

# London School of Theology

## Access and Participation Plan 2026-27 to 2029-30

### 1. Introduction and strategic aim

The London School of Theology (LST) is a small higher education institution established in 1943 with the aim of equipping Christians to engage meaningfully with a post-war society. A year after its founding, the college began offering correspondence courses and evening classes, before welcoming its first cohort of full-time students in 1946. Identified with the evangelical tradition of Christianity, it was originally known as the London Bible College and was located in central London before relocating to Northwood in 1970. The institution adopted its current name, London School of Theology (LST), in 2004.

Today, LST continues to deliver high-quality adult Christian education for students from a wide range of denominational, demographic and geographical backgrounds. Over the decades, its graduates have gone on to serve in both Christian ministry and a diversity of secular roles, within the UK and globally. Currently, LST has 343 students enrolled across its three undergraduate programmes, three postgraduate taught programmes and three postgraduate research programmes. The BA in Theology is offered in On-Campus (OC), Online (OL) and Blended modes, the latter comprising a very flexible mix of OC and OL delivery. The BA in Theology and Counselling is distinctive in being the only such interdisciplinary degree in the UK to be accredited by the British Association of Counselling and Psychotherapy (BACP). The BA in Theology and Worship is also distinctive in offering that particular integration of disciplines in a single programme. A new BA in Theology and Liberal Arts will be launching in September 2025.

The College's vision is 'Forming Disciples, Resourcing Churches, Impacting Society' through the provision of theological and interdisciplinary education in Christian community<sup>1</sup>. Strategically, LST's key five-year objectives include continuing to enhance student experience and increasing student diversity by widening access to study. As stated in the LST Learning and Teaching Framework<sup>2</sup>, the pedagogical values and commitments of the School are characterised by transformative student-centred learning and dialogue education rooted in its Christian commitments, as expressed theologically and confessionally through its Doctrinal Basis, Community Code, Ethos Statement and Learning and Teaching Framework.

These commitments are consistent with the strategic measures stated in LST's Access and Participation Plan 2022-27, which undertakes to improve equality of opportunity for students from disadvantaged backgrounds by addressing gaps in continuation, completion, and attainment among all students as a whole and those from underrepresented groups in particular<sup>3</sup>. This is reflected in the fact that almost all of our programmes are offered in both full-time and part-time modes to include as many students from as many life-circumstances and geographical settings as possible. In addition,

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<sup>1</sup> [LST Vision & Strategy 2022-2026](#).

<sup>2</sup> LST Learning and Teaching Strategy 2025. [LST Learning and Teaching Framework REVSD 2025.docx](#) (Awaiting approval and publication).

<sup>3</sup> [LST APP 2022/27](#).

a comprehensive Lecture Capture Policy was introduced in January 2023 to enable those who, through sickness, unforeseen childcare emergencies, travel difficulties or employment responsibilities cannot attend specific classes, to access them retrospectively or to review them in their own time when preparing for an in-term assessment and/or formal examination. Since 2023, the School has also developed a formal Fitness to Study Policy and Procedure as a proactive, preventative, early-detection mechanism to complement the Extenuating Circumstances process that had already been in place, and to further ensure that adequate support is provided to students with additional responsibilities. Moreover, academic support was reviewed and enhanced in line with the Access and Participation plan through provision from 2023 onwards of significantly extended Study Skills support at levels 4 and 5, and through the running of an annual pre-enrolment summer school for students identified as needing additional learning support to mitigate the risk of their not successfully completing their programme.

## **2. Risks to equality of opportunity**

Against the backdrop of our ongoing commitment to equality, we have reviewed and interrogated institutional data from the past two-five years to identify relevant trends, and to highlight groups at increased risk of disadvantage at the London School of Theology (LST). While we acknowledge that the small size of our cohorts may limit statistical significance and confidentiality – due to necessary data suppression – this analysis, together with the in-depth knowledge of our student body (qualitative data) has enabled us to identify the most pressing risks to student success, and to the fulfilment of our strategic aims.

***Risk 1: Access (application, offer and enrolment rates for students aged 18-25 years of age). Young people are significantly underrepresented across LST’s undergraduate programmes compared to national trends.***

Our admissions data reveals a consistent trend of mature student enrolment. As shown in Table 5 (Annex A), LST typically attracts a higher proportion of mature students. Over the past four years, our internal dataset shows that less than 15% of applicants under the age of 21 enrolled at LST. Our mission and strategic aims place particular emphasis on Christian community and a holistic on-campus experience. As it is mainly young students that reside on-campus, we see this as a potential risk area for fulfilling our vision of forming disciples and resourcing churches. This risk may be due to prospective younger students’ insufficient prior knowledge of LST as an HE provider, of its entry requirements, and/or of the value of Theology as a degree subject.

***Risk 2: Continuation rates for students, especially from areas of low participation (Quintiles 1 and 2)***

Internal data (Table 6, Annex A) from the past two academic years indicates that students from Quintiles 1 and 2 are less likely to continue their studies compared to those from Quintiles 3 to 5. This trend is reflected in OfS data, where 84% of students from Q3-5 continued their studies, compared to 77% from Q1-2 (Figure 1, Annex A). Our internal data also reveals that overall continuation rates for all UG students across the institution requires improvement, regardless of socio-economic

background. This risk may be due to variability in students' pre-university experiences: for example, Table 11 (Annex A) shows that students enrolling with qualifications below Level 3 are also less likely to continue than those with a Level 3 or higher qualification.

**Risk 3: Attainment for Black Students. Black students experience a wide attainment gap, particularly in achieving "good degrees" (First Class and Upper Second-Class Honours).**

An analysis of attainment data over five academic years (2020-2024), covering over 191 students, reveals that Black students at LST are significantly less likely to be awarded "good degrees" (see Table 18, Annex A). Over the review period, no Black student received a First-class degree, compared to 23% of White students, and only 20% achieved an Upper Second-class degree, compared to 57% of White students. National data compiled by the Office for Students' Equality of Opportunity Risk Register (EORR) suggests factors such as *Insufficient academic and personal support* (EORR 6); *Cost Pressures* (EORR 10) and *Underreporting of mental health difficulties* (EORR 8) as contributing to the awarding gap in general. However, the reasons behind awarding gaps are complex and context-specific. Consequently, Sappor and Franks (2025) urge institutions to understand the unique challenges faced by their own students.<sup>4</sup> Identifying this as a risk is the first step towards that, followed by interventions that we have outlined throughout this plan which we feel are appropriate and relevant to our context in addressing the problem.

### 3. Objectives

Through our assessment of performance, LST has identified 3 indicators of risk. LST is committed to fostering an inclusive and supportive environment that enables all students to thrive and succeed and has set out a series of strategic objectives that aim to address these indicators of risk. We have summarised these strategic objectives below and have indicated how we are going to achieve them.

#### Indication of Risk 1:

Young people (aged 18-25) are significantly underrepresented across LST's undergraduate programmes, despite low entry requirements.

**Risks to equality of opportunity:** *Insufficient information and guidance* on the relevance and value of Theology degrees (EORR 2); *Limited awareness and Perception* of LST as an HE Provider, its programmes, entry requirements, and post-graduation outcomes; Perception that Theology is not a subject for younger people or that it may limit career opportunities (EORR 3); *External barriers*, such as financial pressures or family responsibilities (EORR 3) may also play a part.

**Objective:** To lower the gap in recruitment between younger and more mature students by 2030.

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<sup>4</sup> Sappor, G., & Franks, J. (2025). The BAME awarding gap: understanding student perspectives. *London Review of Education*, 23(1). <https://doi.org/10.14324/lre.23.1.02>

**Target:** To increase the enrolment of young students (aged 18-25 years) to 20% of the recruitment profile by 2032. Currently students under the age of 21 years represent 1-14% of the recruitment profile.

### **Indication of Risk 2:**

Low continuation rates of students from Quintiles 1 and 2.

**Risks to equality of opportunity:** *Increased cost-of-living pressures* that force students to take on paid work, leaving insufficient time for assessments and optimal academic performance (EORR 10); *Variability in pre-university educational experiences*, which may impact students' preparedness for higher education (EORR 6); *Bespoke Tutor Group support* for students in this category to enable them to discuss their educational needs and to feed back on their educational challenges (EORR 7).

**Objective:** To ensure that all students have equal opportunity to continue in their studies regardless of their background.

**Target:** To lower the gap in continuation rates between Q1-2 students and Q3-5 students to no more than 10 percentage points, whilst also aiming to increase the continuation rates for students from low-income households, students of black ethnicity, those who have been out of education, and/or those with qualifications below level 3.

### **Indication of Risk 3:**

Gaps in Black Student Attainment.

**Risks to equality of opportunity:** *Insufficient academic and personal support*, particularly for students who may require additional scaffolding to thrive (EORR 6); *Cost Pressures*, especially for non-residential mature Black students, many of whom are balancing studies with employment and financial constraints (EORR 10); *Underreporting of mental health difficulties*, which may result in delayed or missed opportunities for appropriate support (EORR 8).

**Objective:** To ensure that Black students have equal opportunity to attain a "good degree award" that reflects their academic capabilities by 2032/33.

**Target 3:** To increase Black students' attainment of good degrees to 30% (an increase of 10pp) in the next five years (by 2030).

## **4. Intervention strategies and expected outcomes**

### **4.1 Intervention strategy 1:**

**Objective 1:** Over the next 5 years, LST will endeavour to increase the percentage of Young students (Aged 18-25) enrolling at the school to approximately 20% of the recruitment profile. To achieve this, LST will invest in marketing and forming partnerships with schools and Religions Studies Teacher Networks (NATRE).

**Risks to equality of opportunity:**

The risks to equality of opportunity are: lack of knowledge of the entry requirements for LST's undergraduate courses (EORR2), and of related information and guidance (EORR 2); a potential perception that Theology is not for young people (EORR3), and/or that pursuing such courses may restrict one's career chances (EORR3).

Despite these risks, our data also indicate that once students under 21 do apply, offer, enrolment and continuation rates are high (see Table 9, Annex A), suggesting that the challenge lies more in awareness, marketing and recruitment than in offer/enrolment, retention, or student success.

### **Objectives**

To take concrete steps towards increasing the number of Young students (under the age of 25 years) who enrol on our courses by 20%.

Activity	Description	Inputs	Outcomes	Cross intervention strategy
4.1.1 Partnerships with local Schools and with a national association of teachers	<p>Engage in outreach programmes and partnerships with secondary school and sixth form colleges in the local area. (New Activity)</p> <p>Attend university recruitment fairs at local schools to highlight study opportunities at LST. (New Activity).</p> <p>Collaborate with the National Association of Teachers of Religious Education to expand outreach programmes to schools teaching religious studies and philosophy at A-level. (New Activity).</p>	<p>Members of Faculty and Staff to engage with local schools, establish relationships, and offer input to lessons/assemblies in Religious Studies, Music, etc.</p> <p>Members of Faculty to give short talks/assemblies at local schools and offer to deliver lectures and workshops connecting key topics in relevant the A-level syllabi.</p> <p>£2,000</p>	<p>Talks by our faculty and provision of resources to enhance relevant A-level curricula will provide us with opportunities to explain more about our courses, modes of study and possible career paths that may follow from studying one of our courses. This should make the prospect of studying at LST more attractive to young people.</p>	
4.1.2 Targeted Publicity campaign to attract young students in the 18-25 age group	<p>An effective publicity campaign to secondary schools and sixth form colleges in the Hillingdon Borough, greater London, and Christian public schools in the UK. Include career outcomes and names of employers of recent graduates on LST website, showcasing successful alumni and graduate stories. (New Activity).</p> <p>Strengthen visibility of student life on campus and the “LST experience” via Tik Tok Reels, Podcasts, and Instagram stories.</p>	<p>Marketing to revamp course material and carry out comprehensive marketing campaigns on social media highlighting modes of study, destinations after studies, job prospects, and the value of a theological education.</p> <p>Vocation and Alumni office to contact recent graduates and compile a list of employers and refer any of interest to the Marketing and Communications team.</p> <p>£2,000</p>	<p>Youth groups/school leavers are made more aware that LST is a campus-based university with a rich community and a vibrant on-campus student experience.</p> <p>Greater awareness across a wider range of schools and youth networks that LST students go onto a broad variety of successful careers and roles following graduation.</p>	

Activity	Description	Inputs	Outcomes	Cross intervention strategy
	Attendance at youth-focused festivals to enable young applicants to find out about LST and its programmes to encourage such students to attend Open Days and submit an application.	Faculty and Staff to attend a higher number and range of Summer Youth festivals.		

### ***Summary of evidence base and rationale***

Our intervention strategy is informed by both internal data and research. Internally, our data highlights a particular lack of interest among young students. Research conducted by the London School of Economics identified a key impact of the Covid-19 pandemic on young people: namely, a significant reduction in access to guidance, information, and advice about higher education options. In this study, young people reported a strong reliance on subject teachers when making university decisions.<sup>5</sup> In response, we plan to engage directly with local schools and Christian public schools and the subject leaders in Religious Studies, Philosophy, and other Arts disciplines, delivering school assemblies and forming collaborative partnerships. These efforts will specifically target EORR 2 and 3, by addressing misconceptions, improving access to information and guidance, and raising awareness of LST as a HE provider, and of Theology and associated disciplines as a viable and valuable subject choice. We have identified that a lack of such engagement has contributed to reduced application rates among Young students, despite a national increase in the 18-year-old population and in overall participation in higher education since 2020.<sup>6</sup> Notably, our data shows that when members of this demographic group do apply, they receive an offer and go on to successfully complete their course of study. In relation to this, LST will leverage a recent Bible Society<sup>7</sup> report highlighting a 50% rise in church attendance from 8% to 12% of the population across England and Wales - —a report that specifically charted church attendance among 18-24-year-olds rising from 4% to 16% in that age-group overall, from 3% to 12% among young women, and from 4% to 21% among young men.

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<sup>5</sup> London School of Economics (2021). 'Journeys into higher education and employment: The impact of Covid-19 on young people'.

<sup>6</sup> TASO (2023). Rapid review to support development of the Equality of Opportunity Risk Register

<sup>7</sup> <https://www.abdiocese.org.uk/news/quiet-revival#:~:text=A%20new%20report%20released%20by%20Bible%20Society%20this,commissioned%20by%20Bible%20Society%20and%20conducted%20by%20YouGov.>

### Evaluation

The below strategies will be measured against the intended outcomes at the end of every year for the lifetime of this Plan. At the end of the Plan, we will conduct a full evaluation and publish our findings on our website.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
4.1.1 School Partnerships and networks.	School leavers from local schools have an increased understanding and knowledge about LST as a HE provider and the courses that we offer.	Increase in number of partnerships with schools in the local area. Currently we have no partnership with local schools.	The ASDAS will review the APP Plan's Objectives on a quarterly basis with a team of key stakeholders and report its findings to the Executive team. The Executive team will annually review the APP against its intervention strategies. As part of this review process, the ASDAS will consult with student representatives to obtain their input, to ensure a proper evaluative process is undertaken of outcomes from the interventions on the specific areas indicated in the APP. Based on the outcomes from this evaluation, the ASDAS and Executive team will formulate a plan to respond to pertinent addressable issues. They will then send the report to the School's Board of Trustees, Academic Board and Academic Affairs Committee for annual review and feedback. Based on that feedback, the ASDAS may make any required adjustments to the plan and have it signed off by the Executive team. The School will then publish its findings from the report on the VLE and School Hub.
4.1.2 Targeted Publicity campaign to attract young students in the 18-25 age group.	The School is more visible to Young people, and those in the 18-25 range can more easily see themselves as a student at LST.	Tok Reels, Podcasts and Instagram stories are produced with students in the 18-25 age group.  Increase in number of applications from students in the 18-25 range.	

## 4.2 Intervention strategy 2:

**Objective 2:** To reduce the gap in continuation rates of students from Q1-2 compared to students from Q3-5. While recent internal data suggests that the continuation gap between lower and higher IMD quintiles has narrowed to 4%, we are cautious in interpreting this as a long-term improvement and instead view this as an ongoing risk to equality of opportunity requiring close and continuous monitoring. In addition, we are keen to increase the continuation rates of all our students, paying close attention to supporting students from Q1-2.

**Risks to equality of opportunity:** *Increased cost-of-living pressures* that force students to take on paid work, leaving insufficient time for assessments and academic performance (EORR 10); *Variability in pre-university educational experiences*, which may impact students' preparedness for higher education (EORR 6); *Tutor group support* to enable students to discuss their educational needs and feedback on their educational challenges (EORR 7).

**Objective:** To ensure that all students have equal opportunity to continue in their studies regardless of their background.

**Target:** To lower the gap in continuation rates between IMD1-2 students and IMD3-5 students to no more than 5-10 percentage points whilst also aiming to increase the continuation rates of all students to 70-80%.

Activity	Description	Inputs	Outcomes	Cross intervention strategy
4.2.1 Bursary Support for all students identified in IMD 1-2 and any others that are identified each year as being from disadvantaged backgrounds/underrepresented in HE at LST.	Students in these categories will be assisted to put an application to the Bursary and Scholarships Committee and will be assessed in the usual way by the Scholarships and Bursaries Committee.	<p>Compliance and Reporting Officer to send a list of students to Finance who will ensure such students are aware of the financial support that is available to them. Compliance and Reporting Officer also to help such students to complete a Bursary application form in order that their eligibility may be assessed.</p> <p>£25,000 of the Bursary fund to be earmarked for eligible students in this category.</p>	Decrease any financial burdens for such students, including students from IMD 1-2/eligible for free school meals, that may be facing financial hardships which could impede their success.	
4.2.2 Identifying areas of intersectionality, including those without formal level 3 qualifications.	Create a robust APEL Admissions panel to determine if a student's prior non-level 3, experiential learning will enable them to succeed on their degree programme.	Admissions and Faculty staff to work together to identify students in these categories and ensure they are academically able to complete the award they have applied to.	Ensure we have only recruited students who have a good chance to succeed.	
	Offers to students in IMD1-Q2 and/or without a Level 3 qualification or from under-represented/disadvantaged backgrounds will be conditional on attending the Foundations Course	Foundations Course already set up, but numbers may increase, especially those from under-represented and/or	Students are better equipped to succeed by the start of their degree.	

Activity	Description	Inputs	Outcomes	Cross intervention strategy
	<p>unless there are mitigating circumstances.</p> <p>Students from the above backgrounds will be offered a 50% discount on the Foundations Course.</p>	<p>disadvantaged backgrounds.</p> <p>£1650 set aside for Foundation course discount.</p>		
4.2.3 Student support and requests for extension	Amend EC policy and guidelines to support students in paid employment, to meet their deadlines.	Additional hours for the Learning Support Assistant to run Tutor groups during term time - costed at £1,150.	IMD 1-2 Students and those without a level 3 qualification have a chance to feedback on their educational challenges, and on support mechanisms that would be useful to them.	Additional support for students who are having to work due to financial hardship

### ***Summary of evidence base and rationale***

Overall, LST faces challenges with continuation rates across all undergraduate programmes. However, analysis of our internal data reveals that the majority of non-continuing students come from IMD Quintiles 1 and 2. These students often come from low-income households, as indicated by eligibility for Free School Meals; all in all, quantitative analysis suggests that financial hardship appears to be a contributing factor for non-continuation. Such students may need to take on part-time work, which in some cases leads students to reduce their study load, or interrupt their studies entirely. In addition, LST recruits a large number of mature students without formal level 3 qualifications: this area of intersectionality will be investigated further and support measures put into place.

The proposed interventions directly respond to these challenges. Primary among them is ensuring that students in this category are fully aware of the financial support mechanisms (EORR10) present at the School and are helped to make an application for a bursary. Decisions regarding such bursaries will follow the usual terms and conditions of the Bursary and Scholarship scheme. Alongside this, we are keen to identify areas of intersectionality around our recruitment of a significant proportion of students with experiential learning only, and we are keen to enhance academic support to address any gaps that might be related to this (EORR 6). Together, these measures should help mitigate mental health challenges (EORR 8), which often arise due to poor academic skills and financial concerns, making it difficult for students to balance personal responsibilities with academic demands. As it is, in fulfilment of a key Success Target from our 2022-27 APP, we are signatories to the Association of Colleges Mental Health and Wellbeing Charter and Commitment of Support and have implemented a SMART Action Plan in relation to that. Collectively, these interventions aim to foster a more supportive and resilient learning environment.

### Evaluation

The below strategies will be measured against the intended outcomes at the end of every year for the lifetime of this Plan. At the end of the Plan, we will conduct a full evaluation and publish our findings on our website.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
4.2.1 Bursary Support for all students identified in IMD 1-2 and any others that are identified each year as being from disadvantaged backgrounds.	Those in lower IMD quintiles and/or those without a formal level 3 qualification will receive financial help with the non-tuition fee-related costs of study.  £25,000	Confirmation that students in IMD1-2 have been offered a meeting with Finance and track these students to determine how many have taken up the opportunity to apply for a bursary and how many have been successful.	The ASDAS will review the APP Plan's Objectives on a quarterly basis with a team of key stakeholders and report its findings to the Executive team. The Executive team will annually review the APP against its intervention strategies. As part of this review process, the ASDAS will consult with student representatives to obtain their input, and to ensure a proper evaluative process is undertaken of the outcomes of the interventions on the specific areas indicated in the APP. Based on the outcomes from this evaluation, the ASDAS and Executive team will formulate a plan to respond to pertinent addressable issues. It will then send the report to the School's Board of Trustees, Academic Board and Academic Affairs Committee for annual review and feedback. Based on that feedback the ASDAS may make any required adjustments to the plan and have it signed off by the Executive team. The School will then publish key findings from the report on the VLE and School Hub.
Identifying areas of intersectionality including those without formal level 3 qualifications.	Those in lower IMD quintiles and/or those without a formal level 3 qualification will receive academic support via a dedicated learning support assistant. Students able to discuss collectively the educational challenges they are facing.	Termly reports from the Learning Support Assistant to the ASDAS and Academic Dean on areas of challenges for such students, and whether support has been offered. Analysis of such students to see whether their engagement, submission and continuation statistics are in line with those for all students.	
4.2.3 Student support and requests for extension.	Students with work responsibilities are better supported to succeed.	EC statistics to enhance evaluation of how many students applied for an extension due to work commitments and how many were successful in gaining an extension.	

### 4.3 Intervention strategy 3:

**Objective 3:** To reduce the attainment gap between Black and White students. Our data shows that many of our black students are also mature learners who study part-time and who are recruited based on experiential learning, with no formal level 3 qualifications. The gap in attainment of good degrees between Black and White students is stark, and the School will be clear about its commitment to change, and to ongoing open conversations with Black students about the issues they face. This consultative process will be carried out via Student: Staff Focus groups and will ensure that findings are communicated to the Executive team and the Board of Trustees for open discussion. The School will also train Faculty further on inclusive educational practices and racial awareness and will implement plans to extend and enhance the programme of activities that it already runs for Black History month. An increase in academic skills support for all students including Black students, via an accredited Study Skills module, will also be developed. However, following student feedback on the APP, we will ensure that no Theology modules will be removed in this process, and instead that Study Skills will be incorporated into a Study of Theology module with academic skills woven in, including time management and academic English support.

**Risks to equality of opportunity:** *Insufficient academic and personal support*, particularly for students who may require additional scaffolding to thrive (EORR 6 and 7); *Cost Pressures*, especially for non-residential mature Black students, many of whom are balancing studies with employment and financial constraints (EORR 10); Underreporting of mental health difficulties, which may result in delayed or missed opportunities for appropriate support (EORR 8).

**Objective:** To ensure that all students have equal opportunity to attain good degrees, in line with their abilities, and regardless of their background.

**Target:** To increase Black students' attainment of good degrees to 30% (an increase of 10pp) in the next five years (by 2030).

Activity	Description	Inputs	Outcomes	Cross intervention strategy
4.3.1 Student: Staff Focus groups on race and culture	Facilitating open discussions with Black students and staff to better understand their educational needs and challenges, to recognise what interventions will work.	A nominated lecturer, the Diversity Inclusion and Learning Support manager (DILS), a member of the Pastoral Team and an Exec member to set up a Focus group and facilitate open discussions to understand the educational and life challenges that Black students face.	<p>Black students have the opportunity to talk openly with other students and staff and be heard.</p> <p>Improved institutional understanding of the Black student experience.</p> <p>Identification of whether more racial awareness training is required for the School as a result of feedback from Black students: staff focus groups. See 4.3.3</p>	
4.3.2 Embedding inclusive educational practices in our learning and teaching.	<p>Continue to develop the Foundations Course to support the transition of students without formal level 3 qualifications.</p> <p>Develop alternative assessment methods where possible and more specifically require Teaching staff through existing peer review and appraisal processes to examine their teaching practices in relation to</p>	Programme Leaders and their team to work with the Academic Dean, the Learning and teaching Manager and ASDAS to ensure enhanced inclusivity in curriculum design, and in learning and teaching principles and practices.	<p>A diverse range of assessment and teaching methods that will cater to the needs of all students.</p> <p>An existing inclusive, rolling resource list on Majority World, minority ethnic and other minority</p>	

Activity	Description	Inputs	Outcomes	Cross intervention strategy
	<p>inclusivity, and to make improvements where needed.</p> <p>Continuation of the Rolling Resource List to include Global South, black, Asian, feminist, womanist, disability, and other theologies from minoritised groups.</p>	<p>A diverse range of academic sources and materials reflecting the diversity of our student body.</p>	<p>group authors, journals, books, websites and networks will be more regularly updated to encourage Faculty and Visiting Lecturers further to embed inclusive education into the School's programmes, and to enable all students to feel represented.</p>	
<p>4.3.3 Enhancing existing training around Equality, Diversity and Inclusion for Faculty and Staff</p>	<p>To encourage a holistic approach to understanding and supporting all students, including Black students.</p>	<p>Increase suite of training around Equality, Diversity and Inclusion as identified from 4.3.1</p>	<p>Raise awareness and increase knowledge of the existence and impact of negative implicit associations, reduce these associations, and potentially change attitudes and behaviours, leading to more inclusive and equitable educational environment.</p>	
<p>4.3.4 Accredited Study Skills course</p>	<p>Current level 4 optional academic Study Skills course to be integrated into a new accredited introductory 'Studying Theology' module that will form a mandatory part of all UG programmes.</p>	<p>Academic Dean, Programme Leaders (PLs), Learning and Teaching Manager and ASDAS to work with PLs on formalising an accredited</p>	<p>All students (including Black students) are better equipped to succeed, and do not have the additional burden of attending an optional study skills course</p>	<p>Risk 2</p>

Activity	Description	Inputs	Outcomes	Cross intervention strategy
		Level 4 Study of Theology Module with study skills woven into it. £5000	in addition to 120 credits of study at level 4.	
4.3.5 Extend and enhance Black History Month	To acknowledge the contributions of contemporary Black individuals and people of colour, promote understanding and recognition of Black history and culture, and foster inclusivity and diversity.	Institutional approach and contributions from staff, Faculty and students.  £2000	LST is able to demonstrate its commitment to creating a more inclusive and diverse environment for all students and staff	
4.3.6 Further interrogation of data/research	To understand the reasons for the awarding gap at LST	Disability, Inclusion and Learning Support Manager to conduct a qualitative study on the ethnicity awarding gap at LST, as part of her own Master's programme in Inclusive Education.	The results will provide further context for the educational challenges faced by Black students and will inform appropriate interventions.	
4.3.7 Clear leadership by the Executive Team and Board of Trustees on the above action points, and a demonstration of how they have led to meaningful change.	The results of the above interventions to be reported to the Board of Trustees and Executive Team to ensure that honest and open conversations take place on the ethnicity attainment gap and the School-wide measures that need to be put into place to address this.  To establish further measurable outcomes (if/when identified) and	Regular reports from the ASDAS to the Board of Trustees and Executive Team on the interventions outlined above, with identified actions reported to and discussed with Programme Boards (Student Voice groups).	Students and staff are reassured that all findings are discussed at the highest levels and reported back to Student groups.	

Activity	Description	Inputs	Outcomes	Cross intervention strategy
	maintain accountability through a school-wide strategy, assessing the resources needed to support this work and deepen understanding of racial disparities to lead meaningful change.			

### **Summary of evidence base and rationale**

This is by far our most significant risk to achieving equality of opportunity at LST. Numerous studies<sup>8</sup> have identified the ethnicity awarding gap as both persistent and deeply entrenched in the higher education sector. Gillborn et al. (2017)<sup>9</sup> referred to it as a “stain” on higher education, underscoring the seriousness of the issue. A joint study by Universities UK (UUK) and the National Union of Students (NUS) in 2019<sup>10</sup> reported a sector-wide ethnicity awarding gap of 13% among 2017–18 graduates. In their follow-up study three years later,<sup>11</sup> this gap had narrowed to 8.8% among 2020–21 graduates. However, the largest gap - 18.4% - was recorded between Black students and their White counterparts. At LST, even though we are dealing with smaller samples, there is still a substantial attainment gap between White students and Black students. The recommendations from the UUK/NUS reports in 2019 and 2022 show that clear leadership, fostering open conversations about race, building inclusive and racially diverse communities, gathering and analysing evidence, and identifying effective interventions—offer a robust framework for action.

In addition to these sector-wide strategies, LST is committed to drawing on insights from direct engagement with our students to shape context-specific solutions. By combining national best practices with localised understanding, we aim to implement meaningful and lasting change.

### **Evaluation**

The strategies set out below will be measured against the intended outcomes at the end of every year for the lifetime of this Plan. At the end of the Plan, we will conduct a full evaluation and publish our findings on our website.

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<sup>8</sup> (Alexander et al., 2015; AdvanceHE., 2019 & 2022; Bunce et al., 2019; McDuff et al., 2018) Office for Students (2018); Phillips et al.(2017); Tichavakunda (2019); UUK/NUS (2019), Wong et al., (2021), to name a few.

<sup>9</sup> Gillborn, D., Demack, S., Rollock, N., & Warmington, P. (2017). Moving the goalposts: Education policy and 25 years of the Black/White achievement gap. *British Educational Research Journal*, 43(5), 848–874.

<https://doi.org/10.1002/berj.3297>

<sup>10</sup> UUK/NUS (2019). Black, Asian and minority ethnic student attainment at UK universities: #ClosingtheGap. In [www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/Black](http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/Black), Asian And Minority ethnic-student-attainment-uk-universities-closing-the-gap.pdf. UUK/NUS, London. Retrieved January 26, 2025, from <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/Black>, Asian and minority ethnic-student-attainment-uk-universities-closing-the-gap.pdf

<sup>11</sup> UUK/NUS (2022). Universities UK [UUK] & National Union of Students [NUS]. (n.d.). *Closing the ethnicity degree awarding gaps: three years on* (ISBN: 978-1-84036-492-7). Universities UK. Retrieved March 6, 2025, from <https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/closing-gap-three-years>

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
4.3.1 Black Student: Staff Focus groups on race and culture.	Students and staff are assured that the School wants to create a safe space to discuss any institutional challenges they have faced and to understand the academic and pastoral needs of Black students	Student interest and take up rates. Analysis of their responses. A report sent to the Executive Team and the Board of Trustees on focus groups' findings.	The ASDAS will review the APP Plan's Objectives on a quarterly basis with a team of key stakeholders and report its findings to the Executive team. The Executive team will annually review the APP against its intervention strategies. As part of this review process, the ASDAS will consult with student representatives to obtain their input, and to ensure a proper evaluative process is undertaken of the outcomes of the interventions on the specific areas indicated in the APP. Based on the outcomes from this evaluation, the ASDAS and Executive team will formulate a plan to respond to pertinent addressable issues. It will then send the report to the School's Board of Trustees, Academic Board and Academic Affairs Committee for annual review and feedback. Based on that feedback the ASDAS may make any required adjustments to the
4.3.2 Embedding inclusive educational practices in our learning and teaching.	Students feel represented through the inclusion of diverse perspectives and voices in the curriculum. Diverse assessment methods will aid different learning styles.	Additional question about curriculum and assessment methods added to Module Feedback surveys.	
4.3.3 Enhancing existing training around Equality, Diversity and Inclusion for Faculty and Staff	Helps staff develop a deeper understanding of diversity, inclusion, and bias. Equips staff with the skills and knowledge to create an inclusive environment for all members of the School community, including students and colleagues from diverse backgrounds.	Include additional questions on EDI training in staff survey, including on whether/how it has changed their approach and practice.	
4.3.4 Accredited Study Skills course	Formally recognises the value of academic skills and ensures they are integrated into the curriculum, rather than as an optional add-on. Alleviate stress associated with finding additional time to invest in acquiring these skills outside the curriculum.	Include question on Study Skills in the NSS. Agenda item at UG Programme Boards (Student voice groups) for feedback.	

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
4.3.5 Extend and enhance Black History Month	Fosters inclusivity, promoting education, and challenging stereotypes. Provides a dedicated space to acknowledge the contributions and achievements of Black individuals, while also addressing systemic inequalities and promoting a more just and equitable environment/society.	Feedback from Black Student: Staff Focus groups.	Plan drafted and then signed off by the Executive team. The School will then publish its findings on VLE and on the Employee and Student intranet Hubs.
4.3.6 Further interrogation of data/research	Identification of causes and challenges which lead to the attainment gap between Black and White students.	Results from the research are shared with Executive team in order to identify and articulate further actions.	
4.3.7 Clear leadership by the Executive Team and Board of Trustees on the above action points, and how they will lead, and have led, to meaningful change.	Signals to the whole School that this is a serious issue that needs addressing at the highest levels.	Board of Trustees' agenda and minutes show that findings from the above actions have been discussed openly, and a list of actions recommended.	

## 5. Whole provider approach

London School of Theology (LST) is fully committed to the Access and Participation Plan and recognises that effectively addressing risks to equality of opportunity requires a whole-institution approach, underpinned by strong and accountable leadership. The APP Plan is owned by the Executive team, all members of Faculty and Professional staff, and LST has already taken meaningful steps to demonstrate its commitment to equality of opportunity, including the appointment of a dedicated Disability, Inclusion and Learning Support Manager (DILS); the implementation of an Equality, Diversity, and Inclusion (EDI) policy; signing and producing an Action Plan related to the Association of College's Mental Health and Wellbeing Charter and Commitment of Support, and developing a Learning and Teaching Framework informed by inclusive educational principles and methodologies. These initiatives align closely with the goals outlined in our previous Access and Participation Plan and reflect our broader institutional mission.

The EDI Policy articulates our commitment to creating a respectful, inclusive and supportive environment for all students, staff, and Trustees. Equality of opportunity is central to our recruitment, admissions and enrolment processes. All stakeholders are expected to uphold the principles of the Policy and to avoid discrimination based on any protected characteristic under the Equality Act 2010. Responsibility for leading and implementing the EDI policy rests with the Executive Team, in consultation with the Disability, Inclusion, and Learning Support Manager. Furthermore, equality of opportunity is embedded in our high standards of teaching and learning to ensure that all students—regardless of background—can participate fully in academic and community life.

The Disability, Inclusion and Learning Support Manager plays a pivotal role in ensuring LST meets its anticipatory duties under the Equality Act 2010, particularly in supporting students with disabilities. This support begins at the application stage and continues through to enrolment, with dedicated guidance on applying for Disabled Students' Allowance and tailored assistance throughout the process. Comprehensive support extends across all areas of academic and community life—from student bedroom and classroom accommodations to Chapel accessibility.

Our commitment to mental health and wellbeing is demonstrated in several ways. Through our pastoral care service, we provide funding for paid counselling sessions for students facing mental health challenges. We also host Mental Health Awareness events across the institution, aiming to eliminate stigma and promote open dialogue. Mental health is integrated into the curriculum, including through teaching on mental health and wellbeing within the BA Theology Modules Spiritual Theology 1 & 2, and Pastoral Care, the research students' training component 'Self-Care in Research', and the BA Theology & Counselling programme, which intrinsically and naturally engages with mental health issues. To evaluate our progress, we use the College Mental Health Self-Evaluation Tool (C-MET), and we are exploring additional resources such as the Canada Life MyStrength app. The Disability, Inclusion & Learning Support Manager and the Chaplain are trained Mental Health First Aiders and, in 2023, hosted a mental health training day for all staff, led by an accredited trainer. As signatories to the Association of Colleges (AoC) Mental Health and Wellbeing Charter and Commitment of Support, we are dedicated to delivering thoroughly on the Action Plan we have developed in relation to that document.

Our Learning and Teaching Framework reflects significant advancements in pedagogy and delivery, including the global rise of digital and blended learning, the adoption of CAST's Universal Design for Learning framework, and the growing emphasis on equality, diversity, and inclusion in higher

education. It also supports efforts to globalise and decolonise the curriculum. In line with sector-wide expectations, we remain committed to producing and implementing Access and Participation Plans.

As part of our strategy to support students from disadvantaged backgrounds, LST introduced a Foundations Course in 2023. This three-day intensive programme is designed to equip new students with essential academic and practical skills that will help to establish them for academic success. Delivered by a specialist study skills tutor and supported by staff across departments, the course also enables the identification of students who may need additional support—such as those with undisclosed disabilities, limited academic writing or IT skills, or for whom English is not a first language. Following their first essay submission, students noted as requiring further support receive tailored academic or pastoral interventions.

The School's Attendance and Welfare Panel meets regularly to monitor attendance and engagement, and to offer support and advice where poor attendance/engagement is observed. Students whose attendance is consistently low, who are declining in academic performance, and/or who exhibit significant changes in behaviours are offered Fitness to Study meetings, to address any concerns and ensure the student has the support and necessary tools needed to succeed. These processes support Access and Participation in several ways. Other School-wide Support structures include Study Skills sessions at levels 4 and 5 in the Autumn and Spring terms, a personal Tutor Group system, and access to the Chaplain and a team of pastoral advisors, with student/staff referral for counselling offered and funded for an initial 6 sessions.

The School's BA Theology programme, and the Theology modules from it that form part of the BA programmes in Theology & Counselling, Theology & Worship Studies and Theology & Liberal Arts can be taken full-time or part-time, campus-based, online or through a blend of on-site and online modules in a ratio suited to the student's particular needs and circumstances. Further, students are able to change mode at the start of each level. This flexibility of provision is very enabling of access for students for whom full-time, campus-based study is not an option.

## 6. Student consultation

Initial drafts of the APP identifying the risks to equality and opportunity at LST, together with the objectives to mitigate these risks, were circulated to the Academic Board, the Academic Affairs Committee and Board of Trustees for feedback and comment. All three of these committees have student representation and members of the Student Committee present, and therefore collective feedback from students and committee members was received.

In the Summer term, some students volunteered to act as Ambassadors for the APP and were paid for preparation and session times. They had a series of initial training meetings with the ASDAS to go through the principles of the APP, the OfS EORR, LST's data analysis and identification of risks to equality of opportunity, and the planned objectives to mitigate these risks. A PowerPoint presentation summarising the APP and its identified risks and objectives was also provided to the students, to amend as needed for their purposes.

The student feedback received was incorporated into the Plan in the following ways.

- 1) A commitment to amend the Extenuating Circumstances Policy to allow greater flexibility for those with additional responsibilities (such as full-time work) to receive extensions.
- 2) An undertaking to produce more social media posts/TikTok reels highlighting student and campus life at LST and showcasing graduate/alumni stories.
- 3) A commitment to enhance the School's existing Black History Month programme to include more Student reps and staff training around racial awareness.
- 4) A revision to the intended accreditation of the current, generic standalone Study Skills course (optional) whereby this is integrated within a fuller, accredited 'Studying Theology' module, which will interweave both generic and theology-related study skills into an introductory schedule of classes at Level 4. This will include skills such as time management and academic English, as well as skills such as theological reflection and biblical exegesis.
- 5) Creation of an APEL Admissions Panel to ensure that applicants with prior experiential learning have the necessary academic skills to complete their course successfully.

At LST, we are deeply committed to embedding student feedback into every aspect of our operations. In the 2024 National Student Survey (NSS), our Student Voice score rose to 88%, reflecting a 14-percentage point increase from the previous year. Notably, there was a 16% increase in students' satisfaction with opportunities to provide course feedback, and a 14% rise in confidence that LST takes meaningful action in response to their input.

Going forward, we will ensure the student representatives are part of the APP Action Group throughout the lifecycle of the APP plan. The APP Action Group, which will ascertain performance and progress against the intervention plan, will meet quarterly and ensure that annual reports are fed back to Programme Boards (a Student Voice group which meets termly) for information. Students are also actively represented on Academic Board through distinct representatives for On-Campus and Online Undergraduate cohorts, for Taught Postgraduates, and for Postgraduate Research students, thus ensuring their respective voices are heard at key decision-making levels.

## 7. Evaluation of the plan

Responsibility for coordinating and monitoring of the APP rests with the ASDAS together with the Disability, Inclusion and Learning Support Manager and key stakeholders including UG Programme Leaders, the Compliance and Reporting Officer, a member of the pastoral team, the Learning and Teaching Manager, and two Student Representatives (the APP Monitoring Group). The Academic Dean will be *ex-officio* on this group. The Group will meet on a Quarterly basis and will be responsible for the analysis of student data, monitoring of activity against the APP, and development of proposals for implementation of the Plan.

The APP Monitoring Group is accountable to the School's Academic Board and regular update reports, together with progress towards targets, will be provided by it to the Academic Board, the Executive team, and the Board of Trustees at key points through the year. The APP Monitoring group will also ensure that it pays particular attention to any recommendations that have come to light from data analysis, Focus Group findings or other activities. The Academic Board has the authority to alter activities and targets undertaken in the light of any recommendations made by the APP Action Group, subject to the School's resourcing and broader strategic commitments. The Board of Trustees is

responsible for ensuring that plans are properly executed, that strategic goals in this area are attained, and that appropriate actions are taken to address any areas of concern.

## Provision of Information to Students

Our programme fees are reviewed annually and published on our website at least 6 months prior to the start of the academic year. This information is clearly communicated to prospective students who inquire about our programmes and is included in the materials provided during Open Days and Experience Days. Fees are a key part of our presentations to potential students at all our recruitment events where a member of the finance team is also quite often available to take specific fee related questions. Applicants who contact us directly are also informed of available financial support, including bursaries and scholarships.

The fee sheets on our website outlines the fees for subsequent years which may change depending on the latest OFS fee limit guidelines. Specifically, full-time fees are increased in line with the published OFS fee limits for providers without a TEF award. Our part time fees are currently below the fee limit permitted, so these will be increased by the Consumer Price Index (CPI) each year until they reach the limit. Our online fees for students studying 100% on-line, (whether full-time or part-time) will be increased by the CPI each year.

### Scholarships and Bursaries

Scholarships can be applied for by all applicants with a confirmed offer, while bursaries are awarded to enrolled students. Eligibility criteria for both are set by the Scholarships and Bursaries Committee and are publicly accessible on our website. All fee and funding information is clearly outlined in our prospectus, course brochures, and on our website's course pages.

LST is committed to improving access to its courses for those who for financial or other reasons may not typically consider studying or have perceived barriers of entry. LST seeks to achieve this in several ways during the application process and also once a student has enrolled with us.

The below lists the eligibility criteria we assess and the resulting financial support we offer:

1. Family income less than £35,000 (£1,000 to £2,000)  
Over and above this amount, £1,000 is awarded if you fall into any of the below categories:
2. Students who are carers or a care leaver
3. Black ethnic background
4. Low socio-economic status, assessed by whether you live in IMD (Index of multiple deprivation) quartiles 1 or 2 which is assessed via your home postcode – see link [here](#).
  - a. Decile 1 or 2 = IMD quintile 1
  - b. Decile 3 or 4 = IMD quintile 2
5. Mature student (over 21)

A table on the website lists eligibility criteria and the amount of the scholarship associated with each that varies from £1,000 to £2,000 with a cap of £3,000 in total.

Students may be offered a bursary for travel expenses, personal therapy needs, and any accommodation costs not covered by a student maintenance loan. They may also be awarded to a bursary to help pay outstanding course fee where a student is ineligible to receive a student loan and is self-funding their course. Each bursary application is considered on a case-by-case basis

In addition to the above award, Scholarships are also awarded for academic achievement and/or any potential enhanced contribution students might bring to the School, but these are discretionary in nature and capped at 100% of fees.

These elements of financial support are assessed when a student first joins LST, they are initially awarded for just the first year, as a one payment. However, students are invited to submit a bursary application(s) in subsequent years to request continued ongoing / additional support as their needs dictate and will be reassessed for eligibility as stated above.

Financial support is also provided to assist with disability related concerns:

- For students with potential ADHD - 50% contribution towards the formal assessment
- For residential students - the provisions (and financially the cost of the uplift in room rate) between a standard room and the room most suited to their disability – ensuite / disabled toilet etc.)

Support for Mental health and Wellbeing: The Pastoral team is able to refer students to 6 free counselling sessions, provided by a qualified external counsellor for those who would benefit from therapy, with the potential to add further counselling as recommended by the counsellor.

LST is small enough to be able to get to know all of its students in person and within reason tailor its academic and financial support to their individual needs, which greatly increases their chances of completing their study intentions.

### **Financial Guidance and Student Support**

Throughout Freshers' Week, the Accounts department meets with both new and returning students to discuss fee instalments and ensure they are aware of the full range of support available. Our Pastoral Team, Academic Tutors, and Learning Support team are all well-versed in bursary, scholarship, and fee-related processes and are equipped to direct students to the appropriate services.

At LST, we are committed to supporting students in obtaining a diagnosis for Specific Learning Difficulties (SpLDs) and addressing mental health challenges to ensure every student can thrive academically and personally. Information about the support available is shared through our website, the Foundations Course, and during Freshers' Week, helping students understand the process early in their journey. We offer an initial pre-screening for SpLDs through our Quickscreen software, and students receive their results directly, allowing them to decide whether they wish to be referred for a full diagnostic assessment—an assessment that is partly funded by LST. If a student is unable to afford their portion of the fee, bursary funds are made available to cover the remaining cost.

In parallel, we understand that many students face mental health challenges—diagnosed or otherwise. Students are encouraged to speak with GPs or healthcare professionals, and pastoral

support is readily available for those in need. Where appropriate, students facing mental health challenges may be referred for professional counselling sessions externally, which are fully funded by LST to remove financial barriers to care. Students experiencing undiagnosed mental health challenges or other medical conditions are encouraged to consult their GP or a healthcare professional to obtain a formal diagnosis, which is a requirement for eligibility under the Disabled Students' Allowance (DSA). While awaiting official diagnoses, LST provides interim support and implements reasonable adjustments to ensure students are not disadvantaged during this period.

## Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

This annex outlines the methodology employed to identify and prioritise the key risks to equality of opportunity. In reviewing the quantitative analysis presented below, the following key points should be highlighted:

- The analysis focuses on access, continuation, completion, attainment, and progression outcomes for our undergraduate student population.
- Given the relatively small size of our student cohort, the analysis predominantly relies on internal institutional data, as much of the Office for Students (OfS) data is subject to suppression due to low numbers.
- In certain cases, data has been aggregated across multiple academic years to enable clearer identification of potential risks, particularly where individual-year data is limited.
- The dataset utilised primarily includes information from the 2020 academic year onward and, where available, incorporates observations from the 2024–25 admissions cycle to provide a more current and accurate assessment of risk.
- Comparative sector data has been drawn from the OfS Access and Participation Data Dashboard, with the most recent available data being from the 2022–23 academic year (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/>, accessed 17 April 2025).
- In some cases, the full-time and part-time data provided on the OfS Access and Participation Data Dashboard were aggregated. This approach was taken because we have a significant number of part-time students, making it inappropriate to compare our data solely with full-time figures. However, due to our overall small student numbers, it is challenging to separate the data meaningfully into full-time and part-time categories.

To support the interpretation of risk levels, a RAG (Red, Amber, Green) rating system has been applied as follows:

- **Red:** Clear evidence of risk to equality of opportunity
- **Amber:** Possible indication of risk
- **Green:** No current indication of risk

This structured approach enables a systematic evaluation of risks, ensuring that priority areas are identified with clarity and consistency.

RAG rating	Access	Continuation	Completion	Attainment	Progression
Index of Multiple Deprivation (IMD)	A	R	A	G	G
Disability	G	A	G	G	G
Ethnicity	G	A	A	R	G
Gender	G	A	A	A	G
Age	R	A	G	A	G

RAG ratings for student characteristics and stage

## 9.1 Access

OfS Definition: **Access indicators**, detailing the makeup of students entering higher education.

### 9.1.1 Access for students from the most socio-economically deprived background

Table 1: Undergraduate Access by Socio-economic Background (IMD Quintiles Q1 and Q5)

A	National (2022/23)	2020-21	2021-22	2022-23	2023-24
IMD Q5	19.10%	27%	25%	26%	25%
IMD Q1	23.60%	6%	10%	10%	16%
Gap	4.5pp	-21pp	-15pp	-16pp	-9pp

Although the gap between IMD Quintile 1 and 5 undergraduate entrants to LST has narrowed in recent years, a disparity persists. Our internal analysis suggests that this is not due to lower acceptance rates for Quintile 1 applicants compared to those from Quintile 5, but rather because we receive significantly more applications from students in higher quintile areas.

To address this, we are adopting a dual approach by examining both FSM (Free School Meals) and low economic area data alongside IMD quintile information. Although the numbers are currently too small to draw statistically significant conclusions, they offer valuable insight into where we should focus our efforts to mitigate risks to equality of opportunity in access to higher education. We believe it is important to consider both data sets together to gain a more accurate understanding of disadvantage and to shape our response more effectively.

With this dual approach in mind, we have assigned an **Amber RAG rating** to this risk and will continue to monitor it, even though it has not been identified as a top priority. We will for example, continue to monitor admissions closely and ensure that students from disadvantaged backgrounds are aware of the support available to them—such as bursaries and scholarships.

### 9.1.2 Access for students with a Disability and Mental Health

Table 2: Access by Disability

G	National	2020-21	2021-22	2022-23	2023-24
Declared disability	18.72%	13%	7%	17%	24%

Over the past few years, we have actively encouraged applicants to disclose any support needs from their first interaction with us. We have found that students are more inclined to disclose their disabilities when they meet with our disability manager before the start of their study journey, emphasising how seriously we take our anticipatory duty. Our focus is on destigmatising disability, ensuring that students understand they will receive help and that we are here to support them in all circumstances.

Given these efforts, we have assigned a **Green RAG status** to this initiative. However, we will continue to monitor the situation closely, with the disability manager playing an integral role in the recruitment process.

We recognise that our access data for students who have disclosed a mental health condition is not currently reliable, for several reasons:

- There is still significant stigma surrounding mental health, which can make applicants reluctant to disclose any issues during the admissions process.
- In some cases, individuals may not even realise that their experience qualifies as a mental health condition and therefore do not seek a diagnosis or disclose it until after they have enrolled.
- As with many of our datasets, the overall numbers are small, meaning percentages can be misleading or not fully representative.
- Additionally, it is only in recent years that we have begun to purposefully and systematically collect this type of data, so historical information does not offer a reliable picture.

We have identified this as a key area for improvement and have committed to taking clear action in the coming years to be more intentional and rigorous in how we collect and monitor mental health disclosure data. In the meantime, we will continue to track and assess access to our school for individuals affected by mental health conditions.

### 9.1.3 Access for students by ethnicity

Table 3: Access by Ethnicity

G	2019-20	2020-21	2021-22	2022-23	2023-24
White Students	49%	50%	50%	47%	41%

Black / Asian / Mixed and Other Students	51%	50%	50%	53%	59%
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LST’s student body is broadly representative of London’s ethnic diversity, with a wide range of ethnicities and nationalities reflected in our community. In recent years, we have seen a surge in the number of Black students, partly due to the continued growth of Black evangelical churches nationally.<sup>12</sup>

We actively monitor access across all ethnic groups and, based on current data and trends, we remain confident in maintaining our **Green RAG rating** in this area.

### 9.1.4 Access for students by gender

Table 4: Access by Gender

<b>G</b>	2019-20	2020-21	2021-22	2022-23	2023-24
Male	45%	42%	43%	55%	51%
Female	55%	58%	57%	45%	49%

We actively promote gender equality in our recruitment processes, and this is reflected in the similar number of applications received from both men and women. As a result, we have no concerns in this area and are pleased to report a **green RAG rating**.

### 9.1.5 Access for students by age

Table 5: Access by Age

<b>R</b>	National	2021-22	2022-23	2023-24	2024-25
Mature (over 21 years old)	35.28%	99%	86%	91%	86%
Young (Under 21 years old)	64.32%	1%	14%	9%	14%

To identify this risk, we compared our data with national aggregate figures for both part-time and full-time students. As LST offers both modes of study, along with online and on-campus options, our student population is notably diverse in terms of age. Therefore, it was more appropriate to analyse the figures in a combined format.

While we’ve seen encouraging growth in our figures, there is still important work ahead to ensure that younger applicants feel included and see LST as a place of study for them. The challenge isn’t just about age-related perception—it’s also about a deeper uncertainty: *Is theology for me?* Many young

<sup>12</sup> [Census 2021 & Black British Churches in England and Wales - NCLF](#)

people may be unfamiliar with who LST is, what it's like to study theology here, and whether it aligns with their aspirations. There's a clear need to strengthen our positioning and communicate more effectively about the relevance of theological study for younger audiences, including the potential pathways and job prospects it offers.

The issue is not a lack of acceptance on any of the courses offered but rather a deeper challenge around initial engagement. Contributing factors likely include perceptions of theology as a field, concerns about job prospects, financial barriers, and limited visibility of our programmes. To address this, we have begun advertising more directly to schools and are now part of the UCAS system, which will improve our reach and visibility among younger applicants and help mitigate this access-related risks.

This rationale underpins our decision to assign a **Red RAG rating** to this risk, as it highlights a pressing area of concern that requires continued focus and action.

According to the EORR, the sector-wide fundamental risks affecting access for students who are under 21 include:

- EORR Risk 1: Knowledge and skills
- EORR Risk 2: Information and Guidance
- EORR Risk 3: Perception of higher education
- EORR Risk 10: Cost pressures

## 9.2 Continuation

OfS Definition: **Continuation indicators**, reporting the proportion of students that were observed to be continuing in the study of higher education (or that have gained a higher education qualification) one year and 15 days after they started their course (two years and 15 days for part-time students).

### 9.2.1 Continuation for the most socio-economically deprived background

Table 6: Continuation by Quintiles

R	National	2022-23	2023-24
IMD Q1-Q2	80%	60%	60%
IMD Q3-Q5	90%	80%	64%
Gap	-10pp	-20pp	-4pp

Fig.1 Continuation by Quintiles (OfS Data)

**Student outcomes data dashboard: detailed view**
[Return to overview](#)
[Help guide](#)
[← Build a query](#) or use the control panel below to filter the data

Select which visualisation to show: <input checked="" type="radio"/> Indicator values only <input type="radio"/> Difference from benchmark values only	Select a view of a provider's student population: <input checked="" type="radio"/> Taught or registered <input type="radio"/> Taught <input type="radio"/> Partnership	Select a provider London School of Theology	Select split indicator type(s): (Multiple values)
<a href="#">Select a mode and level of study</a> <b>Current selection:</b> Full-time First degree		Show indicators with a population (denominator) of at least: <input type="text" value="0"/>	Show indicators where the proportion of the statistical uncertainty distribution below numerical threshold is at least: <input type="text" value="0%"/>

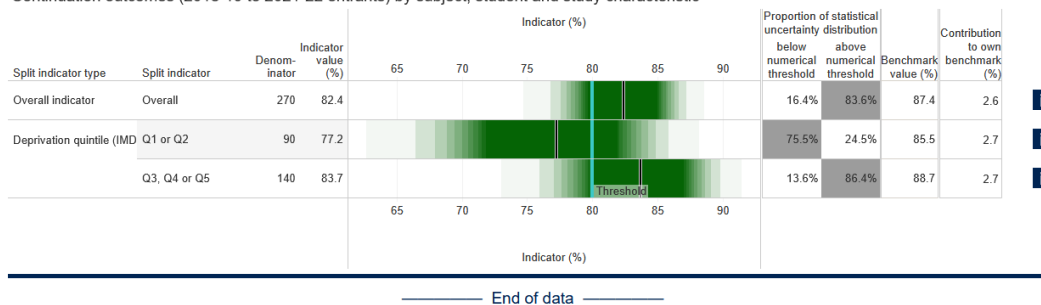
Performance below a numerical threshold does not mean that a provider is not meeting the OfS's minimum expectations. We only make a judgement that a provider is not compliant after considering the context in which it is operating. This means that we may find that a provider with performance below a numerical threshold is delivering positive outcomes for its students. Any judgements or statements for a provider can be found on the OfS website (<https://www.officeforstudents.org.uk/advice-and-guidance/the-register/regulatory-activity-for-individual-providers/regulatory-case-reports/>).

Continuation      Completion      Progression

There are additional risks to data quality in some areas of the 2022-23 returns, but in general we consider the data is fit for purpose and facilitates robust measures of student outcomes and experiences. For more detail, see: <https://www.officeforstudents.org.uk/data-and-analysis/student-outcome-and-experience-measures/data-quality/>

**London School of Theology (Taught or registered, Full-time, First degree students)**

Continuation outcomes (2018-19 to 2021-22 entrants) by subject, student and study characteristic



It is important to note that the OfS data relates specifically to full-time students. Given that we have a high proportion of part-time students, the data must be aggregated and does not always allow for a direct comparison. However, it offers a helpful indication. Generally, non-continuation rates are higher among part-time students, so we are continuing to monitor this trend closely.

In line with OfS guidance, we conducted an analysis of continuation by examining the number of students from each cohort who withdrew, interrupted, or exited their studies within a year and 15 days of starting their course. For each academic year, we reviewed the demographic profile of these students to identify any risks to equality of opportunity.

When comparing our continuation data to national figures, it is evident that LST faces an institutional challenge with continuation. Specifically, students from IMD Quintile 1 and 2 are at significantly greater risk of early withdrawal, representing a clear equality of opportunity concern.

In addition to national comparisons, our internal analysis reinforces this concern: students from IMD Quintiles 1 and 2 account for the majority of non-continuation cases. These students are more likely to interrupt or withdraw from their studies than their peers. While the number of our students identified as Low Income or eligible for Free School Meals (FSM) is too small to draw statistically significant conclusions, our institutional experience supports this observed trend.

According to the EORR, the sector-wide fundamental risks affecting access for students who are under 21 include:

- EORR Risk 6: Insufficient academic support
- EORR Risk 7: Insufficient personal support
- EORR Risk 9: Ongoing impacts of coronavirus
- EORR Risk 10: Cost pressures

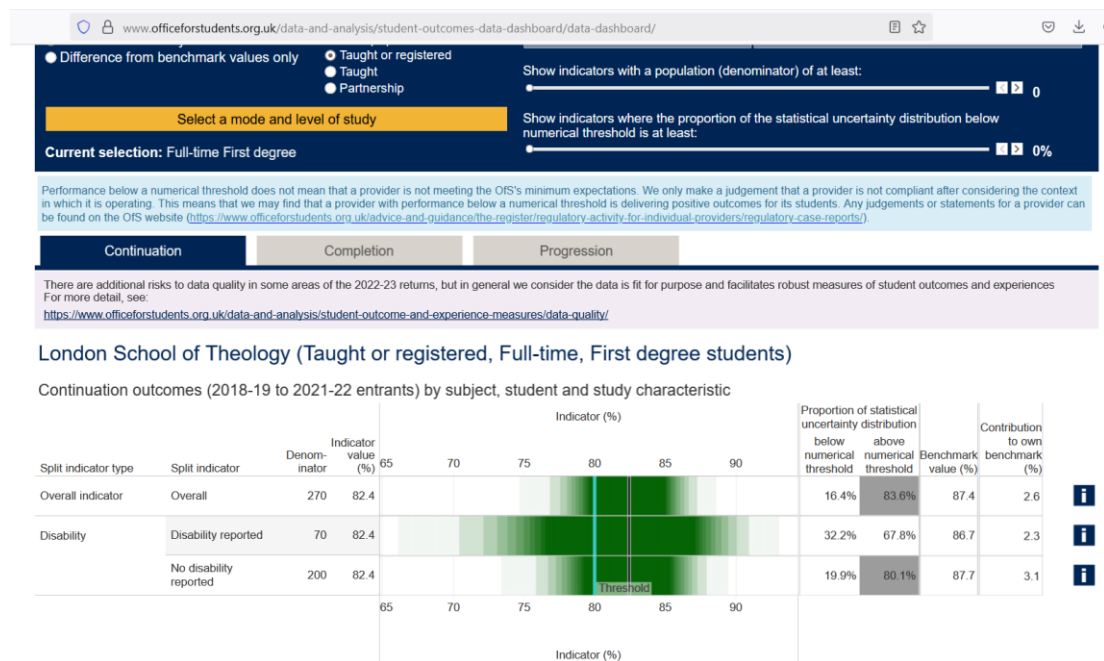
As a result, we have assigned this area a **Red RAG rating** and will prioritise monitoring and addressing this risk over the next academic year. We will implement targeted interventions to improve continuation rates among students from disadvantaged backgrounds, including enhanced academic and pastoral support, early identification of risk indicators, and strengthened financial guidance—directly aligning our approach with the mitigations suggested EORR identified.

### 9.2.2 Continuation for students with a disability and mental health Issues

Table 7: Continuation by Disability

A	National	2020-21	2021-22	2022-23	2023-24
No Disability reported	82%	68%	73%	71%	64%
Disability reported	82%	42%	93%	90%	56%
Gap	0pp	-26pp	20pp	9pp	-8pp

Fig. 2 Continuation for students by reported disability (OfS Data)



Over the past two years, we have seen a notable improvement in continuation rates for students with a disability, largely as a result of targeted actions. Although our overall continuation figures for this group remain below the national average, the progress made demonstrates the positive impact of interventions implemented under our previous Access and Participation Plan (APP). Despite this improvement, we have rated this area as **Amber** on the RAG scale due to significant year-on-year fluctuations in the data and the lack of consistent progress. This inconsistency signals the need for continued monitoring and targeted support.

It is also important to note that, given the small size of our student population, even minor changes in student numbers can cause disproportionate shifts in percentage-based metrics. This should be considered when comparing our data with national benchmarks. While we are encouraged by recent

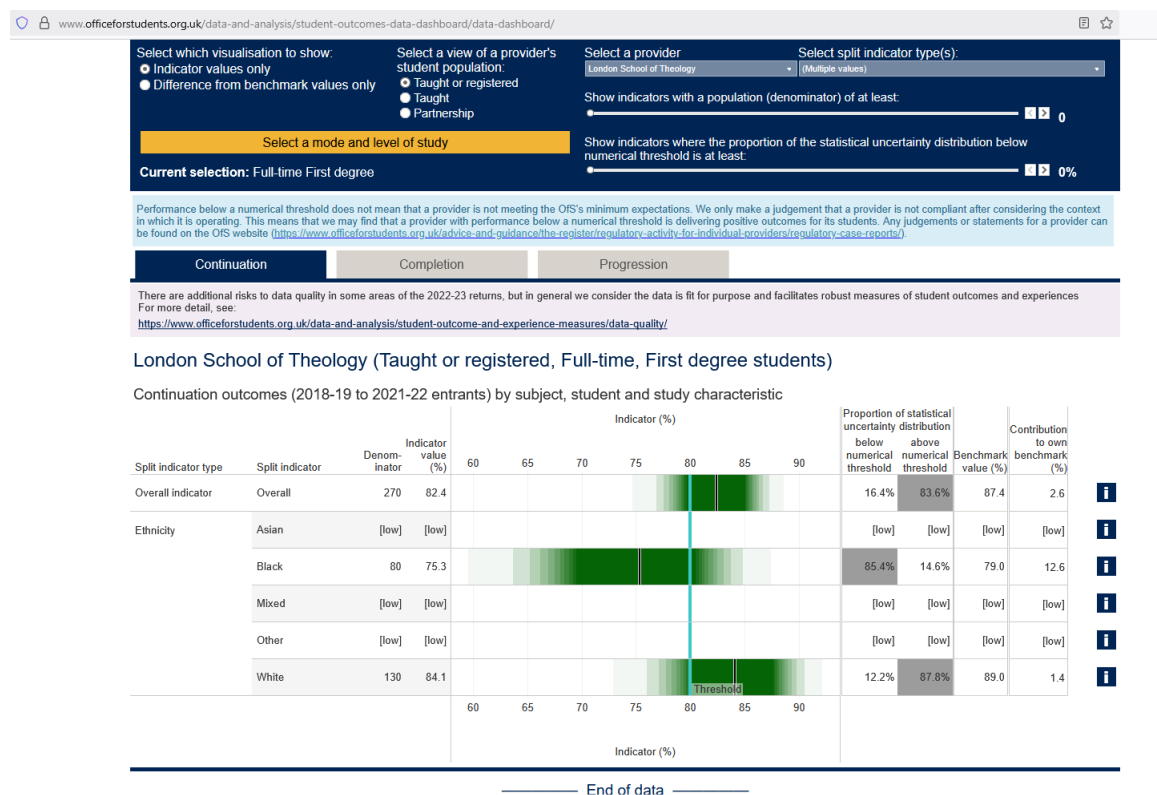
trends, our focus remains on narrowing the continuation gap for students with a declared disability and maintaining momentum in this area.

### 9.2.3 Continuation for students by Ethnicity

Table 8: Continuation by Ethnicity

A	National	2020-21	2021-22	2022-23	2023-24
White	83%	67%	85%	85%	60%
Asian	87%	100%	100%	100%	33%
Black	83%	52%	57%	64%	74%
Mixed	83%	40%	100%	50%	67%
Other	81%	67%		100%	
Gap between white and black students	0pp	-15pp	-28pp	-21pp	14pp

Fig. 3: Continuation by Ethnicity (OfS Data)



We chose to focus on the variance between Black and White students because they represent the two largest demographic groups within our student population. The numbers of students from other ethnic backgrounds are relatively small, making it difficult to draw statistically meaningful conclusions.

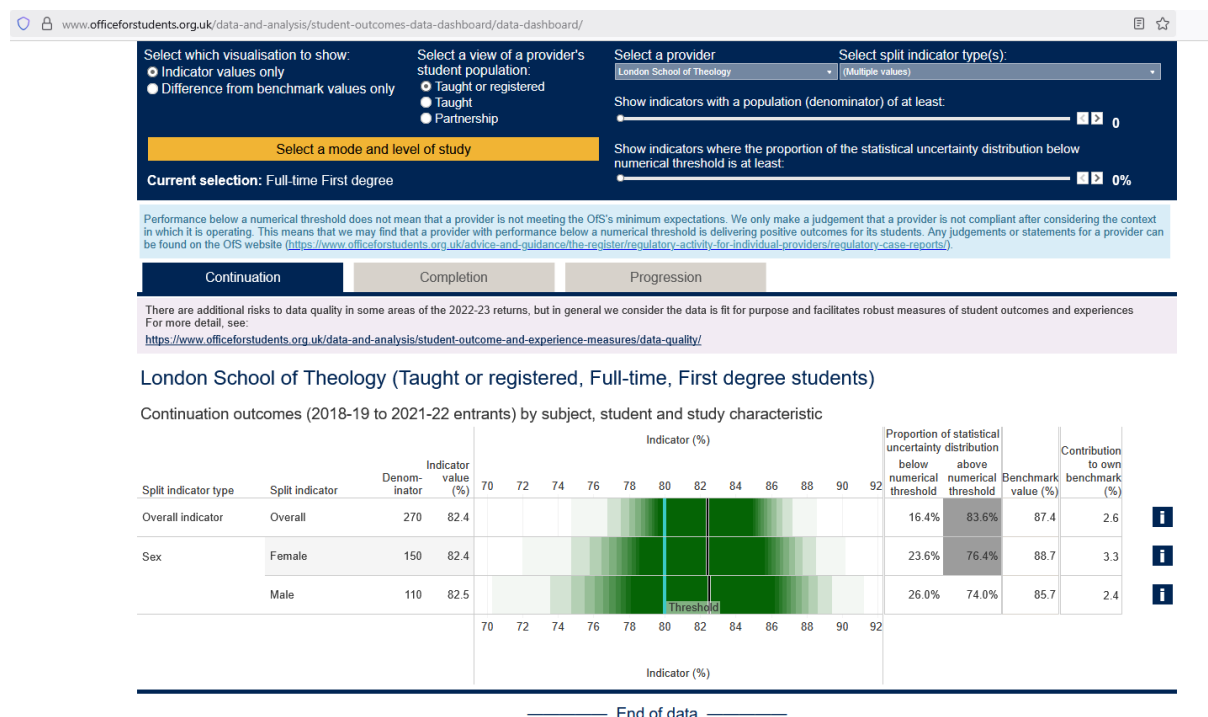
Historically, with the exception of last year, Black students have been significantly more likely to interrupt their studies compared to White students. These ongoing disparities, along with the year-to-year fluctuations, have led us to retain an **Amber RAG rating** for this area. It's also important to note that some of the targeted actions implemented under Risk 3—focused on improving completion rates for Black students—are expected to positively influence continuation figures as well.

### 9.2.4 Continuation by Gender

Table 9: Continuation by gender

A	2021-22	2022-23	2023-24
Male	73%	75%	54%
Female	80%	75%	75%

Fig 4. Continuation by Gender (OfS Data)



Like many higher education providers, LST is facing challenges with student continuation and retention across the board and across all categories. However, we have observed an additional area of concern regarding male students. According to the 2023-24 figures, although men make up 51% of the total student population, they are disproportionately represented among those who interrupted their studies. LST will continue to monitor this trend closely to better understand the underlying causes.

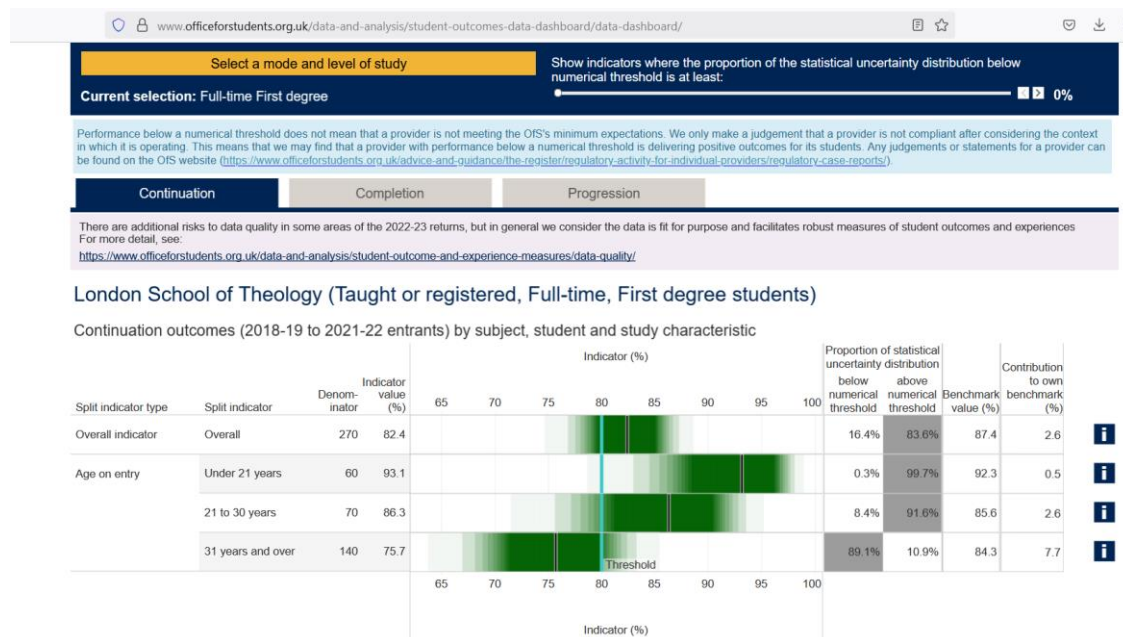
Where necessary, we will implement targeted support measures to help male students who may be at risk of interrupting their studies.

### 9.2.5 Continuation for students by Age

Table 10: Continuation by Age

A	2020-21	2021-22	2022-23	2023-24
Mature (21 and over)	65%	77%	73%	67%
Young (Under 21)	56%	100%	100%	60%

Fig.5: Continuation by Age (OfS Data)



The continuation figures for mature versus younger students are not currently representative, due to the relatively small number of students under the age of 21. As a result, age alone does not provide a reliable indicator of continuation risk at this stage.

We are committed to keeping records of commuter students so that the data can be properly analysed. Our initial observations suggest that younger students are more likely to live on-site and tend to have higher continuation rates. However, without concrete data to support this, we will continue to monitor the trend and improve our data collection in this area.

## 9.2.6 Continuation by Highest Qualification on Entry

Table 11: Continuation by Highest Qualification on Entry

	20-21	21-22	22-23	23-24
Level 1	33%	100%		
Level 2	71%	33%	75%	0%
Level 3	65%	85%	91%	67%
Level 4	54%	100%	75%	63%
Level 5	86%	80%	43%	71%
Level 6	50%	75%	50%	67%
Level 7	100%	67%	78%	100%
Level 8			100%	
Mature / Unknown	58%	78%	44%	58%
< Level 3	59%	65%	59%	50%
Level 3	65%	85%	91%	67%
> Level 3	63%	80%	66%	70%
Level 3 and above	64%	83%	76%	69%

LST accepts a significant proportion of students who have been out of formal education for some time and/or who enter with qualifications below Level 3. These students are admitted based on evidence of Accreditation of Prior Experiential Learning (APEL). While we do not yet have clear data on possible intersections—such as ethnicity—we have observed a strong correlation between students’ entry qualifications and their continuation, attainment, and completion rates.

As such, we are committed to ongoing monitoring of this data and exploring potential intersections to ensure targeted support is provided where needed. Initiatives such as the foundation course, which begins prior to the start of term, have already shown positive results. However, continued evaluation of outcomes is essential, and we remain committed to supporting this group of students to improve their chances of success.

## 9.3 Completion

OfS Definition: **Completion indicators**, reporting the proportion of students that were observed to have gained a higher education qualification, or were continuing in the study of a higher education qualification, four years and 15 days after they started their course (six years and 15 days for part-time students).

### 9.3.1 Completion for the most socio-economically deprived background - Low Risk

Table 12: Completion by Quintiles

A	National	2020-21	2021-22
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IMD Q5	88.9%	48%	56%
IMD Q1	78.2%	50%	50%
Gap	-10pp	2pp	-6pp
IMD Q3-Q5	86.4%	46%	57%
IMD Q1-Q2	79.4%	56%	38%
Gap	-7pp	10pp	-19pp

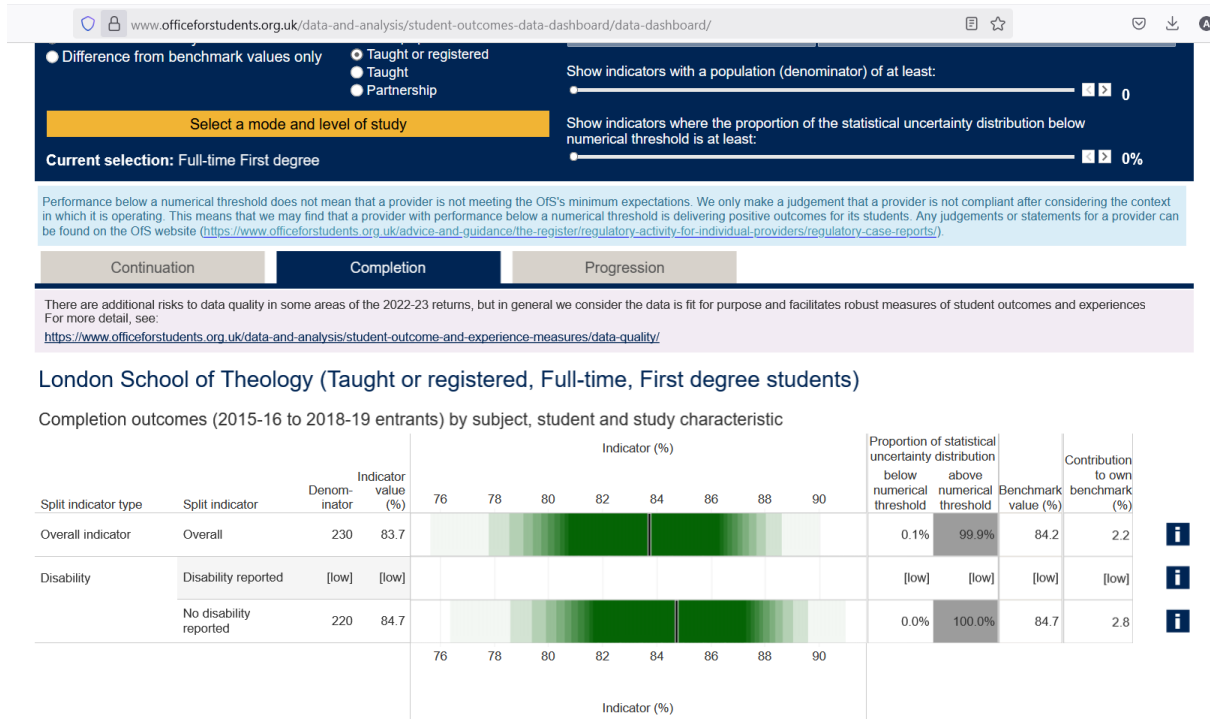
Once again, it is important to note that our figures are based on a very small student population and may not fully reflect the broader situation. Given this limitation, we have assigned **an Amber RAG rating** to this area—indicating that while we will continue to monitor it, it is not currently a top priority. However, since continuation has been identified as a key priority, we anticipate that the interventions already in place to support continuation will also have a positive knock-on effect on completion outcomes.

### 9.3.2 Completion for students with a disability (including Mental Health)

Table 13: Completion by Disability

<b>G</b>	2021-22	2022-23
Total	53%	55%
Disability	71%	64%
No Disability	48%	53%

Fig.6: Completion by disability reported (OfS Data)



The data indicates that completion of studies remains a challenge for LST across the board. While the 2022–23 figures suggest an improvement, the dataset is too small to draw firm conclusions. However, we have observed a positive trend in completion rates among students with a declared disability in recent years, based on qualitative insights and internal progress tracking across recent years. On average, these students are now more likely to complete their studies—and to do so with stronger outcomes—compared to their peers. We believe this is a direct result of targeted actions implemented following our previous Access and Participation Plan (APP). As a result, this area has been classified with a **Green RAG rating**. Nonetheless, we will continue to monitor the data closely to ensure that both students with declared disabilities and those without have equal opportunity to complete their intended studies.

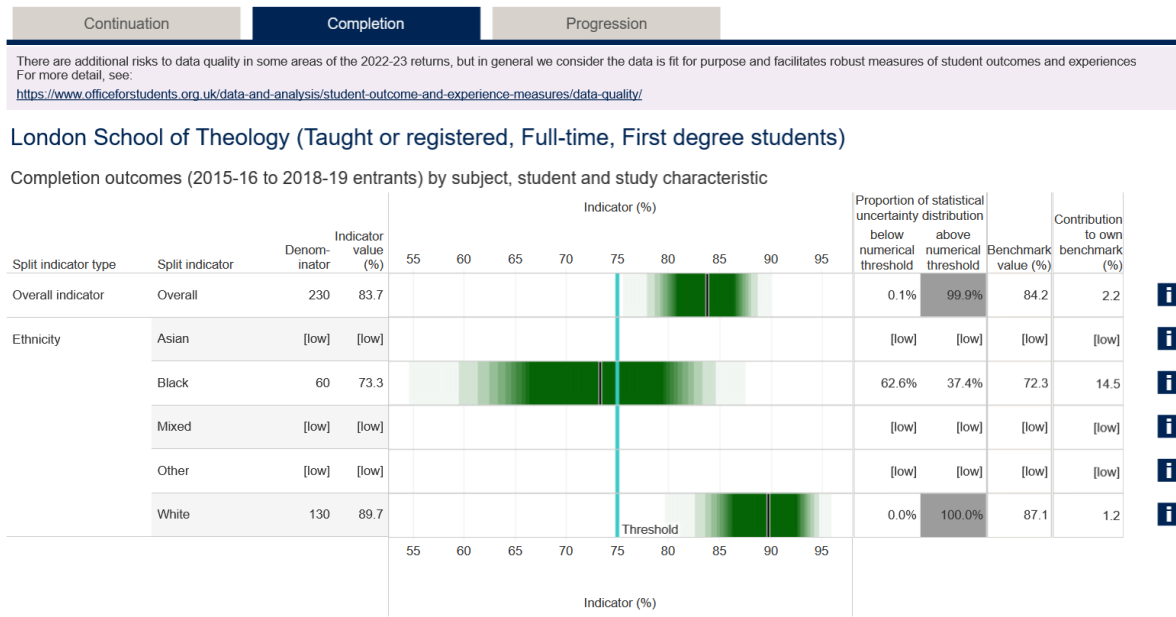
### 9.3.3 Completion for students by Ethnicity

Table 14: Completion by Ethnicity

R	National	2020-21	2021-22
Black	79%	33%	38%
Asian	86%	67%	67%
Mixed	83%	20%	80%
Other	83%	75%	N/A

White	83.3%	54%	58%
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**Fig. 7: Completion by Ethnicity (OfS Data)**



According to the EORR, the sector-wide fundamental risks affecting Attainment for Black students include:

- EORR Risk 6: Insufficient academic support
- EORR Risk 7: Insufficient personal support
- EORR Risk 9: Ongoing impacts of coronavirus
- EORR Risk 10: Cost pressures

While national data shows only a narrow gap in completion rates between White students and those from other ethnic backgrounds, our internal data suggests a wider disparity. In particular, outcomes related to continuation, completion, and attainment for Black students will be a key priority for LST in the coming years. Although this area has been assigned an **amber RAG rating**—due to the limited reliability of the current data—it remains a clear focus for future intervention and support as part of our ongoing commitment to equity and inclusion.

### 9.3.4 Completion for students by Gender

Table 15: Completion by Gender

A	2020-21	2021-22
Female	56%	61%
Male	38%	42%

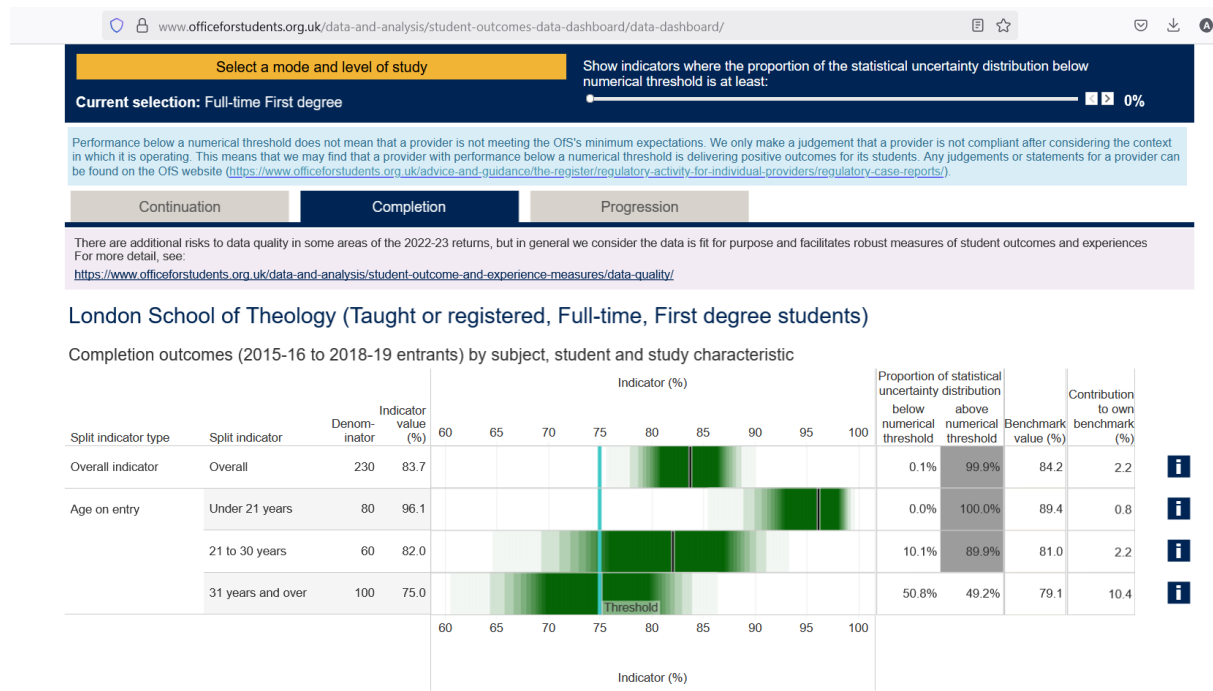
We have observed that men are more likely to interrupt their studies than women. We did not identify any clear intersections with other categories, such as ethnicity. While we have decided not to include this as a specific risk at this stage, we will continue to monitor the data and examine this student group more closely to ensure they have equal opportunities to succeed in their studies. This is why the issue is currently classified as an **amber RAG rating**.

### 9.3.5 Completion for students by Age

Table 16: Completion by Age

G	National	2020-21	2021-22
Mature (21 and over)	71.3%	ND	ND
Young (Under 21)	89.5%	ND	ND
Gap	-18pp	ND	ND

Fig. 8: Completion by Age (OfS Data)



Prior to 2022–23, LST did not have any students classified as "young" (under 21). As a result, we do not yet have any completion data by age group. The first cohort of students under 21 enrolled in 2022–23 and have not yet completed their studies.

### 9.4 Attainment

OfS Definition: ***Degree outcomes (attainment) indicators***, reporting the proportion of level 6+ undergraduate qualifiers who were awarded first or upper second-class degrees.

### 9.4.1 Attainment for the most socio-economically deprived background and Age (no table)?

We analysed the attainment of 59 students who graduated between 2019 and 2024. We focused on this group, as opposed to the 191 students included in the ethnicity-based attainment analysis, due to limited data availability. Ethnicity has been a consistently tracked metric over several years, providing more complete records. In contrast, socio-economic background data was not recorded until more recently, meaning that information for students who left earlier is often incomplete.

Our analysis shows that all 59 students were mature learners. However, this is not representative of our current student body, as a younger demographic has only recently begun enrolling and has not yet reached graduation. We have classified this attainment measure as **Green**, noting the need to continue monitoring younger students' outcomes.

Regarding socio-economic background, approximately **8.5%** were from quintiles 1 and 2, while approximately **35.6%** were from quintiles 4 and 5. This indicator should ideally be considered alongside data on low-income status and Free School Meals (FSM) eligibility. Unfortunately, consistent figures for these markers have only been available for the past two years, and those students have not yet graduated.

Given these limitations, we have classified this measure as **Amber** and will continue to monitor it closely.

### 9.2.2 Attainment for students with a Disability and Mental Health Issues - Low Risk

Table 17: Attainment between 2020-2024 (Percentage within disability / no disability group)

<b>G</b>	First	Upper Second	Lower Second	Third	Ordinary Degree
Disability	8%	54%	34%	4%	
No disability	18%	44%	27%	6%	5%
	-10pp	+10pp	+7pp	-2pp	-5pp

Although a slightly higher percentage of students without a disability obtain a first-class degree, a greater percentage of students with a disability achieve an upper second (which is still classified as a good degree). This trend of a better average continues at the lower second level. We have therefore decided to classify this as a **green RAG rating**.

We will continue to monitor mental health-related data as we encourage students to disclose their disabilities and work on improving the completeness and accuracy of our records.

### 9.2.3 Attainment for students by Ethnicity

Table 18: Attainment between 2020-2024 (Percentage within ethnic group)

R	First	Upper Second	Lower Second	Third	Pass
White	23%	57%	16%	2%	1%
Black	0%	20%	58%	12%	10%
Asian	22%	56%	22%	0%	0%
Mixed	19%	50%	19%	13%	0%
Other	0%	50%	50%	0%	0%

We analysed the results of 191 undergraduate students who graduated between 2019 and 2024. It was clear that Black students had a lower likelihood of achieving a First Class or Upper Second-Class degree compared to students from other ethnic backgrounds.

To ensure the findings were meaningful, the results were aggregated across the five-year period. Given the relatively small number of graduates each year, analysing data from a single year would not provide a representative or reliable picture.

This trend reflects a well-documented national issue. Reports such as *Closing the Gap: Three Years On* (Universities UK and NUS, 2022) confirm that the awarding gap between Black students and their white peers persists across the higher education sector. Despite sector-wide efforts, the report highlights that progress has been slower than hoped, particularly in addressing structural barriers that affect Black students' outcomes.

As a result of these findings, this issue has been given a **Red RAG rating**, highlighting it as a significant risk to equality of opportunity. Addressing this disparity has been made a priority for LST, and targeted actions are being developed to support progress in this area.

### 9.2.4 Attainment for students by Gender

Table 19: Attainment by Gender

A	First	Upper Second	Lower Second	Third	Pass
Female	14%	48%	34%	3%	2%
Male	19%	42%	23%	12%	4%

Based on the attainment figures by gender, we observed that male students are more likely to achieve a lower classification of degree compared to female students. For example, a higher proportion of males received Third Class, or Pass degrees.

However, the sample size is too small to draw definitive conclusions. Therefore, we have rated this measure as **Amber** and will continue to monitor gender-based disparities in attainment to ensure there is no risk to equality of opportunity.

### 9.4.5 Attainment of students by Age

Table 20: Attainment by Age

A	First	Upper Second	Lower Second	Third	Pass
Mature (21 and over)	12%	63%	16%	5%	5%
Young (Under 21)	50%	50%			

From the completion figures collected, we can see that younger students (under 21) are more likely to achieve a higher-quality degree compared to their older peers. However, as our student population is predominantly mature, the dataset for younger students is relatively small and not robust enough to draw definitive conclusions. We will continue to monitor this trend to better understand any emerging patterns. Given the ongoing variation in attainment, this issue has been given an **Amber RAG rating**.

### 9.5 Progression

OfS Definition: **Progression indicators**, reporting the proportion of Graduate Outcomes (GO) survey respondents who identified managerial or professional employment, further study, or other positive outcomes among the activities they were undertaking 15 months after obtaining a higher education qualification.

When analysing the 44 undergraduate responses to the 2022 Graduate Outcomes census, we found that a very small number of respondents were unemployed, travelling or continuing their studies. The majority were in employment, with nine running their own businesses.

This strong employment outcome can be partly attributed to our large population of mature students, many of whom are already employed when they join LST.

While our dataset is too small to provide a detailed risk analysis by specific categories, the overall figures give us confidence that progression is currently **not a risk to equality of opportunity** for LST students. As such, we have assigned this area a **Green RAG rating**.

Fig. 9: Progression by Age (OfS Data)

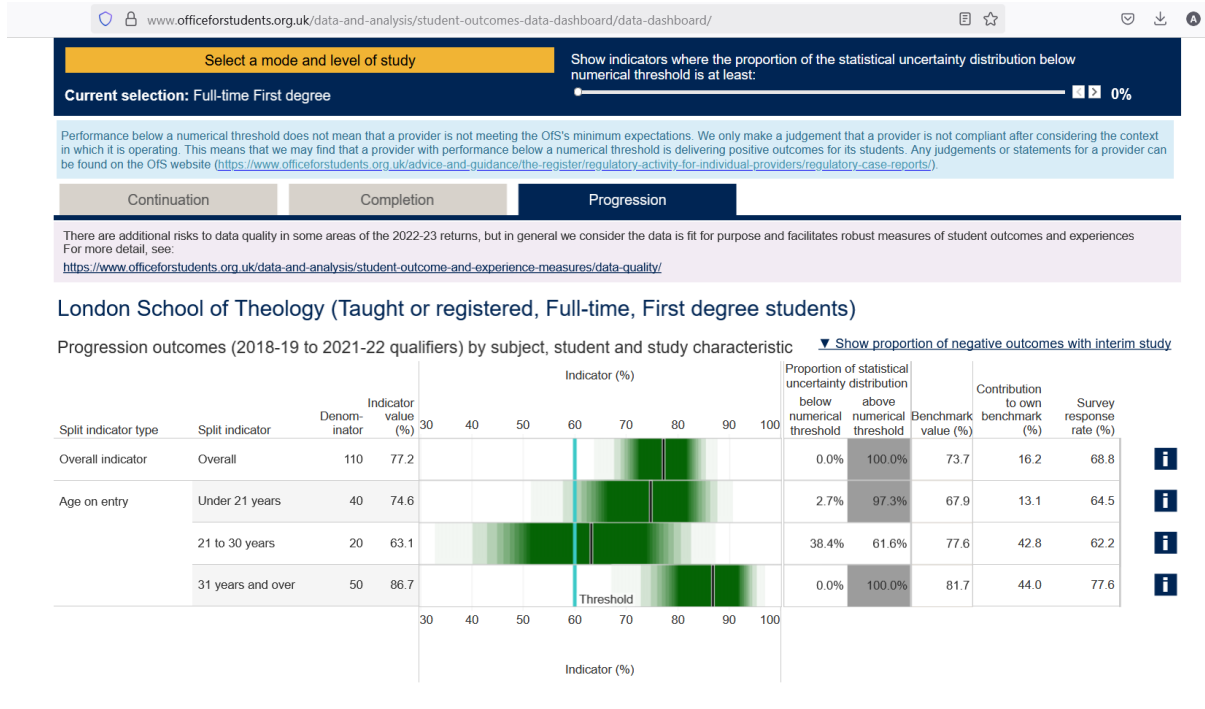
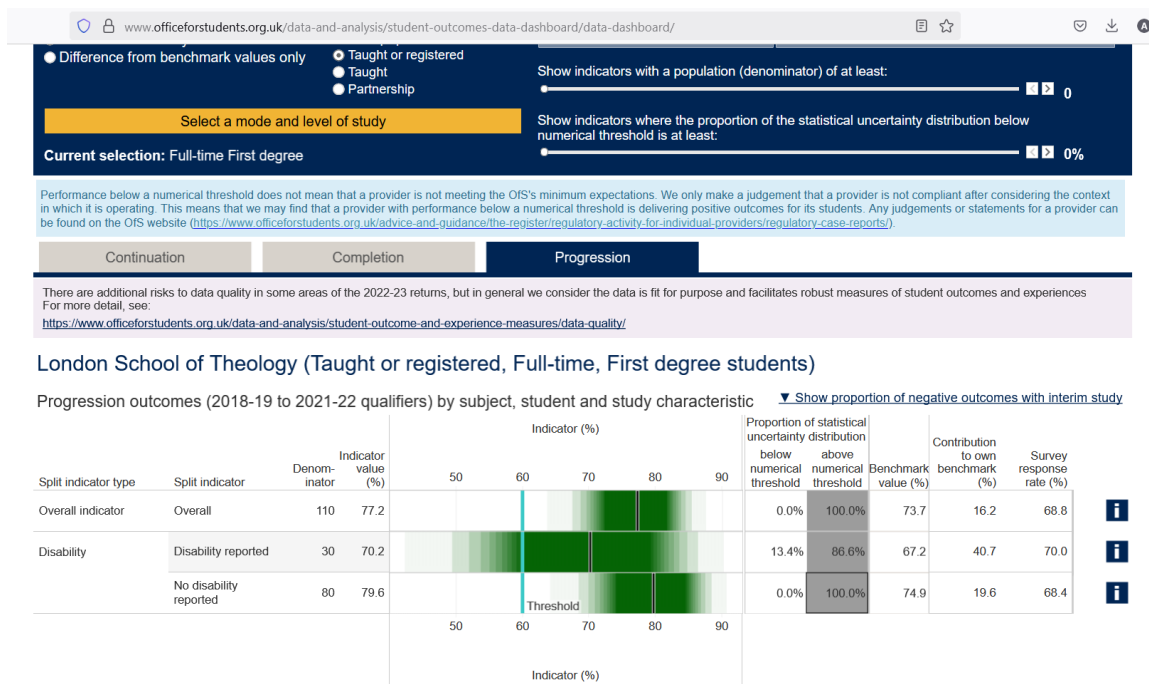


Fig.10: Progression by disability reported (OfS data)



### **Other potential risks that were assessed**

Given the clarity of the overall risks and the small size of our student population, we determined that a detailed intersectional analysis was not necessary at this stage. We also conducted a review of our capacity and identified no areas of concern.

In terms of student accommodation, classroom seating, library access, gym facilities, and other resources, we currently have sufficient capacity. This means we are well equipped to accommodate students from any APP (Access and Participation Plan) category—even in the event of an increase in student intake.

A lack of robust data in certain areas has limited our ability to fully assess specific risks to equality of opportunity. In particular, we have identified the need to improve the collection and analysis of data related to whether students have dependants and whether they commute to campus. These factors can have a significant impact on student experience, engagement, and continuation, yet they are currently underreported in our datasets. Going forward, we will prioritise better data collection in these areas to enhance our understanding of how such circumstances may affect student outcomes. This will enable us to identify hidden risks more accurately and develop targeted support strategies to mitigate them.

# Fees, investments and targets

## 2026-27 to 2029-30

Provider name: London School of Theology

Provider UKPRN: 10004075

### Investment summary

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

#### Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OFS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

#### Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment (£)	NA	£5,000	£6,000	£7,000	£7,000
Financial support (£)	NA	£18,000	£21,000	£23,000	£24,000
Research and evaluation (£)	NA	£7,000	£8,000	£9,000	£10,000

#### Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment	Pre-16 access activities (£)	£1,000	£1,000	£1,000	£1,000
Access activity investment	Post-16 access activities (£)	£1,000	£2,000	£2,000	£2,000
Access activity investment	Other access activities (£)	£3,000	£3,000	£4,000	£4,000
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£5,000</b>	<b>£6,000</b>	<b>£7,000</b>	<b>£7,000</b>
Access activity investment	<i>Total access investment (as % of HFI)</i>	1.5%	1.5%	1.6%	1.6%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£4,000	£5,000	£6,000	£6,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£1,000	£1,000	£1,000	£1,000
Financial support investment	Bursaries and scholarships (£)	£10,000	£11,000	£12,000	£13,000
Financial support investment	Fee waivers (£)	£4,000	£5,000	£5,000	£5,000
Financial support investment	Hardship funds (£)	£4,000	£5,000	£6,000	£6,000
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£18,000</b>	<b>£21,000</b>	<b>£23,000</b>	<b>£24,000</b>
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	5.3%	5.3%	5.3%	5.4%
Research and evaluation investment	Research and evaluation investment (£)	£7,000	£8,000	£9,000	£10,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	2.0%	2.0%	2.1%	2.2%



