2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by London Metropolitan University against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

London Metropolitan University's ambition and strategy as detailed in the 2019-20 access and participation plan:

In relation to Access the ambition was for London Met to continue to provide access to HE for those from under-represented groups with the potential to succeed, and to extend our outreach and access work to encompass a wider range of protected groups. Central to the strategy of continuing to provide access to under represented groups and extending our reach is the programme of work delivered by the WP and Outreach teams. This includes longer term WP and liaision projects, working with pupils at primary school through to mature learners in the community. This work involves targeting a range of excluded groups as well as our commitment to collaboration with external organisations (such as NCOP and Access HE) and other institutions.

In relation to Success the overall ambition is to provide an academic portfolio which meets the aspirations of our students, delivering flexible and personalised learning and support which enables positive outcomes for all. In the immediate term it is imperative for us to reduce non-continuation rates and improve degree attainment across the whole student population as well as addressing gaps in performance between student groups. The aim is to meet or exceed external benchamrks on these indicators within three years. The strategy to deliver this ambition was the Programme for Improving Student Outcomes (PISO).

Our ambition for Progression is to continue the increases that have been sustained now for several years in the number of graduates going into employment, particularly highly skilled employment, and to close gaps in progression outcomes between key groups of students. The indentification of progression as a key strategic aim began in 2015 and resulted in organisational changes to improve management of this area. A distinctive cornerstone of the strategy for progression was the introduction of accredited work related learning modules ito all undergraduate programmes. This was in recognition that the majority of our students are time-poor and many have low social capital with limited access to networks to secure relevant experience. It is underpinned by an assessment strategy that encourages self-reflection to maximise learning from the work experience.

Working with students is essential in the success of our ambitons and strategy.

2. Self-assessment of targets

The tables that follow provide a self-assessment by London Metropolitan University of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of London Metropolitan University's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Access - % FT First Degree Young Entrants from State Schools or Colleges	2009-10	96.4%	96.4%	96.4%	Percentage	2019-20	98	Expected progress
T16a_02 (Access)	Access - % of all First Degree students with a known disability	2011-12	8.3%	8.3%	8.3%	Percentage	2019-20	13.8	Expected progress
T16a_03 (Access)	Access - % FT First Degree Young Entrants from LPNs	2009-10	6.7%	6.7%	6.7%	Percentage	2019-20	6.9	Expected progress
T16a_04 (Progression)	% of All FT First Degree Entrants who are continuing or qualify at the University the year following entry	2012-13	75.4%	86.5%	87.0%	Percentage	2018-19	77.4	Limited progress
T16a_05 (Progression)	% of FT First Degree Entrants projected to be awarded a degree or 'other award'	2008-09	58.9%	72.0%	72.5%	Percentage	2015-16	59.5	Limited progress
T16a_06 (Access)	% Male in Primary ITT	2010-11	25%	21%	21%	Percentage	2019-20	14.3	Limited progress
T16a_07 (Access)	% BME in Primary ITT	2010-11	42%	32%	35%	Percentage	2019-20	50	Expected progress
T16a_08 (Access)	% BME in Secondary ITT	2010-11	28%	35%	35%	Percentage	2019-20	57.9	Expected progress
T16a_09 (Student success)	% BME achieving grade 1 or 2 in Primary ITT	2010-11	67%	85%	85%	Percentage	2019-20	82	Expected progress
T16a_10 (Access)	% of FT, First Degree entrants who are mature	2011-12	41%	49%	50%	Percentage	2019-20	69	Expected progress
T16a_11 (Access)	% of UK-Domiciled, First Degree students with a known ethnicity who come from a BME background	2009-10	60.0%	60.0%	60.0%	Percentage	2019-20	65.4	Expected progress

T16a_12 (Student success)	Narrow the BME Attainment Gap at LMU	2012-13	27.5%	15.0%	14.0%	Percentage	2019-20	7.8	Expected progress
T16a_13 (Progression)	Employment / Further Study Positive Outcomes (UK-domiciled, FT, First Degree graduates)	2013-14	45.6%	50.0%	51.0%	Percentage	2019-20	66	Expected progress
T16a_14 (Student success)	% of Home, FT, First Degree, Year 1 Entrants who Drop Out by Year 2	2014-15	30.0%	22.8%	22.8%	Percentage	2018-19	22.6	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Upward Bound Programme (a 2-year attainment programme run in conjunction with Islington Council and local schools; all participants are predicted to achieve D grades (or below) at GCSE level).	2015-16	75.3%	77%	78%	Percentage	2019-20	88.4	Expected progress
T16b_02 (Access)	Upward Bound Programme (a 2-year attainment programme run in conjunction with Islington Council and local schools; all participants are predicted to achieve D grades (or below) at GCSE level).	2015-16	73.0%	75%	76%	Percentage	2019-20	97.56	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£841,218.50	£1,322,000.00	57%
Financial Support	£1,493,480.00	£2,030,000.00	36%

4. Action plan

Where progress was less than expected London Metropolitan University has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_04	Formation of a dedicated Equity & Inclusion committee to increase governance and drive further activity to address and enhance student success oputcomes for marginalised groups. Institutional roll out of the Education for Social Justice framework Enhanced evaluation of new activities to ensure maximum impact on target groups. Increased student co-creation and co-delivery of activities to ensure they are aligned with our current cohort groups and meet their needs.
T16a_05	Formation of a dedicated Equity & Inclusion committee to increase governance and drive further activity to address and enhance student success oputcomes for marginalised groups. Institutional roll out of the Education for Social Justice framework Enhanced evaluation of new activities to ensure maximum impact on target groups. Increased student co-creation and co-delivery of activities to ensure they are aligned with our current cohort groups and meet their needs.
T16a_06	We will continue to target male students into primary teacher training. Working with partner schools to raise asperation and draw the attention to this route to students. We will also look to use our digital marketing plans to specifically target males into this subject area.

5. Confirmation

London Metropolitan University confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
London Metropolitan University has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Proffessor Lynn Dobbs
Position	Vice Chancellor and Chief Executive

Annex A: Commentary on progress against targets

London Metropolitan University's commentary where progress against targets was less than expected.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Creation of Online Communities: promote sense of belonging / improve connections/relationships with staff & students: targeted sessions for BAME groups Implementation of School specific APP activities specifically targeted at BAME groups. Increased proportion of counsellors from BAME groups to improve service particular related to issues pertaining to students of colour.   Implementation of BAME Mental Health Mentoring deployed to provide tailored culturally sensitive approach.

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Creation of Online Communities: promote sense of belonging / improve connections/relationships with staff & students: targeted sessions for BAME groups Implementation of School specific APP activities specifically targeted at BAME groups. Increased proportion of counsellors from BAME groups to improve service particular related to issues pertaining to students of colour.   Implementation of BAME Mental Health Mentoring deployed to provide tailored culturally sensitive approach.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We continue to prioritise the recruitment of male students into primary teaching education. The number of students recruited is relatively small that can lead to variation in %'s when recruitment changes.

Annex B: Optional commentary on targets

London Metropolitan University's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	
T16a_09	
T16a_10	
T16a_11	
T16a_12	
T16a_13	
T16a_14	
T16b_01	
T16b_02	