuation

Data for 2019/20 shows that there is a 9%-point gap between students from Quintiles 3 to 5 and students from Quintiles 1 and 2 in favour of Quintiles 3 to 5.

Analysis of 'all' students illustrates an increase in non-continuation which is significantly above the sector benchmark (Table 4). While 'all' students are not the focus of this APP 2022/27, this data is helpful in understanding the institutional picture in the absence of a breakdown of data by Quintiles.

Table 4. Overall non-continuation rates 2014/15 to 2019/20. Source: HESA Experimental Statistics - UK Performance Indicators 2018/19.

Year	'All UG' 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%
2017/18	75	10	11%	12%
2018/19	45	5	14.9%	12.4%
2019/20	75	15	18.4%	9.6%

Completion

The favour afforded to students from Quintiles 3 to 5 is overturned when completion data is considered: there is a 4%-point gap in completion in favour of Quintiles 1 and 2.

Attainment

For the same academic year, the attainment percentage point gap is significantly in favour of Quintiles 3 to 5, showing a 57%-point gap.

While data is N/D for socio-economic status in years other than 2019, analysis of 'all' qualifiers illustrates a 23%-point gap between students from Quintiles 3 to 5 and students from Quintiles 1 and 2, in favour of Quintiles 3 to 5 (Table 5). While 'all' students are not the focus of this APP 2022/27, this data is helpful in understanding the institutional picture in the absence of a breakdown by Quintiles.

Table 5. Percentage of first degrees at 2:1 or above for qualifiers (2019/20) according to IMD Quintile. Source: Internal Dataset.

'All UG' qualifiers UG / UK Domicile	
IMD Quintile	**%**
1 and 2	36%
3 to 5	59%
Gap	**23%**

1.4   Socio-economic status: Progression

Socio-economic status:		Progression									
		Employment				*Volunteering*				*Further Study*	
		2018	2019	2020		2018	2019	2020		2018	2019	2020
Quintiles 1 & 2		57%	N/D	N/A		0%	N/D	N/A		29%	N/D	N/A
Quintiles 3 to 5		60%	N/D	N/A		15%	N/D	N/A		0%	N/D	N/A
Percentage Point Gap as Against: Quintiles 3 to 5												
Quintiles 1 & 2		-3%	U/K	N/A		-15%	U/K	N/A		29%	U/K	N/A

Employment
Employment data for 2018/19 demonstrated that there is a small 3%-point gap between graduates from Quintiles 1 and 2 and graduates from Quintiles 3 to 5 in favour of graduates from Quintiles 3 to 5.

Volunteering
Similarly, volunteering data from 2018/19 illustrates that a higher number of graduates from Quintiles 3 to 5 have entered volunteer work than graduates from Quintiles 1 and 2. The percentage point gap is 15%-points in favour of graduates from Quintiles 3 to 5.

Further Study
However, for the same year, graduates from Quintiles 1 and 2 lead in the category of further study with a percentage point gap of 29%-points. This is very interesting as the majority of graduates in 2018 were from Quintiles 3 to 5 (74%).

Table 6

Ethnicity:		Access									
		Applications				Offers				Enrolments		
		2018	2019	2020		2018	2019	2020		2018	2019	2020
Chinese		1%	4%	1%		1%	5%	1%		2%	4%	1%
Mixed		8%	7%	10%		9%	8%	11%		10%	8%	11%
Other		0%	2%	0%		0%	2%	0%		0%	3%	0%
Asian		6%	2%	3%		6%	3%	2%		5%	4%	2%
Black		31%	36%	42%		29%	36%	36%		27%	37%	38%
Total BAME		46%	51%	56%		45%	54%	50%		44%	56%	52%
White/Unknown		54%	49%	44%		55%	44%	50%		56%	41%	49%
Percentage Point Gap as Against: White/Unknown												
Total BAME		-8%	2%	12%		-10%	10%	0%		-12%	15%	3%
Black		-23%	-13%	-2%		-26%	-8%	-14%		-29%	-4%	-11%
Asian		-48%	-47%	-41%		-49%	-41%	-48%		-51%	-37%	-47%

Note: In this table the percentages relate to the column rather than the row; here 1% of 2018 applicants are Chinese.

Applications, offers, and enrolments

For applications, offers, and enrolments between 2018/19–2020/21, the data shows that most applicants, offer holders, and enrolled students are White/Unknown and that a very significant proportion of those in the same categories are Black. However, over the mentioned period, the trends suggest a decrease in White/Unknown applicants, offer holders, and enrolled students, and an increase in Black and BAME applicants, offer holders, and enrolled students. As such, the percentage gaps have decreased between White/Unknown and BAME applicants, offer holders, and enrolled students as follows:

- The percentage gap for applicants decreased from being in favour of White/Unknown applicants by 8%-points to being in favour of Black applicants by 12%-points - a shift of 20%-points.
- The percentage gap for offer holders decreased from being in favour of White/Unknown offer holders by 10%-points to 0%-points, leaving no percentage point gaps.
- The percentage gap for enrolled students decreased from being in favour of White/Unknown enrolled students by 12%-points to being in favour of Black enrolled students by 3%-points - a shift of 15%-points.

The percentage gaps have decreased between White/Unknown and Black applicants, offer holders, and enrolled students as follows:

- The percentage gap for applicants decreased from being in favour of White/Unknown applicants by 23%-points to being in favour of White/Unknown applicants by 2%-points - a decrease of 21%-points.
- The percentage gap for offer holders decreased from being in favour of White/Unknown offer holders by 26%-points to being in favour of White/Unknown offer holders by 14%-points - a decrease of 12%-points.
- The percentage gap for enrolled students decreased from being in favour of White/Unknown enrolled students by 29%-points to being in favour of White/Unknown enrolled students by 11%-points - a decrease of 18%-points.

A similar, though less significant, percentage gap decrease has occurred between White/Unknown and Asian applicants, offer holders, and enrolled students as follows:

- The percentage gap for applicants decreased from being in favour of White/Unknown applicants by 48%-points to being in favour of White/Unknown applicants by 41%-points - a decrease of 7%-points.
- The percentage gap for offer holders decreased from being in favour of White/Unknown offer holders by 49%-points to being in favour of White offer holders by 48%-points - a decrease of 1%-point.
- The percentage gap for enrolled students decreased from being in favour of White/Unknown enrolled students by 51%-points to being in favour of White/Unknown enrolled students by 47%-points - a decrease of 4%-points.

1.6 Ethnicity: Success

Table 7

				Success									
		Continuation				*Completion*					*Attainment*		
Ethnicity:		2018	2019	2020		2018	2019	2020			2018	2019	2020
Chinese		N/D	100%	N/D		100%	100%	56%			N/D	N/D	N/D
Mixed		N/D	77%	N/D		63%	77%	43%			N/D	75%	N/D
Other		N/D	77%	N/D		67%	77%	43%			N/D	75%	N/D
Asian		N/D	100%	N/D		67%	33%	56%			N/D	N/D	N/D
Black		N/D	75%	N/D		72%	65%	37%			N/D	78%	N/D
Total BAME		N/D	82%	N/D		67%	63%	45%			N/D	76%	N/D
White/Unknown		85%	85%	N/D		85%	81%	72%			N/D	90%	N/D
Percentage Point Gap as Against: White/Unknown													
Total BAME		U/K	-3%	U/K		-18%	-18%	-27%			U/K	-14%	U/K
Black		U/K	-10%	U/K		-13%	-16%	-35%			U/K	-12%	U/K
Asian		U/K	15%	U/K		-18%	-48%	-16%			U/K	U/K	U/K

Table 8. Percentage of first degrees at 2:1 or above for 2017/18 and 2019/20 qualifiers according to ethnicity. Source: LST Transparency Data.

Ethnicity	17/18 (%)	19/20 (%)
BAME	N withheld	N withheld
White	70%	72%

Continuation

As regards continuation rates, the data for 2019/20 shows that the percentage point gaps are in favour of White/Unknown students by 3%-points (as against BAME students) and 10%-points (as against Black students). However, for the same year, the percentage point gap is in favour of Asian students as against White students by 15%-points.

Within the period of 2018/19 – 2020/21, the only percentage point gap decrease in favour of an under-represented group (as against White student continuation rates) concerns Asian student completion rates. As against Asian students, the percentage point gap decreased from being in favour of White/Unknown student completion rates by 18%-points to being in favour of White/Unknown student completion rates by 16%-points (a decrease of 2%-points).

Completion

Completion rate data shows that the percentage point gaps are in favour of White/Unknown students across all categories (that is, as against BAME students, Black students, and Asian students) between the period 2018/19 – 2020/21. In most categories, the percentage point gap increases in favour of White/Unknown students within this period. The breakdown is as follows:

- As against BAME students, the percentage gap increased from being in favour of White/Unknown student completion rates by 18%-points to being in favour of White student completion rates by 27%-points (an increase of 11%-points).
- As against Black students, the percentage gap increased from being in favour of White/Unknown student completion rates by 13%-points to being in favour of White/Unknown student completion rates by 35%-points (an increase of 22%-points).

It is noteworthy that there is a marked decrease in completion rates across the board in 2020/21, which is most likely due to the COVID-19 pandemic. Interpretation of gap data in this period therefore considers the pandemic's impact on varied groups and ethnicities.

Attainment

Attainment data for 2019/20 shows that the percentage point gap between the number of BAME students and the number of White/Unknown students achieving a 2:1 or higher is 14%-points in favour of White/Unknown students. In the same regard, the percentage point gap between Black students and White/Unknown students is 12%-points in favour of White/Unknown students.

1.7   Ethnicity: Progression

Table 9

		Progression									
		Employment				*Volunteering*				*Further Study*		
Ethnicity:		2018	2019	2020		2018	2019	2020		2018	2019	2020
Chinese		N/D	N/D	N/A		N/D	N/D	N/A		N/D	N/D	N/A
Mixed		50%	N/D	N/A		50%	N/D	N/A		0%	N/D	N/A
Other		50%	N/D	N/A		50%	N/D	N/A		0%	N/D	N/A
Asian		0%	N/D	N/A		0%	N/D	N/A		0%	N/D	N/A
Black		60%	N/D	N/A		25%	N/D	N/A		0%	N/D	N/A
Total BAME		40%	N/D	N/A		31%	N/D	N/A		0%	N/D	N/A
White		71%	N/D	N/A		0%	N/D	N/A		13%	N/D	N/A
Percentage Point Gap as Against: White												
Total BAME		-31%	U/K	N/A		31%	U/K	N/A		-13%	U/K	N/A
Black		-11%	U/K	N/A		25%	U/K	N/A		-13%	U/K	N/A
Asian		-71%	U/K	N/A		0%	U/K	N/A		-13%	U/K	N/A

Employment

The employment data shows that a large portion of graduates from each ethnic group go on to employment. A majority of both White and Black graduate groups go on to employment, 50% of both Mixed and Other graduate groups go on to employment, and a large minority of the 'Total BAME' graduate group goes onto employment.

White graduates are the ethnic group with the largest contingent that go on to employment (71%). The percentage point gaps between graduate students that go on to employment stands at 31%-points in favour of White graduates as against BAME graduates and at 11%-points in favour of White graduates as against Black graduates.

0% of Asian graduates went onto employment, making the percentage point gap as against White graduates 71%-points in favour of White graduates. However, a small sample size means that this data's statistical relevance must be carefully handled.

Volunteering
Volunteering data for 2018/19 reveals a picture contrasted with that of employment data in that the percentage point gap (as against White graduates) is in favour of the under-represented groups ('Total BAME' and 'Black' groups in this case). 'Total BAME' graduates lead by 31%-points, while Black graduates lead by 25%-points.

0% of White graduates went on to volunteering work, as did 0% of Asian graduates, placing the percentage point gap between White and Asian graduates at 0%-points.

Further Study
For the 2018/19 data, White graduates are the only ethnic group to go on to further study. The proportion of this group to do so is at 13%-points. This places the percentage point gap between White graduates and graduates of all other comparator groups ('Total BAME', Black, and Asian) at 13%-points in favour of White graduates.

1.8   Maturity: Access

Table 10

		Access									
		Applications				*Offers*				*Enrolments*		
Maturity:		2018	2019	2020		2018	2019	2020		2018	2019	2020
Mature (21+)		N/D	N/D	N/D		N/D	N/D	N/D		87%	78%	81%
Young (Under 21)		N/D	N/D	N/D		N/D	N/D	N/D		13%	22%	19%
Percentage Point Gap as Against: Young (Under 21)												
Mature (21+)		U/K	U/K	U/K		U/K	U/K	U/K		74%	56%	62%

Note: *In this table the percentages relate to the column rather than the row; here 87% of 2018 enrolments are of mature status.*

Applications, offers, and enrolments
Enrolment data for the period 2018/19 – 2020/21 demonstrates that the large portion of enrolled students are Mature (21+). This remains true at the end of this period though there is a net increase in Young (Under 21) student enrolments and a net decrease in Mature (21+) student enrolments (both by 6%-points). The percentage point gap within this period has decreased by 12%-points *towards favour* of Young (Under 21) students, though the gap itself remains *in favour* of Mature (21+) students by 62%-points as of 2020/21.

1.9   Maturity: Success

Table 11

Maturity:		Success									
		Continuation				*Completion*				*Attainment*	
		2018	2019	2020		2018	2019	2020		2018	2019	2020
Mature (21+)		80%	78%	74%		67%	33%	56%		N/D	60%	N/D
Young (Under 21)		N/D	86%	26%		72%	65%	37%		N/D	85%	N/D
Percentage Point Gap as Against: Young (Under 21)												
Mature (21+)		U/K	-8%	48%		-5%	-32%	19%		U/K	-25%	U/K

Continuation

Continuation data shows that there has been drop in continuation rates for both Mature (21+) and Young (Under 21) students within the 2018/19 – 2020/21 period with the drop being more significant for Young (Under 21) students (Table 11). The percentage point gap for continuation rates between the two groups is at 8%-points in favour of Young (Under 21) students in 2019/20. However, this significantly shifts by 56%-points in 2020/21, placing the gap in this period at 48%-points in favour of Mature (21+) students.

The gap between the LST continuation rate for mature students and the average of all higher education providers is 8%-points for 2019/20. The extent of this gap could be attributed to LST's high proportion of Mature students.

**Figure 1. Continuation rate for mature learners (aged +21) 2015/20 compared to all English HE Providers.
Source: OfS Access and Participation Data Dashboard.**
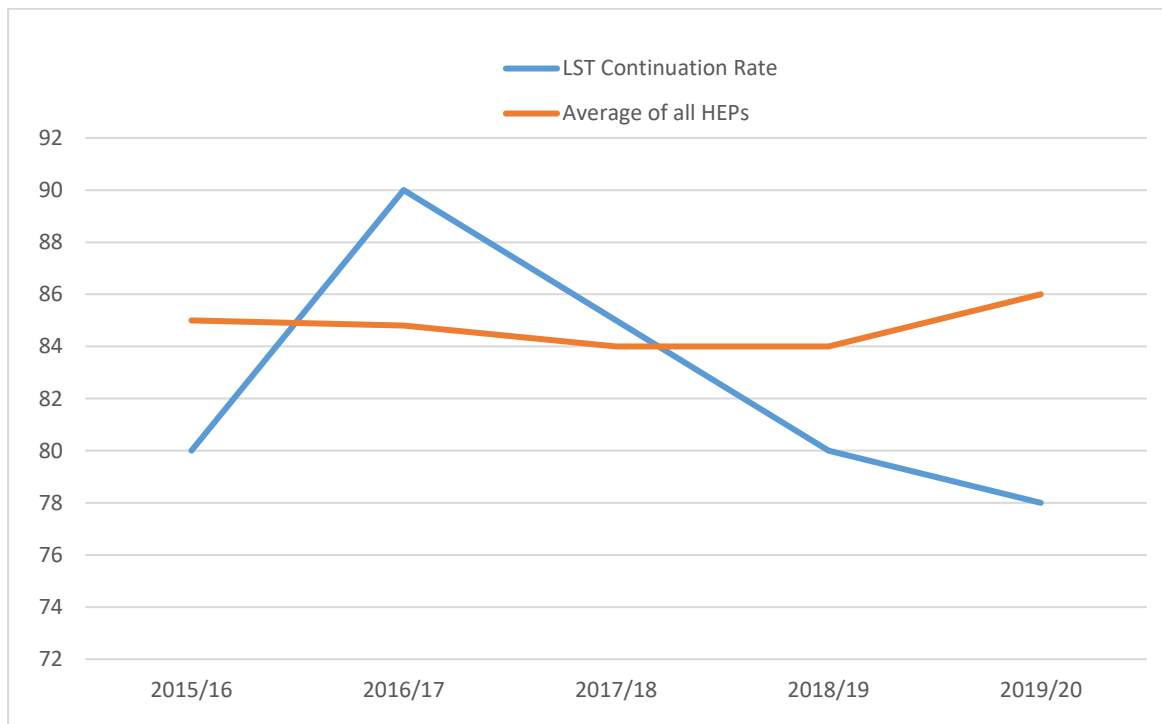
Completion

A similar trend can be seen in completion data. Completion data shows a drop in completion rates for all age groups between 2018/19 and 2020/21. However, the percentage gap data shows that there has been a 24%-point increase in favour of Mature (21+) students, travelling from being 5%-points in favour of Young (Under 21) students to being 19%-points in favour of Mature (21+) students in this period. The large shifts in favour for both continuation and completion data demonstrate that the completion and continuation rate drop has affected Young (Under 21) students to a greater degree than Mature (21+) students.

Attainment

Attainment data for 2019/20 reveals a 25%-point gap in favour of Young (Under 21) students as regards achievement of degrees at 2:1 level or above (Table 11).

1.10 Maturity: Progression

Table 12

		Progression									
		Employment				*Volunteering*				*Further Study*		
Maturity:		2018	2019	2020		2018	2019	2020		2018	2019	2020
Mature (21+)		62%	N/D	N/A		12%	N/D	N/A		4%	N/D	N/A
Young (Under 21)		0%	N/D	N/A		0%	N/D	N/A		100%	N/D	N/A
Percentage Point Gap as Against: Young (Under 21)												
Mature (21+)		62%	U/K	N/A		12%	U/K	N/A		-96%	U/K	N/A

Employment

62% of Mature (21+) graduates went on into employment in 2018/19 as against 0% of Young (Under 21) graduates according to the data. This leaves a 62%-point gap between both groups in favour of Mature (21+) graduates as regards employment.

Volunteering

Though the percentage point gap is not as significant with volunteering data for the same year, 0% of Young (Under 21) graduates went into volunteering as against 12% of Mature (21+) graduates, leaving a percentage point gap of 12%-points in favour of Mature (21+) graduates.

Further Study

Further study data from 2018/19 reveals the only progression category in which the percentage point gap is in favour of Young (Under 21) graduates (by a highly significant 96%-points). 100% of Young (Under 21) graduates went on to further study as opposed to 4% of Mature (21+) graduates. However, due to small numbers, no trend or conclusion should be drawn from this data.

1.11 Disability: Access

Table 13

Disability:	Access								
	Applications			*Offers*			*Enrolment*		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Mental Health	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Learning Difficulty	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Physical Impairment	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Total Disability	N/D	N/D	N/D	N/D	N/D	N/D	10%	26%	24%
No Disability	N/D	N/D	N/D	N/D	N/D	N/D	90%	74%	76%
Percentage Point Gap as Against: No Disability									
Total Disability	U/K	U/K	U/K	U/K	U/K	U/K	-80%	-48%	-52%

Note: In this table the percentages relate to the column rather than the row; here 10% of 2018 enrolments reported a disability.

Applications, offers, and enrolments

Of those enrolled as students between 2018/19 and 2020/21, the majority are students that reported no disability. Over this period, however, the number of students reporting a disability has seen a net increase of 14%-points as regards enrolment. As such, the percentage point gap in enrolments between students reporting a disability and students reporting no disability has travelled from 80%-points in favour of students reporting no disability to 52%-points in favour of students reporting no disability—a decrease of 28%-points.

1.12 Disability: Success

Table 14

Disability:	Success								
	Continuation			*Completion*			*Attainment*		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Mental Health	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Learning Difficulty	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Physical Impairment	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Total Disability	N/D	N/D	N/D	86%	72%	60%	N/D	N/D	N/D
All Students	N/D	N/D	N/D	80%	75%	61%	N/D	N/D	N/D
Percentage Point Gap as Against: All Students									
Total Disability	U/K	U/K	U/K	6%	-3%	-1%	U/K	U/K	U/K

Continuation, completion and attainment

While we have collected data according to disability, we have low confidence in its accuracy; therefore, we have indicated this as N/D in accordance with the narrative in section 1. However, from 2022/23 we now have the mechanisms in place to report, with confidence, on students with a disability.

What we can say, in terms of completion, is that students with a disability do not do significantly worse than students without a disability. This is particularly encouraging as 2019/21 were COVID affected years.

1.13 Disability: Progression

Disability:	Progression								
	Employment			*Volunteering*			*Further Study*		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Mental Health	N/D	N/D	N/A	N/D	N/D	N/A	N/D	N/D	N/A
Learning Difficulty	N/D	N/D	N/A	N/D	N/D	N/A	N/D	N/D	N/A
Physical Impairment	N/D	N/D	N/A	N/D	N/D	N/A	N/D	N/D	N/A
Total Disability	N/D	N/D	N/A	N/D	N/D	N/A	N/D	N/D	N/A
No Disability	N/D	N/D	N/A	N/D	N/D	N/A	N/D	N/D	N/A
Percentage Point Gap as Against: No Disability									
Total Disability	U/K	U/K	N/A	U/K	U/K	N/A	U/K	U/K	N/A

Employment, volunteering and further study

64% of graduates that reported no disability went on into employment in 2018/19. However, due to very small numbers the percentage of graduates with a disability who went on into employment is withheld.

1.14 Care leavers

As in 2020/21, LST had no self-declared Care Leavers in 2021/22 (the second year of data collection for this underrepresented group). However, we are aware of the Pathways to University from Care Report[3] and have already implemented some of the recommendations including:

- A designated / named contact for Care Leavers.
- 1:1 support to access a scholarship, bursary and / or hardship funds.
- 1:1 support on arrival day including with moving and settling in.
- An alcohol-free campus and accommodation, except in exceptional circumstances approved by the Executive Team for institutional events.
- Accommodation outside of term time for Care Leavers in need.
- Mental health support through funded 1:1 counselling sessions.

1.15 Part-time data

Although a significant percentage of our students (20%) are part-time, the small number of students overall affects the statistical significance of much of this data. For example, when data is broken down into categories and sub-categories (such as 'Mature (21+) BAME part-time students'), the numbers are—more often than not—in single figures; sometimes as low as 1 or 2. As mentioned elsewhere in this APP, LST's emergent data practices mean that ways of identifying variables amongst a sample of students are varied and not codified, resulting in potentially less reliable data with each variable layer. Coupling this with the often statistically insignificant numbers of part-time students when these variable layers are applied, the *majority* of part-time data is particularly difficult for us to accurately and responsibly report on at this moment.

However, a *minority* of part-time data has both integrity and statistical significance. This minority data consists of the following categories: 2018/19 maturity continuation data (for the '21+' bracket only) and 2018/19 ethnic continuation data (for Black and White groups only).

---

[3] https://www.sheffield.ac.uk/media/4767/download?attachment.

- Maturity continuation data reveals that part-time students in the '21+' bracket have completion rates of 71%. Unfortunately, the data for any comparator groups is in the *majority* of potentially un-integral and statistically insignificant data, thereby making any gap-analysis unattainable.
- Ethnic continuation data shows that White part-time student continuation rates are at 63%, while Black part-time student continuation rates are at 69%. The percentage point gap between these groups sits at 6% in favour of Black part-time students.

While LST is making efforts to improve its data collection practices, which will improve data integrity, statistical significance for part-time numbers may continue to be an issue as it is dependent on cohort sizes. Where it is not an issue, LST is committed to analysing available data to identify any access, success, and progression discrepancies that can be positively addressed by institutional strategy.

1.16   Intersections of disadvantage

While continuation rates for White students in 2019/20 are higher than those for Black students by 16%-points, it is interesting that this drops to a 13%-point gap in favour of White students when the Young (Under 21) data is considered alongside this, suggesting that there may be less of an advantage/disadvantage gap among younger students.

Other such intersectional comparisons from the same year (2019/20) reveal similarly interesting information:
- Though continuation rates for Quintiles 3 to 5 are higher than those for Quintiles 1 and 2, this trend is reversed among some ethnic groups. Both White and Other Ethnic/Mixed Ethnic groups from Quintiles 1 and 2 have higher continuation rates than those in the same groups from Quintiles 3 to 5. For Black students, the continuation trend agrees with that of the general socio-economic trend; Black students from Quintiles 3 to 5 have higher continuation rates than Black students from Quintiles 1 and 2.
- Disability data crossed with maturity data shows that while completion rates among students with no reported disability are higher than those among students with a reported disability, this is reversed for Young (Under 21) students. Students under 21 with a reported disability lead in completion rates as against students under 21 with no reported disability by a percentage point gap of 13%-points.

We will continue to analyse intersectional data with a view to factoring these findings into our assessment of performance.

1.17   Other groups who experience barriers in higher education

LST has improved its data collection in respect of students in other groups who experience barriers to higher education – those with caring responsibilities, people estranged from their families, people from Gypsy, Roma and Traveller Communities, refugees and children from military families; however, students who self-declare in this respect are extremely small and so we are unable to draw any conclusions or to include any targets in this APP 2022/27. Therefore, we will continue to monitor the students in these groups and will, as a minimum, offer the same support as that listed for students who are care leavers (see above).

2.   Strategic aims and objectives

LST is committed to widening participation; as such, our assessment illustrates that our performance is improving in relation to supporting students from underrepresented groups to access higher education, in particular students with low socio-economic status, students with BAME ethnicity, mature students and students with a disability. Data on progression for students from underrepresented groups is limited by small numbers, making it difficult to draw conclusions. However, there is an obvious need, as evidenced in our assessment of performance, to reduce the gap in success outcomes – continuation, completion and attainment; therefore, our overarching strategic aim for this APP 2022/27 is to ensure the success of students where there are the most significant gaps, namely: students from low participation neighbourhoods, students with BAME ethnicity – specifically Black students – and mature students. The specific groups, objectives and targets associated with this overarching strategic aim are set out in Table 15 below; you will see that all relate to the success phase of the student lifecycle.

Table 15

Target group, objectives and targets	Reference
Target group: socioeconomic status. Objective: Reduce the **continuation** gap between students from Quintiles 1 and 2 and Quintiles 3 to 5. Target: Reduce the gap from 9% to 0% over a five-year period: 2022/23: 8% 2023/24: 5% 2024/25: 3% 2025/26: 1% 2026/27: 0%	PTS_1
Target group: socioeconomic status. Objective: Reduce the **attainment** gap between students from Quintiles 1 and 2 and Quintiles 3 and 5. Target: Reduce the gap from 57% to 30% over a five-year period: 2022/23: 50% 2023/24: 45% 2024/25: 40% 2025/26: 35% 2026/27: 30% Please note that LST plans to eradicate the gap completely by 2031/32: 2027/28: 20% 2028/29: 15% 2029/30: 10% 2030/31: 5% 2031/32: 0%	PTS_2
Target group: ethnicity. Objective: Reduce the **continuation** gap between students with Black ethnicity and White/Unknown ethnicity. Target: Reduce the gap from 10% to 0% over a five-year period: 2022/23: 8% 2023/24: 6% 2024/25: 4%	PTS_3

Target group, objectives and targets	Reference
2025/26: 2% 2026/27: 0%	
Target group: ethnicity. Objective: Reduce the **completion** gap between students with Black ethnicity and White/Unknown ethnicity. Target: Reduce the gap from 35% to 15% over a five-year period: 2022/23: 32% 2023/24: 27% 2024/25: 25% 2025/26: 20% 2026/27: 15% Please note that LST plans to eradicate the gap completely by 2029/30: 2027/28: 10% 2028/29: 5% 2029/30: 0%	PTS_4
Target group: ethnicity. Objective: Reduce the **attainment** gap between students with Black ethnicity and White/Unknown ethnicity. Target: Reduce the gap from 12% to 0% over a five-year period: 2022/23: 10% 2023/24: 8% 2024/25: 6% 2025/26: 4% 2026/27: 0%	PTS_5
Target group: ethnicity. Objective: Reduce the **attainment** gap between mature students and young students. Target: Reduce the gap from 25% to 10% over a five-year period: 2022/23: 22% 2023/24: 18% 2024/25: 15% 2025/26: 12% 2026/27: 10% Please note that LST plans to eradicate the gap completely by 2028/29: 2027/28: 5% 2028/29: 0%	PTS_6

3.   Strategic measures

3.1   Whole provider strategic approach

Equality, diversity and inclusion

The overarching aim of this APP2022/27 – to ensure the success of students from underrepresented groups by reducing gaps in continuation, completion and attainment – is set within the context of LST's strategic approach to equality, diversity and inclusion which is driven by two principles:
- That individuals are valued and given dignity and worth irrespective of their background or circumstances.
- That although we are a diverse community of ages, backgrounds, denominations and nationalities, we maintain a way of working based on the fundamental teachings of the Christian faith.

These principles are lived out through compliance with The Equality Act 2010 as a minimum and the fulfillment of commitments to equality, diversity and inclusion which run through various policies and process which seek to enable us to:

Access
- Recruit students widely, from all sections of society.
- Encourage access to programmes from non-traditional pathways and educational backgrounds.
- Develop multiple modes of study aimed at supporting harder to reach students.
- Fund scholarships, bursaries and hardship funds.

Success
- Promote teaching which incorporates global thinking and theorists from western and non-western viewpoints.
- Recruit a diverse faculty to mirror a diverse student population.
- Provide and fund specialist support for students with disabilities.
- Operate a flexible attendance policy which supports commuter students and those with caring and childcare responsibilities.

Progression
- Provide a wide range of employment and self-employment support including CV writing skills, interview preparation and job search skills.
- Seeking out disability-friendly employers and job websites to support students with additional needs.
- Encourage, support and nurture students to access masters' level study and beyond.

The preparation of this APP 2022/27 has come at a time of strategic change for LST as we emerge from COVID-19 and undergo a re-envisioning process so as to put the institution on a firm strategic footing for the coming three to six years. Due to be published in Summer 2022, LST's new Strategic Plan 2022/28 sets out a bold aim that LST will become an exemplar of engaged evangelical theological education in the UK for the purpose of *forming disciples, resourcing churches and impacting society*. A key five-year objective of this new Strategic Plan 2022/28 will be the delivery of this APP 2022/27.

Steps to achieve this APP 2022/27

The steps that LST will take to deliver the aims and objectives stated herein are set out in Table 16 below. These steps have been determined based on an understanding of the underrepresented groups that we serve and the anecdotal feedback received from them as to what they would value; for example, In a recent survey, 44% of disabled students (of which 67% have learning difficulties) indicated that they would like additional Academic Student Support in the form of help with essay writing and our Black students have told us that they can be unfamiliar with the conventions of academic writing and so would welcome interventions to help them eliminate academic malpractice and associated penalties that contribute to lower outcomes.

Table 16

Stage / measure	Implementation, evaluation and desired outcome
Success targets: **PTS_1 / PTS_2 / PTS_3 / PTS_4 / PTS_5 / PTS_6** Evaluate the appropriateness of introducing a **Level 3 Foundation Programme** to facilitate access to higher education and improve outcomes at Level 4 and beyond.	Who: The Academic Dean with the input and action of undergraduate Programme Leaders. Evaluation: Qualitative and quantitative methods of data collection (with measures of association between variables) to include gathering feedback from current students to assess the potential advantages of introducing a Level 3 programme. If implemented, empirical data will be used to assess whether the new programme has improved the results of students at Level 4, which students will be tracked through each level of their studies and their outcomes compared with students who did not access through Level 3. Success measures: An understanding as to whether improved success outcomes could be achieved through the introduction of a Level 3 Foundation Programme. Should the programme be implemented then the achievement of the targets set out in Table 15.
Success targets: **PTS_1 / PTS_2 / PTS_3 / PTS_4 / PTS_5 / PTS_6** Review, consolidate and improve **Pastoral Student Support** so as to better identify students in need of support and provide appropriate interventions. This may include: ▪ Reviewing mental health and wellbeing support (delivered through the Pastoral Care Team) which currently includes 1:1 sessions with a Student Pastoral Support Worker, the on-call support of a Chaplain (particularly for students living on-campus) and funded counselling sessions (at least six sessions of 1:1 personal therapy with a qualified counsellor). ▪ Further adapting and utilizing our validating partner's student resources e.g., 'Student Success Essentials' (available Summer 2022). ▪ Reviewing our extenuating circumstances policy and process to better support students from underrepresented groups.	Who: The Equality, Diversity & Disability Adviser with the input of the Registrar and the Chaplain. Evaluation: Qualitative and quantitative methods of data collection (with measures of association between variables) to include (i) gathering feedback from students to assess satisfaction with revised support and (ii) gathering data to assess and efficacy and impact of interventions. Success measures: An overhaul of Pastoral Student Support leading to the achievement of the targets set out in Table 15.

Stage / measure	Implementation, evaluation and desired outcome
Success targets: **PTS_1 / PTS_2 / PTS_3 / PTS_4 / PTS_5 / PTS_6** Review, improve and consolidate **Academic Student Support** so as to better identify students in need of support and provide appropriate support interventions. This may include: • Reviewing the content and delivery of Study Skills support at Level 4. • Reviewing the approach to Tutor Groups (currently facilitated by lecturers and other stakeholders). • Evaluating the benefits of establishing a Summer School for students at risk of not successfully completing their programme. • Considering the recruitment of resources to provide academic support to students at risk of not completing such, e.g., Student Progression Officer and Student Learning Assistants. • Considering the procurement of external services to provide academic support to students. • Reviewing pedagogy and learning materials to incorporate a diverse range of views, perspectives and learning styles.	Who: The BA (Hons) Theology Programme Leader with the input of the other undergraduate Programme Leaders and the Equality, Diversity & Inclusion Adviser. Evaluation: Qualitative and quantitative methods of data collection (with measures of association between variables) to include (i) gathering feedback from students to assess satisfaction with revised support and (ii) gathering data to assess and efficacy and impact of interventions. Success measures: An overhaul of Academic Student Support leading to the achievement of the targets set out in Table 15.

Financial support

In addition to the above measures, LST will offer targeted financial support to undergraduate full and part-time students (in all modes of study) from underrepresented groups (students in IMD Quintiles 1 & 2, students with BAME ethnicity, mature students, students with a disability, and care leavers) to enable them to access higher education, to enable them to continue and complete their studies, and to enable them to achieve good outcomes. According to internal data from 2018/19, financial support appeared to make a difference to completion rates. In light of such historical data, we would hope that the financial support offered would broaden access to higher education for students from underrepresented groups in accordance with the understanding of the sector.[4] Furthermore, drawing on the experience of other providers, it is hoped that this would directly contribute to the achievement of targets PTS_1, PTS_3, and PTS_4 by closing continuation and completion gaps.[5]

Financial support is available for students from underrepresented groups in the form of scholarships. The financial support set out herein will continue for the lifetime of this APP 2022/27.

---

[4] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/909623/Impact_of_the_student_finance_system_on_disadvantaged_young_people.pdf
[5] https://www.reaseheath.ac.uk/wp-content/uploads/2015/07/OFFA-research-and-evaluation-of-financial-support.pdf

Scholarships

To qualify for an undergraduate financial need-based award for a scholarship, a student must have a family income as assessed by Student Finance England at below £35,001. In addition, students from underrepresented groups are automatically granted a further scholarship award of £1,000 as follows:

Table 17

Annual family income	Scholarship applied against a student's account	Additional scholarship for students from IMD Quintiles 1 & 2, students with BAME ethnicity, mature students, students with a disability and care leavers	Maximum total scholarship entitlement – per annum
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

Students may also access the additional £1,000 scholarship if they are a carer, at risk of becoming homeless, or in receipt of the Parents' Learning Allowance, Childcare Grant, Adult Dependents' Grant or increased student maintenance loan from the UK Government (as part of their student support package).

LST is committed to continuing to provide financial support and has reviewed the OfS Financial Support Survey Tool which we will implement in 2022/23.[6]

Theory of change

LST's theory of change model (Table 18) divides the stages of policy implementation into two stages: Active stages (blue) and Passive stages (green). Active stages involve the specific process of policy implementation or stages related to policy and/or policy implementation. Passive stages involve measurement of the results or impact of policy implementation. A description of each can be seen in the table (first column).

Active stages and passive stages inform one another in a cycle of measurement and design, ensuring that evidence is involved in every part of implementation of institutional change (second and third columns). For example, the fifth and final stage—Impact—involves measurement of the quality of the student lifecycle either at the end of an implementation of change, or at the beginning of a new one. The results of this inform the drafting of goals, strategic aims, and objectives (stages 3 & 4), which allows for the development and implementation of policy in the form of inputs and activities (stage 1). Measurement of the immediate result of the implementation (stage 2) gives way to analysis of the larger impact upon the quality of the student lifecycle, which brings the process back to Impact (stage 5). This is in accordance with the theory of change principle of 'identifying the desired long-term goals…[and working]…back from these to identify all the conditions that must be in place for the goals to occur.'[7]

---

[6] https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation/financial-support-evaluation-toolkit/

[7] www.theoryofchange.org/what-is-theory-of-change/., as referred to in the OfS Regulatory Notice 1, p. 28.

A linear example of this process is detailed in the fourth, fifth, and sixth columns. The current analysis of qualitative student data (see 'Steps to achieve this APP 2022/27') reveals that both learning-disabled and Black students would appreciate greater academic support to aid in the reduction of academic malpractice. Supported by quantitative data, a strategic aim and/or objective to reduce completion, continuation, and attainment gaps between Black and White is drafted. This leads to a review of academic student support, which in turn leads to the identification and support of students in need and, following this, measurement of both outcomes and, longer-term, impacts; such measurements may, it is hoped, lead to improved outcomes and, importantly, ultimately reveal greater satisfaction among the mentioned student groups and produce data from which a narrative supporting increased quality of the student lifecycle can be drawn.

Table 18

	Stages				
	1. **Inputs / Activities**	**2.** **Outcomes /** **Outputs**	**3.** **Objectives**	**4.** **Goal / Strategic** **Aim**	**5.** **Impact**
Description / Process	*Key factors in place in support of APP 22/27 (e.g. the measures in Table 16)*	*The immediate results of the implemented measures*	*Consequent achievement of targets (such as those in Table 15)*	*The consequent achievement of a larger directive (of which 'Objectives' are the constituent parts)*	*The relation of Goals / Strategic aims to the quality of the student lifecycle*
Passive stages *Means used to measure results / impact:*		*Quantitative and qualitative methods of data collection (data analysis & surveys)*			*Quantitative and qualitative methods of data collection (data analysis & surveys)*
Active stages *Evidence used for the design of stage in theory of change model:*	*Objective analysis produces smaller, achievable, versions of aims easily targeted by policy, which is then drafted*		*Needs that are evident from engagement with both underrepresented groups and institutional data produces goals and strategic aims, and therefore objectives*		
Example Part 1		*N/A*			*Metrics reveal that improvements can be made to the quality of student lifecycle as regards academic ability*
Example Part 2	*An input or action involving overhaul of academic student support is implemented*		*Strategic aim is drafted to reduce completion, continuation, and attainment gaps between Black/learning-disabled and other groups with an aim to improve overall chance of academic success*		
Example Part 3		*Metrics reveal improved academic results for students*			*Metrics reveal greater satisfaction and a refined narrative of equality regarding academic success and student lifecycle*

3.2   Consultation

LST highly values the student voice including the important role of the Student Committee; as such the President and Vice Presidents' meet with the Principal on a weekly basis to discuss matters including those related to student access, success and progression as detailed in APP 2022/27. Student representatives are elected to serve on Programme Boards and the Academic Board at which an early draft of this APP 2022/27 was discussed; as such, student support and comment, particularly in relation to the reviews of pastoral and academic support, was received and amendments made as necessary.

To engage students further with this APP 2022/27, it is expected to hold a student-wide meeting, with focus groups, during academic year 2022/23 so that this APP 2022/27, and its underlying Theory of Change, can be considered in more depth and a broader range of students given the opportunity to contribute to its delivery and subsequent revisions.

3.3   Evaluation strategy

The evaluation methods which LST will use to measure the success of the strategic measures herein are set out in Table 16. In addition, LST will continuously employ evaluation strategies that are twofold: In one instance, LST's evaluation strategies will focus on statistical information (quantitative data). In another instance, LST's evaluation strategies will focus on narrative (qualitative data).

> **Statistical (Quantitative) Evaluation**: This will involve data collected on outcomes and objectives for individuals within a specific under-represented group before and after the implementation of a particular support initiative or policy. This might include looking at success data for Black students before and after receiving pastoral and/or academic support, for example. Such evaluation could help us to determine if a particular intervention is effective, and the production of such data will assist us in determining whether policy outcomes correlate with narrative/anecdotal data.

> **Narrative (Qualitative) Evaluation**: This will involve the collection of 'impact feedback' from students from under-represented groups on initiatives and policy implementation at different stages of the student life-cycle (as seen in LST's Theory of Change model). Alongside its unity with quantitative data, this feedback is expected to inform and guide our strategy and provide anecdotal evidence both for fulfilment and design of strategic aims.

The over-arching measure of success will always be closely linked to whether LST has met the targets it has set. Though LST has not made use of the OfS self-assessment of evaluation tool, the APP Steering Committee will do so once this 2022/27 APP has been approved as a means of continual and further improvement of institutional targets.

3.4   Monitoring

A monitoring / independent process of scrutiny has been implemented to ensure that LST achieves the overarching aim of this APP 2022/27:

- This APP 2022/27 is approved by the Academic Board, Executive Team and the Board of Trustees and is submitted to the Academic Affairs Committee.
- The Academic Secretary, Director of Academic Support (ASDAS) is responsible for monitoring which will be undertaken through a new APP Steering Committee which will meet at least four times a year.   The APP Steering Committee is a sub-committee of the Executive Team; in academic year 2022/23, student Representatives will be invited to join the APP Steering Committee.
- Monitoring of activities will be undertaken according to an approved schedule; findings will be reported to the APP Steering Committee which will identify actions to respond to issues of concern raised through the monitoring process. The ASDAS, Chair of the APP Steering Committee, will report the findings and remedial actions to the Executive Team, Academic Board and Board of Trustees.
- The ASDAS will also report the findings and remedial actions to the Academic Affairs Committee which will make its own comments to the Board of Trustees.

This monitoring process has been incorporated into the Implementation Plan which will ensure the delivery of LST's Strategic Plan 2022/28.

This monitoring process will also be used to consider the evaluation reports in the context of LST's Theory of Change.

4.   Provision of information to students

LST provides all prospective and current students with easy access to information on application and during their time of study; this includes information on financial, academic, pastoral and vocational support as well as this APP 2022/27. Information is published on the website and Student Hub and is also available in hard copy or alternative reading formats as required.

Information for prospective students, including details of course fees and financial support is provided by email, on LST's website, in the student prospectus (online and hard copy), at open days and other face-to-face recruitment events and during one-to-one meetings with members of the Engagement Team or the EDDA.

Information for current students, including details of course fees and financial support available, is provided by email, on LST's website, on the Student Hub, in the most recent edition of 'The ABC of LST', and during meetings with faculty and staff.

5.   Appendix

Targets and Investment Plan and Fee Information.

Access and participation plan
Fee information 2022-23

Provider name: London School of Theology

Provider UKPRN: 10004075

Summary of 2022-23 entrant course fees

*course type not listed

Inflationary statement:

We intend to increase our FT fees in line with the published Higher fee amount for providers with a TEF provisional award. Our part time fees currently are below the higher fee amount, so these will be increased by the CPI each year. The one exception to this will be our online fees where for students studying 100% on-line, (whether FT or PT) we intend to decrease the course fees year on year to attract more online students

Table 4a - Full-time course fee levels for 2022-23 entrants

Full-time course type:	Additional information:	Course fee:
First degree	On Campus	£9,250
First degree	On line	£7,750
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 2022-23

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 2022-23 entrants

Part-time course type:	Additional information:	Course fee:
First degree	Theology	£5,600
First degree	Theology & Counselling	£6,250
First degree	Theology & Creative Musicianship	£6,750
First degree	Theology and Music	£6,750
First degree	Theology and Worship Studies	£6,750
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 2022-23

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
2022-23 to 2026-27

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
Total access activity investment (£)	£41,000.00	£47,500.00	£52,500.00	£57,500.00	£62,500.00
Access (pre-16)	£5,000.00	£5,000.00	£5,000.00	£5,000.00	£5,000.00
Access (post-16)	£8,000.00	£12,500.00	£15,000.00	£17,500.00	£20,000.00
Access (adults and the community)	£28,000.00	£30,000.00	£32,500.00	£35,000.00	£37,500.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£35,000.00	£38,000.00	£46,000.00	£54,000.00	£62,000.00
Research and evaluation (£)	£15,000.00	£17,500.00	£20,000.00	£22,500.00	£25,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
Higher fee income (£HFI)	£650,515.00	£718,080.00	£879,275.00	£1,025,410.00	£1,119,353.00
Access investment	4.8%	4.9%	4.9%	5.1%	5.1%
Financial support	4.6%	4.5%	4.4%	4.5%	4.7%
Research and evaluation	1.5%	1.5%	1.5%	1.5%	1.6%
Total investment (as %HFI)	10.9%	10.9%	10.8%	11.0%	11.4%

Targets and investment plan
2022-23 to 2026-27

Provider name: London School of Theology

Provider UKPRN: 10004075

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group (optional)	Comparator group (optional)	Description (500 character	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones 2022-23	2023-24	2024-25	2025-26	2026-27	Commentary on how milestones/targets were calculated (500 characters maximum)
	PTA_1															
	PTA_2															
	PTA_3															
	PTA_4															
	PTA_5															
	PTA_6															
	PTA_7															
	PTA_8															
	PTA_9															
	PTA_10															
	PTA_11															
	PTA_12															

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group	Comparator group	Description (500 character	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones 2022-23	2023-24	2024-25	2025-26	2026-27	Commentary on how milestones/targets were calculated (500 characters maximum)
Reduce the continuation gap between students from Quintiles 1 and 2 and Quintiles 3 to 5.	PTS_1	Socioeconomic	IMD quintile 1 and 2	All other quintiles	To reduce the continuation gap from 9% to 0% over a five-year period.	No	Other data source	2020-21	Percentage points	9%	8%	5%	3%	1%	0%	In determining the milestones, we have taken into account: emerging from COVID, the appointment of new personnel to lead activities, a slower start taking into account new initiatives to be embedded and culture change to achieve the desired results.
Reduce the attainment gap between students from Quintiles 1 and 2 and Quintiles 3 to 5.	PTS_2	Socioeconomic	IMD quintile 1 and 2	All other quintiles	To reduce the attainment gap from 57% to 30% over a five-year period.	No	Other data source	2019-20	Percentage points	57%	50%	45%	40%	35%	30%	In determining the milestones, we have taken into account: emerging from COVID, the appointment of new personnel to lead activities, a slower start taking into account new initiatives to be embedded and culture change to achieve the desired results.
Reduce the continuation gap between students with Black ethnicity and White/Unknown ethnicity.	PTS_3	Ethnicity	Black	White	To reduce the continuation gap from 10% to 0% over a five-year period.	No	Other data source	2019-20	Percentage points	10%	8%	6%	4%	2%	0%	In determining the milestones, we have taken into account: emerging from COVID, the appointment of new personnel to lead activities, a slower start taking into account new initiatives to be embedded and culture change to achieve the desired results.
Reduce the completion gap between students with Black ethnicity and White/Unknown ethnicity.	PTS_4	Ethnicity	Black	White	To reduce the completion gap from 35% to 15% over a five-year period.	No	Other data source	2020-21	Percentage points	35%	32%	27%	25%	20%	25%	In determining the milestones, we have taken into account: emerging from COVID, the appointment of new personnel to lead activities, a slower start taking into account new initiatives to be embedded and culture change to achieve the desired results.
Reduce the attainment gap between students with Black ethnicity and White/Unknown ethnicity.	PTS_5	Ethnicity	Black	White	To reduce the attainment gap from 12% to 0% over a five-year period.	No	Other data source	2019-20	Percentage points	12%	10%	8%	6%	4%	0%	In determining the milestones, we have taken into account: emerging from COVID, the appointment of new personnel to lead activities, a slower start taking into account new initiatives to be embedded and culture change to achieve the desired results.
Reduce the attainment gap between mature students and young students.	PTS_6	Mature	Mature (over 21)	Young (under 21)	To reduce the attainment gap from 25% to 10% over a five-year period.	No	Other data source	2019-20	Percentage points	25%	22%	18%	15%	12%	10%	In determining the milestones, we have taken into account: emerging from COVID, the appointment of new personnel to lead activities, a slower start taking into account new initiatives to be embedded and culture change to achieve the desired results.
	PTS_7															
	PTS_8															
	PTS_9															
	PTS_10															
	PTS_11															
	PTS_12															

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group (optional)	Comparator group (optional)	Description (500 character	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones 2022-23	2023-24	2024-25	2025-26	2026-27	Commentary on how milestones/targets were calculated (500 characters maximum)
	PTP_1															
	PTP_2															
	PTP_3															
	PTP_4															
	PTP_5															
	PTP_6															
	PTP_7															
	PTP_8															
	PTP_9															
	PTP_10															
	PTP_11															
	PTP_12															