

# **LMA - Access and Participation Plan**

**2023-24 to 2027-28**

## **1. Assessment of performance**

### **Background and Context**

LMA is a specialist Higher Education Institution [HEI] offering courses concentrated around a range of disciplines within the Creative Industries. All courses are industry focused and provide students with a rigorous practical education within their chosen subject. Currently, six BA (Hons) programmes are available which are broken down into three main areas - Performance [Dance, Musical Theatre, Acting] Music and Digital Media [Film and TV Production, Games Art]. LMA's express mission is to widen access to the Creative Industries for all students with an interest and passion for the Arts. LMA has an inclusive approach to recruitment onto the programmes and selects students on the basis of aptitude and potential within their chosen discipline, alongside academic attainment. In addition, LMA deliberately does not require students to have achieved formal qualifications and prior level of attainment within prescribed professional arts examinations. This is because we recognise that this would exclude many students with the potential to succeed who may not have had the opportunity to access these subjects and disciplines. As a result of this approach, the intake is very diverse - for example, in September 2021 over 53% of the new students who joined LMA were from one or more groups who are underrepresented within UK Higher Education.

LMA was founded in Liverpool in 2009 as a specialist training organisation delivering targeted performance and media Pearson Level 3 qualifications in partnership with a local FE college to support progression to higher education and to provide a pipeline of talent for the growing Creative Industries sector in the region. During 2013, in response to student demand, LMA began delivering Pearson HND programmes with students progressing to other providers to complete a top up year to achieve their full degree. Due to the success of this provision and demand from students for internal progression to BA (Hons) level, in 2016, LMA entered a franchised partnership with Staffordshire University who validated five, three-year BA (Hons) degree programmes and five, one year top up routes. An additional BA (Hons) course in Dance Performance was added in 2019, with the first intake in September 2020.

These programmes have been successful with growing intakes and notable levels of good degree attainment. In 2019/20 LMA made the strategic decision to expand its provision into a new geographical location and set up a second base, on the Olympic Park at HERE-EAST in Stratford, London. In addition, LMA also consolidated all its Liverpool provision onto a new campus at the Metquarter in the heart of the city centre. In 2021, due to a strategic policy change at Staffordshire University, LMA redeveloped its programmes with a new validating partner, University of Northampton. From September 2021 all new students recruited to LMA are studying on the courses validated by the University of Northampton.

To develop the analysis of the evidence basis for this Access and Participation plan, LMA has used data sets provided by Staffordshire University and the University of Northampton which show the performance of students across the six LMA courses. Due to the nature of LMA's validation agreements, LMA students are included in the HESA returns of the two validating partner institutions. This means that no separate data for LMA is available within the OfS Access and Participation data set and dashboard. Therefore, all the analysis below has been constructed from the data subsets provided by the two institutions. Also, due to the specialist nature of this provision, in places in the analysis below, LMA has chosen not only to benchmark its performance against the national "all provider" figures provided in the OfS Access and Participation dashboard, but also has identified a

second benchmark set of cognate specialist HEI's whose provision is similar.<sup>1</sup> This allows LMA to provide a more nuanced assessment and judgement of performance against specialist comparator HEIs who have a similar subject focus.

## 1.1 Higher education participation, household income, or socioeconomic status

### Access

LMA's mission is to provide access to Creative Arts and Industries education for all students with a passion and aptitude for their chosen specialism irrespective of their background. As shown in the tables below, this means that LMA attracts a higher than sector average number of students from low income/low participation backgrounds. This can be demonstrated by analysis of new entrants' home postcodes against the Index of Multiple Deprivation [IMD] Quintile measure.

**Table 1.1.1: Percentage of students in each new intake who fall into IMD Quintiles 1-5**

Cohort starting year	IMD Q1	IMD Q2	IMD Q3	IMD Q4	IMD Q5
2016/17	60.27%	12.33%	17.81%	6.85%	2.74%
2017/18	51.83%	16.46%	14.63%	11.59%	5.49%
2018/19	52.17%	13.04%	15.22%	14.13%	5.43%
2019/20	48.65%	18.24%	13.51%	12.16%	7.43%
2020/21	33.22%	17.28%	19.60%	15.61%	14.29%
2021/22	33.90%	19.51%	16.29%	17.05%	13.26%

Since starting delivering BA (Hons) programmes in 2016, LMA has consistently attracted substantially more students from IMD Q1 than the sector average. However, whilst the sector average has increased from 19.8% in 2015/16 to 21.7% in 2019/20, [Source of Sector Level Data: OfS APP [Online Dashboard](#)] it is noticeable that LMA's percentage of new intake students from IMD Q1 has dropped by 26% between 2016 and 2021/22. [Source of Data - internal data provided to LMA by the two validating partner Universities].

This drop does not reflect a change in LMA's commitment to equality of opportunity and recruiting students from low-income backgrounds. Rather, it arises as a result of LMA's expansion and opening up of a new campus in London, which inevitably has brought about a shift in the demographic composition of LMA's student cohort. There have been two intakes to both the Liverpool and London campuses - Table 1.2a and 1.2b below illustrates the different socio-economic makeup of the intake, dependent on location.

<sup>1</sup> This benchmark comparator set of specialist HEI's comprises Futureworks Ltd; BIMM Ltd; LIPA; Guildhall School of Music and Drama and Trinity Laban Conservatoire of Music and Dance

**Table 1.1.2a: Percentage of students in each Liverpool intake who fall into IMD Quintiles 1- 5**

Liverpool					
Cohort starting year	IMD Q1	IMD Q2	IMD Q3	IMD Q4	IMD Q5
2016/17	60.27%	12.33%	17.81%	6.85%	2.74%
2017/18	51.83%	16.46%	14.63%	11.59%	5.49%
2018/19	52.17%	13.04%	15.22%	14.13%	5.43%
2019/20	48.65%	18.24%	13.51%	12.16%	7.43%
2020/21	38.46%	13.94%	20.67%	15.38%	11.54%
2021/22	43.79%	14.05%	13.07%	16.99%	12.09%

**Table 1.1.2b: Percentage of students in each London intake who fall into IMD Quintiles 1- 5**

London					
Cohort starting year	IMD Q1	IMD Q2	IMD Q3	IMD Q4	IMD Q5
2016/17	n/a	n/a	n/a	n/a	n/a
2017/18	n/a	n/a	n/a	n/a	n/a
2018/19	n/a	n/a	n/a	n/a	n/a
2019/20	n/a	n/a	n/a	n/a	n/a
2020/21	21.51%	24.73%	17.20%	16.13%	20.43%
2021/22	20.27%	27.03%	20.72%	17.12%	14.86%

When the two campuses are differentiated, it is clear that LMA’s Liverpool campus continues to recruit a much higher than sector average number of students from IMD Q1, whilst the London campus IMD Q1 new intake is just above the sector average of 19.1%. This split reflects the national geographical distribution of IMD Q1 areas, where the 2019 IMD Research Report clearly identifies the highest cluster of this grouping being in the Northwest of the UK, particularly around Liverpool and the broader Merseyside region. [Source; [English Indices of Deprivation Research Report](#)].

LMA has been unable to undertake detailed analysis of the socio-economic background of new students using the other standard sector measure POLAR4. This is because the two validating partner institutions code their POLAR4 data in slightly different ways within their data sets, and disaggregation and comparison has not been possible. However, as LMA is now responsible for its own admissions process and is established as a UCAS provider, it has full access to the range of data that is provided via UCAS cycle. This means that from 2021-22 onwards, LMA will be able to gather data and monitor levels of participation using the POLAR4 methodology and approach. From the September 2022 new

intake onwards, LMA commits to monitoring and evaluating the socio economic background of its student intake, and its subsequent success and progression using Polar4 measure alongside IMD data analysis, in order to provide a full overview of the socio-economic background of its students.

## Success - Continuation

**Table 1.1.4: Continuation rates across different IMD groups for each cohort.**

	IMD Q1		IMD Q2		IMD Q3		IMD Q4		IMD Q5	
	Continued	Withdrew	Continued	Withdrew	Continued	Withdrew	Continued	Withdrew	Continued	Withdrew
2016/17	83.0%	17%	80%	20%	85%	17%	67%	33%	100%	-
2017/18	87%	13%	70%	30%	79%	21%	100%	-	86%	14%
2018/19	93%	7%	83%	17%	62%	38%	92%	8%	60%	40%
2019/20	81%	19%	81%	19%	80%	20%	94%	6%	100%	-
2020/21	88%	12%	84%	16%	86%	14%	87%	13%	93%	7%

When analysing the continuation rates of LMA students from low socio-economic backgrounds, no clear trends are discernible in terms of a clear gap between the performance of students from an IMD Q1 background compared with students from IMD Q5. Nationally, the gap in performance has not closed since 2011 with an ongoing difference between the two groups between 6% and 8%. [Source: OfS [Continuation and Transfer rates](#)] However, performance at LMA has oscillated - e.g. in 18/19 there was a 33% difference in performance in favour of students from IMD 1, in 19/20 this switched to a 19% difference in favour of IMD Q5, whilst in 20-21 the gap closed back to a 5% difference. When the data is aggregated and averaged across the last five years, a small gap in continuation is present - there is a 4% difference between IMD1 and IMD5 . However, given the relatively small number of LMA students who come from the IMD Q5 background, a more useful comparison can be made by comparing continuation rates for LMA Q1 students with the rate achieved nationally. When the national data for students from IMD Q1 is aggregated and averaged over the same period [2015 - 2019] it provides a continuation rate of 86.5%, whilst LMA's average continuation rate is 85.35%. [Source of National Data: [OfS APP data dashboard](#)] . Therefore, whilst LMA will continue to monitor the performance of students from this group, the current gap is not considered to be significant enough to warrant a target to be set.

## Success - Attainment

**Table 1.1.5: Good degree attainment rates across different IMD groups for each graduating cohort.**

Cohort starting year	IMD Q1		IMD Q2		IMD Q3		IMD Q4		IMD Q5	
	% 2:1 or above	% below 2:1	% 2:1 or above	% below 2:1	% 2:1 or above	% below 2:1	% 2:1 or above	% below 2:1	% 2:1 or above	% below 2:1
2016/17	65.6%	34.4%	100.0%	-	78.6%	21.4%	85.7%	14.3%	100.0%	-
2017/18	86.1%	13.9%	71.4%	28.6%	88.9%	11.1%	77.8%	22.2%	100.0%	-
2018/19	79.1%	20.9%	75.0%	25.0%	70.0%	30.0%	100.0%	-	100.0%	-
2019/20	73.7%	26.3%	100.0%	-	88.9%	11.1%	100.0%	-	100.0%	-
2020/21	80.0%	20.0%	88.9%	11.1%	90.9%	9.1%	91.7%	8.3%	100.0%	-

LMA's IMD Q1 and Q2 students' attainment rates for good degrees match or exceed overall the sector averages for these groups.<sup>2</sup> They also compare favourably with similar specialist Creative Industries institutions that LMA has chosen to benchmark itself against.<sup>3</sup>

However, within LMA itself there is a clear gap between the good degree achievement rates for students from lower socio-economic groups and those from the higher groups. When the data shown in table 1.1.5 is aggregated, on average over the five year period there is a 15% gap between the percentage of students from IMD Q1 who attained a good degree (71%) and those from IMD Q5 who attained a good degree (94%). Notwithstanding the fact that the actual numbers of students in the higher socio-economic groups are much smaller than in the lower groups, and therefore the actual numbers achieving the higher degrees remains high, it will be essential that measures are in place to see what can be done to close the internal gap that exists, and a target will be set.

### Progression to employment or further study

Currently LMA does not hold any detailed, statistically significant quantitative data relating to graduate destinations and employment. Whilst five cohorts of students have graduated from the six LMA degree programmes, the timing of the phase out of the DLHE survey and in the introduction of the first

<sup>2</sup> The OfS APP dashboard shows that nationally the overall good degree attainment rates for students from IMD Q1 were 67.5% in 18/19 and 74.2% in 19/20. Students from IMD Q2 achieved good degree rates of 73.2% in 18/19 and 79.2% in 19/20.

<sup>3</sup> For example, 70% of students from IMD Q1 studying at Futureworks Training Ltd achieved good degrees in 18/19 and 65% in 19/20, whilst 54% of students from IMD Q1 studying at BIMM Ltd achieved good degrees in 18/19 and 59% in 19/20.

Graduate Outcomes survey in Sept 2018 means that only one cohort of LMA students have participated in a formal externally administered survey. LMA's graduate participation in the 2018/19 survey was very low [only four responses] and therefore no statistically significant data exists from this type of source.

In recent months, LMA has undertaken its own informal survey of recent graduates and has also gathered anecdotal information on graduate success via "keep in touch" alumni activities, networking and academic staff contact with graduates. From the responses that have been gathered from the LMA internal graduate survey, it is clear that at least 50% of respondents are continuing to pursue careers and career aspirations within the Creative Industries. Given the high percentage of graduates who are from lower income backgrounds and the under-representation of this group within the creative sector,<sup>4</sup> combined with the well-recognised tendency towards "portmanteau"/freelance careers with the Creative Industries, it is not surprising to find that graduates are reporting that they are often juggling part time hourly paid work in a range of sectors alongside undertaking professional creative industry projects in a freelance capacity.<sup>5</sup>

However, whilst this informal data gathering provides useful information which yields some understanding of trends in LMA graduate employment etc, it is clear that much more work will be required over the coming years to ensure rigorous and systematic data capture that will enable the type of detailed analysis that is required to inform LMA's assessment of graduate progression and success. Therefore, from September 2023 onwards, LMA commits to developing a clear set of activities and targets to gain a more evidence-based understanding of graduate progression and provide support for graduates. These activities will be monitored against a set of targets which will be informed by sector wide trends and expectations around levels of graduate employment, and will include reporting against the performance of a range of sub-groups within the graduate population, including students from underrepresented groups.

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<sup>4</sup> E.g. see the analysis in the 2020 report [Getting in and Getting On: Class, participation and job quality in the UK's Creative Industries](#) from the Creative Industries Policy and Evidence Centre, where the authors demonstrate that "those from privileged backgrounds are more than twice as likely to land a job in a creative occupation" and that "just 16% of those in creative occupations are from working class backgrounds compared to 21% of those in any professional occupation and 29% across all occupations" p.9.

<sup>5</sup> This pattern replicates the findings in the activities data from the [18/19 Graduate Outcomes](#) survey results which shows that graduates who studied creative arts and design were more likely to go into part-time employment than those from other subjects. In summary, 43% of graduates from creative art and design subjects were in full time employment; 27% were in part time employment; 10% were in employment or study whilst 5% were in 5% full or part time study. This contrasts with graduates from other disciplines e.g., science - where the pattern is much more towards full time employment.

## 1.2 Black, Asian and Minority Ethnic Students

### Access

**Table 1.2.1 Students in each new intake from a BAME background compared with the number of students from a white background.**

Cohort starting year	White	BAME
2016/17	92.90%	7.10%
2017/18	94.48%	5.52%
2018/19	97.03%	2.97%
2019/20	92.94%	7.06%
2020/21	89.06%	10.94%
2021/22	88.05%	11.95%

The percentage of students from a BAME background joining LMA has increased over the last six years but is still significantly below the national sector average. As shown on the OfS APP dashboard in 20/21 [the most recent year where comparative data can be found] nationally 32.3% of all students entering HE came from the BAME community, however in the same year LMA recruited only 10.94% of its intake from this group, which is a 21% gap. Whilst the 21-22 intake figures show a small [1%] increase in the number of students recruited from BAME backgrounds, the gap still remains significant and therefore a target will be set to address this disparity.

From 16/17 - 19/20 the low percentage of students from a BAME background partially reflects the demographics of LMA's main recruitment catchment area - Liverpool and Merseyside - which is predominantly white<sup>6</sup>. In addition, in 2020 only 1.8% of the northwest's young population was from the black ethnic group, compared to over 20% in London. [Source: [2020 Entry UCAS UG Reports by sex, area background and ethnic group](#)] However, even when these factors are taken into consideration it needs to be acknowledged that LMA's intake has not been representative of the ethnic make-up of the population as a whole within the region.

In the last two years there has been an increase in the percentage of BAME students studying at LMA. This increase can partly be attributed to the opening of the London campus in 2020 which has attracted a higher proportion of students from a BAME background. However, absolute numbers still remain low - in 2021 only 52 of the 562 students recruited onto LMA courses, who have disclosed their ethnic background, have identified they come from BAME backgrounds.

This increase to around 11% of the intake coming from students from a BAME background brings LMA more in line with the current performance of similar types of small specialist Creative Industries HEI's which we are using for benchmarking. Using the OfS APP data dashboard we can see that the new student intake in the five institutions used for benchmarking purposes also recruited, on average, 11% of students from the BAME community in 18/19 and 19/20.

When the BAME new intake cohort is disaggregated further into specific ethnic groups, [see table 1.2.2. below] it becomes apparent that the LMA population is predominantly students from black and mixed backgrounds. Students from an Asian background are noticeably absent from the cohorts until the last two years when the London campus has opened, but again figures here still remain very

<sup>6</sup> Data made available by [Liverpool City Council](#) shows that in 2021, 88.8% of Liverpool's population were of white ethnic origin compared with the national average in England and Wales of 85.8%.

small. This underrepresentation of students from both the Black and Asian community is mirrored in the data from the specialist comparator Benchmark set where in 19/20, on average, 89% of students were white whilst several institutions are recorded as not having any students from an Asian background, (as numbers are so small, they are not statistically significant) and students from a black background only comprise between 2-3% of their new intake.

**Table 1.2.2: Breakdown of students in each new intake by ethnic origin.**

Cohort starting year	White	Black	Asian	Mixed	Not given
2016/17	92.90%	0.65%	-	5.81%	0.65%
2017/18	92.93%	1.63%	-	3.80%	1.63%
2018/19	92.45%	-	-	2.83%	4.72%
2019/20	91.86%	1.74%	-	4.65%	1.74%
2020/21	86.63%	3.04%	1.22%	5.47%	3.65%
2021/22	68.15%	3.91%	0.89%	3.38%	23.67%

### Success - Continuation

**Table 1.2.3: Continuation rates for students from a BAME background compared with students from a white background.**

Cohort starting year	White		BAME	
	Continued	Withdrew	Continued	Withdrew
2016/17	83%	17%	86%	14%
2017/18	83%	17%	100%	-
2018/19	87%	13%	100%	-
2019/20	85%	15%	91%	9%
2020/21	89%	11%	83%	17%

Whilst the number of students from BAME communities at LMA is low, their continuation rates in comparison with their white peers initially appears favourable. For four out of the five years when the programmes have been running, BAME student continuation rates are better than white students, which is in contrast with the national trends which consistently show the opposite. Overall, when the data for the five years is aggregated and averaged, there is no discernible trend or gap between the continuation rates of white students and BAME rates - the overall withdrawal rates for white students are 13.97%, whilst they are 12.9% for BAME students, a one percent gap.

It is only in 20/21 when the London campus opened and more BAME students were recruited that the positive continuation trend in favour of BAME students is reversed. The reasons for non-continuation for these students are being examined in order to identify causes, so that measures can be put in place to ensure this does not turn into a persistent trend.



Also, when the data is aggregated and the average continuation rates for LMA students from the BAME community for the last five years are compared with the same five year average national continuation rates for BAME students, there is a gap of 1.2% . LMA's average continuation rate is 86.29% whilst the national rate is 87.46%.

Therefore, whilst the gap is small, LMA will set a performance target for this group, in order to ensure that the gap between the national continuation rates and LMA's rates is clearly monitored and addressed, particularly given the context of the change in student intake demographics that has occurred with the addition of the London campus, and the well documented challenges around under-performance for students from BAME communities within HE.

## Success - Attainment

**Table 1.2.4: Good degree attainment rates for students from a BAME background compared with students from a white background.**

Cohort starting year	White		BAME	
	% 2:1 or above	% below 2:1	% 2:1 or above	% below 2:1
2016/17	76.7%	23.3%	66.7%	33.3%
2017/18	85.5%	14.5%	66.7%	33.3%
2018/19	77.0%	23.0%	85.7%	14.3%
2019/20	86.4%	13.6%	66.7%	33.3%
2020/21	87.8%	12.2%	50.0%	50.0%

The data on student good degree attainment demonstrates that there is clear underperformance in most years for students from a BAME background and, in particular, for students from a Black and Mixed background. As the percentage of students from a BAME background is small in each cohort, it is not possible to draw statistically significant conclusions from the outcomes for each year. However, when the data for the five years is aggregated and averaged it is clear that during this period, whilst 86.8% of white students achieved 2.1 or 1st, only 69.3% of BAME students achieved this level which is a 17.4% attainment gap. Therefore a target for closing this attainment gap will be set.

The national sector data clearly demonstrates that, whilst the gap is closing between the good degree attainment of white and Black students in particular [down from 27pp. in 10/11 to 18.3 pp in 19/20], this group is still consistently underperforming when compared to their white counterparts. It is therefore logical to conclude that the factors that affect the performance of this group of students nationally must also be impacting on student achievement at LMA. Improving BAME attainment is a target for LMA, ensuring that any barriers to success are identified and addressed.

## Progression to employment or further study:

As is outlined in Section 1.1, LMA does not have any statistically significant data around graduate employability. Also, given the very low numbers of graduates from BAME backgrounds - only 6% of LMA's graduates are of BAME origin - the qualitative data that is available is very limited.

However, there is a breadth of national data and insights available that demonstrates the under-representation of the BAME population within particular areas of the Creative Industries. For example, the Creative Industries Federation 2017 report "[Creative Diversity](#)" highlights both the progress that has been made to increase the number of people from a BAME background working within the Creative Industries - between 2013 and 2014, there was a 12.5% increase in the number of jobs occupied by individuals from a BAME background - whilst also showing that in many areas of the UK, the percentage of BAME workers within the Creative sectors is much lower than could be expected if the distribution mirrored the BAME composition of a specific region as a whole.

Therefore, for LMA, the same imperatives exist here as has been outlined for students from lower socio-economic groups. LMA will make a commitment to ensure that from September 2023 onwards it has a clear plan in place that contains a clear timeline and set of activities to both support and improve the career development of BAME students and also to closely monitor their progress in the coming years. This will enable the effectiveness of the planned interventions to be evaluated and clear identification of adjustments that need to be made.

### 1.3 Mature Students

#### Access

**Table 1.3.1: Breakdown of the percentage of students in each new intake by age on entry**

Cohort starting year	Under 21	21 and Over
2016/17	77.42%	22.58%
2017/18	84.78%	15.22%
2018/19	92.45%	7.55%
2019/20	91.86%	8.14%
2020/21	93.31%	6.69%
2021/22	97.15%	2.85%

Over the last six years LMA has seen a steady decline in the number of mature students recruited. This is partly due to the fact that the intake for 16/17 and 17/18 included students directly progressing into Level 6 from the HND provision that LMA was delivering prior to commencing the BA provision. These students therefore have artificially raised the age profile of the intake for these years. This decline is in contrast to the national picture which has seen a 3% increase over the last five years. However, the five HEIs within the LMA Creative Industries benchmarking set saw their intake of over 21 year olds remain static at around 16% of the overall new cohort. [Source of Benchmarking Data: OfS Access and Participation Data Dashboard].

Therefore, currently, LMA is underperforming against national and benchmark competitor trends in terms of attracting mature students to its provision. The gap in 20/21 [the last year when comparative data is available] between the national percentage of students who are 21 or over joining University

and LMA's intake is 26%. Nationally, 32.8% of students joining University were mature, whilst at LMA it was 6.7%. Given the continuing decrease in the intake of mature students shown in the 21-22 recruitment figures [down to 2.85% of the intake] it is therefore likely that the current gap between LMA's intake and the national figures has increased.

The reason for this gap can be explained partly because the specialist focus of the provision on specific areas within the Creative Industries [in particular performance - acting, dance and musical theatre] are not necessarily attractive to mature learners who are often career changers who tend to select vocational areas for study relating to health professions, education and the social studies. [noted in Executive summary UCAS June 2018 Report, [Admissions Patterns for mature applicants](#)]. In addition, as the LMA provision is designed to be studied full time with high contact hours, this mode of attendance may not be easily accessible to mature learners who require flexibility to fit around existing life commitments.

However, notwithstanding these contextual factors, LMA is conscious of the need to increase the percentage of mature learners within its cohorts, and this is reflected in the targets and activities that are set in this plan.

## Success - Continuation

**Table 1.3.2: Continuation rates broken down by age for each cohort**

Cohort starting year	Under 21 on Entry		21 and over on Entry	
	Continued	Withdrew	Continued	Withdrew
2016/17	83.00%	17.00%	86.00%	14.00%
2017/18	84.00%	16.00%	75.00%	25.00%
2018/19	88.00%	12.00%	83.00%	17.00%
2019/20	86.00%	14.00%	77.00%	23.00%
2020/21	88.00%	12.00%	90.00%	10.00%

It is difficult to identify clear continuation trends for mature students given the low numbers of students in each cohort. When the data from the last five years is aggregated and averaged there is a small gap of 2.7% between the continuation rates of students who are under 21 and those who are over 21. Mature students have an overall continuation rate of 83.3% whilst for students who are under 21 it is 86.%. However, given the number of students in some cohorts, this is not statistically significant. Also, when the national continuation rates for mature students for the last five years are aggregated, averaged and compared with the LMA figures for the same period, the gap is even smaller at 1.6%. Therefore, whilst LMA will continue to monitor the performance of this group, a target will not be set.

## Success - Attainment

As illustrated in the table below, two clear patterns can be identified in the good degree attainment rates for mature students at LMA over the last five years. The first pattern relates to the students who progressed from the HND provision in 16/17 and 18/19 where mature students underperformed against their younger peers. However, in the last three years, no discernible trend can be identified due to the low numbers.

When the figures for the last five years are aggregated and averaged, the gap between the attainment rates of mature students and students under 21 can be identified, with the latter outperforming the former by 8%. Therefore, reducing this gap will form a target within this plan.

**Table 1.3.3 Good degree attainment rates broken down by age for each graduating cohort**

Cohort starting year	Under 21 on Entry		21 and over on Entry	
	% 2:1 or above	% below 2:1	% 2:1 or above	% below 2:1
2016/17	78.38%	21.62%	73.08%	26.92%
2017/18	79.63%	20.37%	63.16%	36.84%
2018/19	69.70%	30.30%	88.89%	11.11%
2019/20	76.34%	23.66%	37.50%	62.5%
2020/21	79.12%	20.88%	75.00%	25%

## Progression to employment or further study

As has been identified earlier, LMA does not have access to statistically significant data for progression which can identify sub-groups such as mature students. Given the very small number of mature students within each cohort, it is not possible to identify any clear patterns or trends. As mentioned previously, anecdotal/qualitative evidence is available relating to individual mature student success, but this is not sufficient to identify trends or draw conclusions. Establishing a robust system of data capture and evaluation for progression forms a key commitment for this Access and Participation plan. From September 2023 onwards a clear plan will be in place containing timelines and activities to ensure that systems are implemented to track graduate destinations, alumni activities and, where required, to enhance aspects of curriculum delivery to support graduate success for targeted groups, including mature students where appropriate.

## 1.4 Disabled students

### Access

**Table 1.4.1: Breakdown of new intake cohort comparing the percentage of students who declare a disability with those who do not.**

Cohort starting year	Students who did not declare a disability	Students who did declare a disability
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2016/17	83.87%	16.13%
2017/18	83.15%	16.85%
2018/19	79.25%	20.75%
2019/20	78.49%	21.51%
2020/21	77.51%	22.49%
2021/22	77.76%	22.24%

Sector wide there has been a steady increase in students who declare a disability, rising from 12.9% of new intake in 15/16 to 16.6% in 19/20 [Source:: [OfS Access and Participation data dashboard](#)]. This rise in students declaring a disability is mirrored in the LMA data, although throughout this time period, LMA's intake is consistently four to six percent above the national average. This level of, and rise in, new students declaring a disability is mirrored within the specialist Creative Industries HEI benchmarking set where, in 18/19, 20% of students and in 19/20, 24% of students identified as disabled.

As is illustrated in table 1.4.2 below, when the type of disability declared is analysed in detail, the most prevalent are those relating to learning differences. This is unsurprising given the well-researched link between people with an aptitude for creative disciplines and learning differences such as dyslexia and dyscalculia<sup>7</sup>. The higher prevalence of disability relating to learning differences in students on creative courses probably also accounts for the way in which Creative Industries specialist HEIs are found to have higher than sector average levels of students with disabilities.

**Table 1.4.2: Breakdown of new intake by disability group.**

Cohort starting year	Learning Disability	Social-Communication Disability	Mental Health Disability	Physical Disability	Other - Multiple	No disability
2016/17	5.81%	3.23%	3.87%	2.58%	0.65%	83.87%
2017/18	8.15%	3.80%	1.63%	1.09%	2.17%	83.15%
2018/19	5.66%	2.83%	1.89%	2.83%	7.55%	79.25%
2019/20	6.98%	6.40%	3.49%	1.16%	3.49%	78.49%
2020/21	8.51%	3.04%	5.17%	1.82%	3.95%	77.51%
2021/22	10.50%	0.18%	4.63%	2.67%	4.27%	77.76%

<sup>7</sup> See, for example, the literature review and further research undertaken by Cancer, Manzoli and Antonietti in their 2016 article [“The alleged link between creativity and dyslexia: Identifying the specific process in which dyslexic students excel”](#), *Cogent Psychology*, 3:1.

## Success - Continuation

**Table 1.4.3: Continuation rates for students with a disability compared to students without a disability by cohort.**

Cohort starting year	Students who have not declared a Disability		Students who have declared a disability	
	Continued	Withdrew	Continued	Withdrew
2016/17	83%	17%	84%	16%
2017/18	85%	15%	76%	24%
2018/19	86%	14%	91%	9%
2019/20	85%	15%	89%	11%
2020/21	89%	11%	86%	14%

Continuation rates for LMA students with declared disabilities compared with those without do not show any clear trends. In some years students with disabilities have better continuation rates, whilst in others this is reversed. Between 2014-15 and 2018-19 the national gap in continuation for students with disabilities and those without has remained between one and two percentage points. However, when the LMA data for the last five years is aggregated and averaged there is a 4% gap. LMA's average continuation rate for students with disabilities is 86%, whilst the comparative national figure is 90.32%. Therefore, given the high number of students at LMA with a disability, we will set a target to address this gap over the next five years, as this gap will proportionally impact on the continuation rates of a larger group of students than at other institutions.

## Success - Attainment

The pattern of attainment for students with disabilities compared with students without disabilities varies year on year as shown in table 1.4.4 below, and no clear trend is observable. Nationally, the gap in attainment for this group has been steadily closing over time, and in 19/20 stood at 1.3%. Whilst the gap for LMA was substantially higher than this in 19/20, the outcome in 20/21 clearly shows that in this year the gap has been eradicated and a higher percentage of students with disabilities gained a 2:1 or above. This "erratic" outcome pattern can also be seen in the attainment rates for disabled students in the specialist Creative Industries HEI benchmarking set suggesting that in this section of the sector LMA is not unusual in having some years where students with disabilities perform better than others.

However, levelling out the fluctuation is important because when the data for the last five years is aggregated, the average gap in attainment between disabled and non-disabled students is 9% overall, and therefore will form a target for this plan.

**Table 1.4.4: Good degree attainment rates for students with a disability compared to students without a disability.**

	Disability	No Disability
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Cohort starting year	% 2:1 or above	% below 2:1	% 2:1 or above	% below 2:1
2016/17	66.7%	33.3%	77.2%	22.8%
2017/18	77.8%	22.2%	85.7%	14.3%
2018/19	75.0%	25.0%	79.2%	20.8%
2019/20	66.7%	33.3%	88.9%	11.1%
2020/21	85.0%	15.0%	87.1%	12.9%

### Progression to employment or further study

As has been identified earlier, LMA does not have access to statistically significant data for progression which can identify sub-groups such as disabled students and therefore no clear patterns of progression have been able to be identified. Anecdotal/qualitative evidence is available relating to individual disabled student success, but this is not sufficient to identify trends or draw conclusions. Establishing a robust system of data capture and evaluation for progression will form a key target for this Access and Participation Plan.

### 1.5 Care leavers

Currently, LMA does not have access to data showing whether previous or current students are care leavers or not. This information is recorded by the validating partner HEIs but is not available in the datasets provided to us. Anecdotally we are aware of some students who have had involvement with the care system, but we do not have systematic recording or tracking of these students.

However, as LMA now administers their own admissions cycle and is set up as a separate UCAS provider, we do have access to this data. Therefore, from September 2022 onwards LMA makes a commitment to identify, and track this sub-group of students and ensure monitoring is undertaken of their performance across all stages of the student lifecycle.

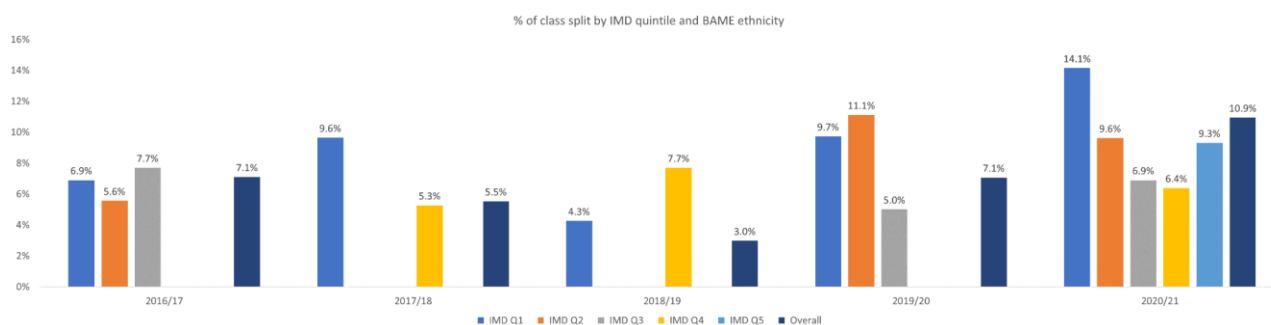
### 1.6 Intersections of disadvantage

As explained throughout, the LMA intake cohort sizes have not been large for the first three years of running the BA programmes. Therefore, undertaking detailed analysis of intersections of disadvantage is difficult as the volume and type of data generated is not comprehensive. However, we are aware that a significant proportion of LMA students do fall into two or more underrepresented categories. For example, when the 21/22 new intake is analysed, nearly a quarter of students from underrepresented groups - 23.7% - fall into two or more underrepresented groups.

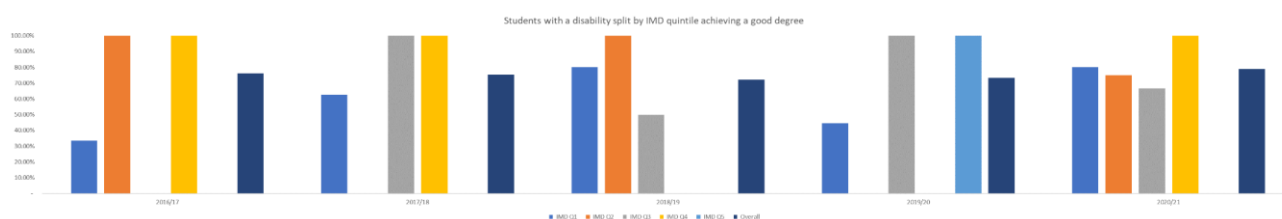
From the limited analysis we have been able to undertake, we can see that some tentative correlations and interdependencies can be identified.

**Example 1 - Access:** When LMA students from a BAME background are cross correlated with the IMD Quintiles from which they originate, a pattern emerges which suggests that in most years, BAME students are more likely to come from the lower IMD quintiles. This is not surprising given the clear

national correlation between deprived neighbourhoods and the percentage of people living in these neighbourhoods who come from an ethnic minority background.<sup>8</sup>



**Example 2 - Attainment:** as shown in Table 1.6.2 below, when the degree attainment of students with disabilities are cross correlated with their IMD Quintile, a pattern emerges which suggests that in most years disabled students from the lower quintiles achieve a lower percentage of good degrees than the students from higher quintiles.



This correlates with the analysis provided by other providers in their APP [for example, in the APP’s submitted by LMA’s validating partners Staffordshire University and University of Northampton] which indicates that within each cohort of students from underrepresented groups there is a substantial percentage who are members of more than one group, thereby creating “multiple” intersections of disadvantage.

## 1.7 Other groups who experience barriers in higher education

Over the duration of this plan, LMA will ensure it is aware of the need to look at the performance of sectors of its community who currently may not be formally identified as comprising an “underrepresented group”, but nevertheless may still be seen as disadvantaged or potentially marginalised. In particular, LMA is aware that there is a significant percentage of its cohort who identify as being members of the LGBT+ community. As is outlined in UCAS 2020 report “[Next Steps: What is the Experience of LGBT+ students in education](#)”, there is a higher prevalence of students from this community who select to study creative subjects, and there are particular expectations and pressures that this group can experience, specifically during the transition into HE. Therefore, whilst LMA does not currently monitor or evaluate the performance of students from this

<sup>8</sup> See, for example, [data and analysis provided by Gov UK](#) which shows that people from a black and asian background are on average 6.5% more likely to be living in the 10% most deprived neighbourhoods in the UK.



group, it is mindful to ensure that underperformance in this group is not allowed to go unscrutinised and makes a commitment to set up a pilot tracking project from September 2023 to identify any trends that can be identified in the continuation, attainment and progression of students who identify as belonging to the LGBT+ community,.

## 2. Strategic aims and objectives

### 2.1 Target groups

The table below summarises the outcome of LMA’s assessment of performance and identifies where strengths and weaknesses lie using a RAG rating approach. It identifies which groups are to be targeted within the Access and Participation Plan, and establishes where commitments are to be made to support monitoring of activities and outcomes in order to develop a more evidence based and informed understanding of the organisation’s performance.

Green rating signifies that for this underrepresented group within this part of the life cycle, LMA matches or exceeds national sector performance. Amber signifies that the data fluctuates year on year - some cohorts in some years exceed national standards, whilst in others they fall below, and there is a lack of consistency in outcomes for LMA students in these groups. This lack of consistency informs the decision that these amber rated areas attract targets aimed at eradicating “fluctuation” and eradicating any gaps with the national data for this group. Red rating identifies where the analysis of the data has demonstrated that this group is underperforming against national benchmarks and KPMs, and clear targets will be set.

Blue indicates that currently LMA does not possess adequate data to analyse the performance of, or set targets for, this group. However, in order to develop a deeper understanding of the performance of this group, or stage in the student life-cycle, LMA is making clear commitments in this plan to develop processes to track and evaluate these areas and groups, and subsequently, where required, to introduce targets and KPI’s to monitor performance.

#### RAG Rating of LMA's Performance

	Lower Socio-Economic Groups - IMD Q1		BAME		MATURE		DISABLED		CARE LEAVERS	
	RAG	Target Y/N or Commitment C	RAG	Target Y/N or Commitment C	RAG	Target Y/N or Commitment C	RAG	Target Y/N or Commitment C	RAG	Target Y/N or Commitment C
ACCESS	Green	N	Red	Y	Red	Y	Green	N	Blue	C
SUCCESS-Continuation	Green	N	Amber	T	Green	N	Amber	T	Blue	C
SUCCESS - Attainment	Red	Y	Red	Y	Red	N	Red	Y	Blue	C
PROGRESSION	Blue	C	Blue	C	Blue	C	Blue	C	Blue	C

## **The focus of the targets that are set out in the plan is to**

Reduce the gaps that have been identified in performance with regards to access and success for specific underrepresented groups.

The groups that will be targeted are:

### **Access**

- Students from a BAME background
- Mature students

### **Success: Continuation**

- Students from a BAME background
- Students with a Disability

### **Success: Attainment**

- Lower Socio-Economic Groups - IMD Q1
- Students from a BAME background
- Mature students
- Disabled students

The focus of the commitments that are set out in the plan is to ensure that where LMA has been unable to undertake meaningful analysis [care leavers, students from the LGBT+ community and progression data for all groups,] time bound commitments are made to set up clear systems of data gathering and monitoring to allow meaningful performance analysis and, where required target setting to be undertaken during the lifespan of the plan.

## 2.2 Aims and Objectives

The aims and objectives below show how LMA intends to address the underperformance of identified underrepresented groups at different stages of the student lifecycle, and to ensure it has targets and commitments in place to measure progress.

### ACCESS

**Aim: To eradicate identified gaps between underrepresented groups recruited to study at LMA in the next 10 years**

#### Objectives:

**Objective 1:** To increase the number of students from BAME backgrounds who are recruited within each cohort of LMA new students, thereby closing the 21% gap between the profile of LMA's intake cohort and the profile of the national intake for BAME students. This will provide access to Creative Industries focused HE and facilitate and support engagement with this sector for this underrepresented group.

**Objective 2:** To increase the number of mature students [over 21] who are recruited within each cohort of LMA new students, thereby closing the 26% gap between the profile of LMA's intake cohort and the profile of the national intake for mature students. This will provide access to Creative Industries focused HE and facilitate and support engagement with this sector for this underrepresented group.

#### Targets

**PTA 1:** To increase the proportion of students from BAME backgrounds recruited to LMA's courses to 20% of the intake by 2028

**PTA 2:** To increase the proportion of students from mature backgrounds [over 21] recruited to LMA's courses to 10% of the intake by 2028

**Commitment 1:** It is acknowledged that whilst these targets reduce the gap between LMA's current performance and the national figures, they do not eradicate it entirely. However, in setting these targets LMA has taken into account the specialist nature of the organisation's provision and the contextual factors which impact on recruitment which have been outlined earlier in Sections 1.2 and 1.3. Therefore, in order to ensure that LMA continues to challenge itself to close gaps as much as possible, a commitment is made to review progress against these targets halfway through the lifetime of the plan in 2025-26, and implement additional stretch targets if significant progress has already been made towards their achievement.

### SUCCESS - CONTINUATION

**Aim:** Address identified internal fluctuation in continuation rates for LMA students from the BAME community and disabled students and to improve their performance against national continuation rates in order to ensure consistent and sustained improvement over the next ten years.

**Objective:** To implement measures and activities to address the identified internal fluctuation in LMA continuation rates for students from the BAME community and disabled students, and to ensure their improvement in performance against national continuation rates in order to eradicate gaps over the next ten years.

**PTS 1:** To achieve improvement in, and eradicate the 3% gap between, the continuation rates of LMA students from BAME backgrounds and the national continuation rates for students from BAME backgrounds by 2028.

**PTS 2:** To achieve improvement in, and eradicate the 4% gap between, the continuation rates of LMA students with disabilities and the national continuation rates for disabled students by 2028.

## **SUCCESS - ATTAINMENT**

**Aim:** To eradicate year on year fluctuation and gaps in attainment rates for students from lower socio-economic groups, students from a BAME background, mature students and disabled students ensuring consistent and sustained improvement over the next ten years.

**Objective:** To remove the year-on-year fluctuation and gaps in attainment rates for students from lower socio-economic groups, students from a BAME background, mature students and disabled students ensuring consistent improvement in attainment and removal of gaps between groups.

**PTS 3:** To achieve consistent improvement in, and close the 15% gap between the attainment of LMA students from IMD Q1 and IMD Q5 to under 5% by 2028

**PTS 4:** To achieve consistent improvement in, and close the 17.4% gap between the attainment of LMA students from a BAME background and white students to under 5% by 2028.

**PTS 5 :** To achieve consistent improvement in, and eradicate the 8% gap between the attainment of LMA mature and non-mature students by 2028.

**PTS 6 :** To achieve consistent improvement in, and eradicate the 9% gap between the attainment of LMA disabled and non-disabled students by 2028.

## **PROGRESSION**

**Aim: To ensure all LMA students from underrepresented groups are able to progress to graduate level roles within three years of graduating from LMA over the next 10 years.**

**Objective 1:** To develop and implement mechanisms both internally and externally to obtain, monitor and evaluate LMA's graduate destinations and career progression data against clear targets for graduate progression that are benchmarked against national and sector specific institution KPIs.

**Objective 2:** To support LMA graduates from underrepresented groups to engage in graduate level work or further study within 18 months of graduation.

**Commitment 2 :** A plan for a clear system of data gathering and target setting around LMA graduate destinations is established by September 2023 and implemented during the 2023-24 academic year, which enables identification of gaps in progression for students from under-represented groups. Once the data is available, an evidence based theory of change will be developed and a range of strategic measures and targets put in place to evaluate the effectiveness of the progression activities.

**Commitment 3 :** a range of activities are implemented from September 2024 onwards which are designed to support challenges and address gaps in progression for students from under-represented groups identified within the data gathering and analysis with the aim of closing the gaps by 2028.

## 3. Strategic measures

### 3.1 Whole provider strategic approach

#### Overview

Inclusivity is in the lifeblood of LMA. As a specialist Creative Industries HEI, LMA is committed to ensuring equality of access and opportunity for all students who have a desire to engage with the Arts, irrespective of background or previous life experience. This mission is articulated in LMA's revised strategic vision paper "The LMA Way" which was launched in July 2021. This vision paper sets out the overarching principles and expectations that underpin all activities and behaviours within LMA. Embedded in these principles and expectations is an unflinching undertaking to equality of opportunity for all and an understanding that, as an organisation, LMA is "student first". This "student-first" principle is encapsulated in the statement that LMA believes:

***"Understanding that each student is unique, understanding their goals, motivations and delivering against that is what we exist to do. We aim to make things happen for them that otherwise wouldn't."***

This principle of putting "students first", and the other four principles within the LMA Way<sup>9</sup> has become the touchstone for developing, delivering and evaluating all aspects of LMA's work. It is used within staff on-boarding and induction training; it is articulated within staff development and appraisal activity and is shared with students from their first touchpoint with the organisation via the website, open days right through to induction and delivery. It also informs the work that is currently underway to revise and renew existing policies and strategies to ensure that they reflect the ethos of inclusivity that is embedded in the LMA Way vision statement. For example, in December 2021, LMA formally adopted a revised Equality, Diversity and Inclusion policy that has been developed and written to ensure LMA meets the requirements of the 2010 Equality Act, reflects current best practice in these areas and also acknowledges the principles set out in the LMA Way. Consideration of equality, diversity and inclusion issues is also a standing item on all committees within the new LMA Governance structure which was formally adopted in December 2021.

Therefore there is a direct correlation between the principles articulated in the LMA Way vision statement, the LMA Equality, Diversity and Inclusion policy and the strategic measures, actions, commitments and targets set out in this Access and Participation plan. As stated above, the LMA Way vision statement commits the organisation to respect each student as an individual, and to remove barriers to success. The stated objectives of the Equality, Diversity and Inclusion Policy include the commitment to "Provide prospective and current students with fair access and suitable support to fulfil their potential to achieve and progress"<sup>10</sup> The instigation and implementation of this Access and Participation Plan forms part of the way in which LMA aims to address and support the needs of every student, and in particular, identifies the barriers to success for students from underrepresented groups and provides a range of measures to support participation and achievement.

Part of being "student first" means that LMA is committed to ensuring that all students feel that they are becoming part of an organisation which treats them as an individual, and responds to and supports their specific needs and requirements. They join and belong to "the LMA Family", but this does not mean there is an expectation of conformity to norms or orthodoxies - this is a family that celebrates and embraces the diversity and individuality of all its members. This is demonstrated by the

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<sup>9</sup> The five guiding principles of the LMA Way are summarised as "student first": "collaborative"; "curious"; "egoless"; and "courageous". What this means for students and staff is articulated in the ["LMA Way" statement](#) on the LMA website.

<sup>10</sup> See the [LMA Equality, Diversity Inclusion Policy](#) which is available on the LMA website

commitment LMA makes, as an organisation, to formally acknowledge and celebrate the different groups who make up our community. This takes place in a range of ways such as embedding Black History Month into curriculum delivery; staging plays that directly reflect and comment upon the life-experiences of marginalised groups and as part of the development of the production inviting community members to talk to the students about their experiences of the issues raised within the production; and extra-curricular activities that bring LMA's different communities and cultures together to understand each other better.

As the organisation develops and matures it is committed to ensuring that the principles embedded within the LMA Way grows alongside it too. This can be demonstrated in the form of an overarching Theory of Change logic chain that reflects, at a strategic level, LMA's commitment to, and belief in, the efficacy of placing the needs, development and attainment of all individual students at the heart of its vision and practice. As outlined above, the LMA Way vision statement lays out a specific commitment to ensuring that all students are able to flourish and succeed irrespective of their background or challenges they may face. By identifying the barriers to success that students face, and acknowledging where current inequalities in access and attainment exist, this plan aims to support and consolidate the aspirations that are set out in the LMA way vision statement, and to respond to LMA's commitments and actions that are set out within its Equality, Diversity and Inclusion Policy.

### **Alignment with other strategies**

As outlined above, LMA is undertaking a programme of work to review all aspects of the organisational strategy, structure and delivery to ensure it is aligned with the "LMA Way" vision which has a commitment to equality, diversity and inclusion [EDI] at its centre.

This includes:

**Staff Recruitment and Training:** LMA is committed to ensuring that the academic and support staff team at LMA reflect the diversity of communities from which our students come. After undertaking a review of the establishment staffing base, LMA has revised its approach to staff recruitment to try to attract a more diverse candidate base - e.g., by placing adverts within media that attracts a wider demographic. LMA requires teaching staff to have substantial industry and professional experience alongside their academic credentials. This means that LMA has a specific policy of employing a range of freelance practitioners and industry specialist speakers who also work within the Creative Industries sector. Again, when assessing individuals for these roles LMA is mindful to ensure that those who are appointed come from a diverse range of backgrounds and experiences. In particular, this is important in order to provide aspirational role models for our students who are aiming to succeed within the Creative Industries irrespective of their background. This approach complements and aligns with the APP strategic measures and actions by providing the students from underrepresented groups - in particular those from the BAME community - with role models within the teaching and professional staff teams.

All teaching staff take part in structured induction and training sessions which are compulsory prior to starting delivery. This training includes specific sessions focusing on different aspects of EDI, both in terms of statutory requirements and also the additional expectations of LMA. In addition, all LMA establishment staff have undertaken an additional programme of training relating to EDI including a focus on Identifying Unconscious Bias. Staff from the Student Services and Support teams also regularly attend internal and external training relating to the specific areas of focus within their work, ensuring that they are able to offer suitable support and IAG to the diverse range of students within the LMA community. In addition, LMA holds Matrix accreditation for its IAG provision.

**Student Recruitment Strategy and Admissions Policy:** In September 2021 LMA applied for its own UCAS provider status and took on responsibility for all aspects of the student admissions policy.

This has meant that LMA has been required to ensure that the processes and procedures it has set up are fully compliant with UCAS expectations including those around equality, diversity and inclusion. In addition, the revised policy reflects the EDI expectations of LMA's validating partner, the University of Northampton.

As mentioned in the introduction to this plan, when establishing the entry criteria for all LMA awards, a specific decision has been made not to include a requirement for specific professional or arts qualifications such as Grade 5 in a music specialisation or dance qualifications from a particular professional body. This is because there is a recognition that not all students will have had access to these types of additional qualifications due to barriers such as lack of finance or lack of awareness of their existence.

Applicants are required to undertake either 'auditions' or 'pitches' as part of the admissions process and all applicants are offered this opportunity irrespective of predicted grades. An online and digital approach has been developed to support the audition process to ensure all applicants are easily able to take part. LMA is aware that applicants may feel intimidated by attending auditions face to face, and also there may be financial barriers to attending. Therefore, clear guidelines and technical tips and hints about how they can shoot short audition/pitch videos on mobile devices are provided. Applicants are also encouraged to contact LMA directly if they have any questions or queries about the process, and step by step support is given where required.

These approaches are designed to support the Access Targets outlined in this Access and Participation plan, ensuring that students from underrepresented groups are supported through the application process

**Learning and Teaching Strategy:** As outlined earlier, in 2021 LMA redeveloped and revalidated all BA (Hons) programmes with the University of Northampton. This process enabled LMA to review and redesign both the curriculum content and delivery and the approach to assessment within and across the programmes. This redesign has been informed and influenced by University of Northampton's own approach to curriculum development which includes adherence to the internationally recognised Ashoka U Changemaker approach which embeds skills development linked to social innovation, equality and social justice and positive change within curriculum design. It also enabled LMA to ensure that the programme subject content and delivery is as diverse as possible and reflects current best practice in terms of debates such as the imperative to decolonise the curriculum in order to reflect the diversity of experience within the student cohort, and the need to ensure that employability skills and experiences are embedded throughout the curriculum. These approaches directly align with, and support, the attainment targets set out in this plan. For example, as is evidenced in a range of research around BAME attainment within Higher Education, students are less likely to succeed when they are faced with a curriculum which does not represent their own cultural experience and background.<sup>11</sup> By embedding a diverse range of texts and practitioners within the curriculum, LMA aims to support students' sense of belonging within their course which, in turn, supports achievement and success.

Work was also undertaken to review LMA's approach to assessment design and delivery in order to create best practice approaches to assessment which view the activity as integral to the learning experience - i.e. assessment should be about assessment FOR learning equally as much as

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<sup>11</sup> See for example, the literature overview of this area provided by Arday, Branchu and Boliver in [What do we know about BAME Participation in Higher Education.](#) *Social Policy and Society* 21(1):1-14 where it is argued that "The HE curriculum, dominated by White European canons of scientific and scholarly knowledge, plays a significant role in BAME students' engagement, belonging and marginalisation (Ahmed, 2012; Nwadeyi, 2016). ...In many cases, ethnic minority students are engaging with a curriculum that does not reflect their socialisation, worldview, history or lived experience"



assessment OF learning.<sup>12</sup> In addressing all these elements, LMA has followed the principle that developing an inclusive curriculum and learning environment is not simply about ensuring that measures are in place that allow exceptions to the stated norm, but rather what is delivered must be inclusive from the outset.<sup>13</sup>

As a result of this process, LMA is now undertaking a review of its current teaching and learning strategy and policies in order to update and revise in order to ensure that they reflect the learning and best practice developments that have been undertaken through the revalidation. This will ensure that the LMA Teaching and Learning Framework has a commitment to equality, diversity and inclusive practice embedded formally throughout and the needs and requirements of underrepresented groups. Formal adoption and roll out of the revised strategy will take place through 2022-23.

**Student Experience Policies and Strategy:** LMA has well established policies and systems of student support which span academic, pastoral and well-being support for all students. The growth of LMA over the last three years has seen expansion in the range of support that is offered with the development of a number of initiatives that respond to student demand - for example, the creation of 24/7 “self-serve” support for students via the LMA Digital App. Currently all policies linked to student support are being reviewed and revised to ensure that they reflect the principles set out in the “LMA Way” strategy and approach. This work will be completed and implemented in the 2022-23 academic year , creating a comprehensive “Student Life Cycle Nurture-Track” strategy and approach. This approach forms one of the strategic measures that are being developed to support the Aims and Objectives of this plan. It involves LMA academic and support staff, in partnership with students, reviewing and, where required, redesigning and/or sourcing additional support materials and resources; identifying and, where required, developing different academic and pastoral activities available on campus and/or online; and setting up different types of peer mentoring and support activities in order to provide clear “packages” of materials, activities and interventions that are tailored to the needs of students from different backgrounds and which they can access at different stages through their journey with LMA.

LMA considers that this approach clearly responds to and supports Priority C within the OFS’s 2022 revised strategic priorities for Access and Participation. Priority C requires providers to ensure that “access to higher education leads to successful participation” and, in particular, requires specific measures to be in place to support the success of students from different under-represented groups during their study. [[Sections 30-32, Annex A](#) , OFS Revised Guidance] . By developing a clear, identifiable “nurture-track” package approach for different student groups within the student body, in particular those who are underrepresented within Higher Education, LMA intends to provide personalised and targeted support for students which will facilitate success and enhance their experience of HE study.

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<sup>12</sup> For example, this approach is integral within [Advance HE’s Framework for Transforming Assessment](#) which has formed a central reference point for the approach LMA has taken in its revised curriculum and assessment design.

<sup>13</sup> See, for example, the principles and examples set out in the Higher Education Academy’s [“Inclusive Curriculum Design in Higher Education”](#), and the follow up case-studies presented by Advance HE.

## **Evidence used to inform the LMA Access and Participation Plan, and the Strategic Theory of Change.**

As a relatively “young” Higher Education provider, LMA cannot draw upon an established history of its own activity within access and participation to provide an substantiated evidential base for the commitments it is making within this plan. Rather, the approach we have taken, using the terminology of the OfS “Access and Participation Standards of Evidence Report”<sup>14</sup> is to draw upon “Type 1” narrative evidence such as external literature reviews, research reports and evaluations undertaken by other organisations to draw up an approach which is informed by best practice and evidence of “what works” and what can have an impact.

However, in outlining this approach, we are mindful to avoid the assumption that a/ an approach taken within one context can easily be transferred to another context and achieve the same impact, and b/ there is a simple causal relationship between action a and impact b. Therefore in setting out the Theory of Change and the concomitant actions outlined here, we are posing these statements as critical, research informed hypotheses which we are using to guide and inform both our overall strategic approach and the specific measures and activities we will be undertaking to address our aims and objectives. However, and equally importantly, we will be critically interrogating their effectiveness within the LMA context through the proposed evaluation of the interventions we are making. In approaching this plan in this way we aim to build a body of evidence which can inform our own future practice and contribute to wider external debates around the effectiveness of different types of interventions to support students from underrepresented groups within Higher Education.

LMA’s overarching Strategic Theory of Change is underpinned by the insights shown within the research literature around the need to ensure that initiatives to support inclusivity and a sense of community within an organisation are most effective when they are premised upon embedding values and behaviours throughout the organisation, rather than simply comprising a series of policy statements and practices. As Kim Ansell argues in her review of a range of initiatives around inclusivity and cultural change for Advance HE, “Simply telling people to behave differently is unlikely to ignite change in the way that demonstrating behaviours will”.<sup>15</sup> As has been shown previously in this section, the LMA Way outlines the behaviours and values which underpins and is embraced by the organisation. By modelling and demonstrating these values through a range of practices and activities, it is intended that all students feel welcome and barriers to achievement are removed.

Equally importantly, in order to support the effectiveness of widening participation activities, it is essential that they are embedded across the institution, and not seen to be simply the responsibility of, or the preserve of, one group or department as this means they can readily become a silo separated from the mainstream.<sup>16</sup> Again, the approach that LMA takes to widening participation and inclusivity means that it runs throughout the practices and behaviours within the organisation. The LMA Way Vision statement commits all individuals linked to the institution to embracing an ethos and approach that is to be manifest throughout all aspects of its life. It is explicitly a “whole institution” approach, that outlines values, expectations and behaviours that all members of the community are able to adopt. The value of using this approach is backed up by research and evaluation that has taken place across the UK HE sector over the last ten years, notably in the case studies provided by the Paul Hamlyn Foundation sponsored “What Works - Student Retention and Success” project. As the authors of the final summary report argue, the project “found that the most effective outcomes are achieved when the different elements within the institution work together to create a positive student experience and improve outcomes for all students”.<sup>17</sup> Via the principles laid out by its vision

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<sup>14</sup> See the OfS publication [Access and Participation Standards of Evidence](#), p.2

<sup>15</sup> See Ansell, K. [Inclusive Organisations: Enabling and Supporting Cultural Change](#). 2021 p12

<sup>16</sup> See, for example, the analysis provided by Kelly and Padden in [University for All: Embedding and Mainstreaming Equality of Access, Participation and Success in Higher Education](#), 2018 p.483- 494

<sup>17</sup> See, Thomas, L et. al [What Works, Student Retention and Success](#), 2017, p.134

statement, LMA aims to mirror this approach creating an environment which removes barriers to participation and achievement and ensures all students, irrespective of their background, are welcomed and are able to achieve.

### **LMA's Overarching Strategic Theory of Change Logic Chain**

1/ LMA develops "The LMA Way" - a clear strategic vision of itself as a community, values driven organisation which puts the success of each individual student at the heart of all it does.

↓ which leads to

2/ "The LMA Way" becomes embedded within the processes and practices of the organisation and becomes the foundation and touchstone against which all developments, actions and behaviours within the organisation are measured.

↓ which leads to

3/ LMA flourishes as a vibrant, diverse, inclusive organisation that supports students from all backgrounds to thrive, succeed and achieve.

### **Strategic measures**

The section below outlines schematically the measures and activities that will be implemented in order to achieve the aims, objectives and targets set out in Section 2. Each measure is prefaced by the assumptions which form the logic chain underpinning the approaches that are proposed. The evidence to support the measures and activities for each area is also then shown within the table.

### **Access Measures:**

#### **Theory of Change Logic Chain**

1/ Expand the number of students from targeted underrepresented groups - BAME & Mature students - who are aware of LMA via the range of activities outlined below

⇓ which leads to

2/ Increased number of students from underrepresented groups applying to LMA and who are supported through the process by targeted activities

⇓ which leads to

3/ Additional number of students from underrepresented groups who enrol and progress onto courses at LMA and other HEI's

## Access: Measures, Activities and Impact

These Access Measures have been reviewed to ensure they align with the Priority B of the 2022 OFS Revised Priorities for Access and Participation. LMA aims to provide a range of activities which will develop and foster meaningful partnerships in order to support attainment within schools and progression to HE for under-represented groups, particularly those from a BAME background. .

Strategic Access Measure	Activity	Outcome/Impact	Strategic aim to which measure links	Objectives to which it links	Evidence	Targets /Commitments measure applies to
Expand BAME students' awareness of Higher Education and the specialist subject areas offered by LMA	Pre-16. Working in partnership with the National Saturday Schools scheme, initiate LMA Saturday School activity with ring fenced number of places specific targeting students from a BAME background	Pre-16 students from the BAME community are given exposure to HE progression routes in Creative Industries.  Raising aspiration and attainment rates and encouraging post 16 progression to study	To eradicate identified gaps in recruitment to LMA from groups who are underrepresented within HE	Access Objective 1	<a href="#">National Saturday Club 2021-23 Annual Review</a> - p.32 Data Summary and evaluation of student attitudes pre and post attendance at Saturday Club shows clear impact and change in attitude towards Higher Education	PTA1

<p>Expand BAME students' awareness of Higher Education and the specialist subject areas offered by LMA</p>	<p>Expand schools and colleges engagement to specifically target post 16 schools and specialist colleges with a high % of students who are of a BAME background, offering targeted "compact" attainment and HE progression activity to these students focusing around the possibilities within the Creative Industries</p>	<p>Expanded range of target Schools, and colleges. Increased awareness of Higher Education and of LMA's specialist offer within these groups. Additional support offered to BAME students who wish to progress to Creative Industries courses within HE. Dispel "myths" around the value of creative Industry courses and careers for students from the BAME community</p>	<p>To eradicate identified gaps between underrepresented groups recruited to study at LMA</p>	<p>Access Objective 1</p>	<p>Recent research suggests one reason why students from BAME communities are less likely to undertake HE courses linked to creative industries in comparison to their white peers is lack of knowledge and experience around the prospects offered by the sector, alongside parental and peer "misconceptions" around the value of the sector See, for example, Part 2 and 3 of the Partnership for Young London report <a href="#">Self-Made Sector: Working in the Creative Industries, 2019</a></p>	<p>PTA1</p>
<p>Expand BAME students' awareness of Higher Education and the specialist subject areas offered by LMA</p>	<p>Develop a range of targeted activities and resources which reflect LMA's diverse curriculum, which can be offered to targeted Schools and Colleges both in person and remotely.</p>	<p>Demonstrate LMA's commitment to diversity and inclusion to targeted groups within key influencer stakeholders. Provide support to Schools to deliver a diverse curriculum that responds to the current OFSTED Framework and IAG that links to Gatsby benchmark requirements.</p>	<p>To eradicate identified gaps between underrepresented groups recruited to study at LMA</p>	<p>Access Objective 1</p>	<p>See the 2016 AccessHE Report "<a href="#">The more colours you add, the nicer it gets</a>" which provides evidence of the need to ensure that students from a BAME background have exposure to the Creative Industries, in order to allow them to feel it is a subject that is accessible to them and their families.</p>	<p>PTA1</p>

Expand BAME students' awareness of Higher Education and the specialist subject areas offered by LMA	Develop case study examples from LMA's current students and alumni BAME community to act as role models for engagement with targeted schools both in person and online.	Positive and aspirational role models are provided for students from BAME backgrounds who are aspiring to HE	To eradicate identified gaps between underrepresented groups recruited to study at LMA	Access Objective 1	Also see p. 16 of the report for evidence of the impact that the lack of diversity within Creative Industries courses can have on applicants, when they are considering studying at a HEI.	PTA1
Expand BAME students' awareness of Higher Education and the specialist subject areas offered by LMA	Work in partnership with London Legacy Summer School activity in HERE EAST and engage with Uni-Connect projects in Liverpool and London to deliver targeted Summer School activity BAME students.	Increase in WP activities targeting BAME communities in areas with low participation rates.	To eradicate identified gaps between underrepresented groups recruited to study at LMA	Access Objective 1	See <a href="#">Robinson and Salvestrini 2020</a> , where it is argued that summer school engagement, whilst not leading to direct enrolment does raise awareness and self belief in students from under-represented groups	PTA1

<p>Increase Numbers of students from BAME background who apply and enrol with LMA</p>	<p>Develop and deliver a tailored application support scheme which provides applicants from a BAME background with a named “application support buddy” who is from a similar background and who can guide them through the application and audition/interview process</p>	<p>Barriers to application reduced for students from BAME backgrounds</p>	<p>To eradicate identified gaps between underrepresented groups recruited to study at LMA</p>	<p>Access Objective 1</p>	<p>Austin, L et al. “<a href="#">Access, retention, attainment and progression: an integrative review</a>” - summary of access literature includes recommendation that “Supporting students who are engaging with the application process shows positive outcomes” p.16</p>	<p>PTA1</p>
<p>Expand mature students’ awareness of Higher Education and the specialist subject areas offered by LMA</p>	<p>Work in partnership with regional sector and community organisations develop and offer selected free one- and two-day key Creative Industries skills workshops targeted at mature students engaged with creative practice to enhance skills and raise awareness of opportunities within the sector and HE</p>	<p>Broaden access to training in specific skills required by Creative Industries for mature students</p> <p>Increased engagement with sector and community groups within targeted geographical areas, raising awareness of LMA</p>	<p>To eradicate identified gaps between underrepresented groups recruited to study at LMA-</p>	<p>Access Objective 2</p>	<p>The 2021 TASO report “<a href="#">Supporting Access and Student Success for Mature learners</a>” provides evidence that mature students require support and encouragement to consider returning to higher education, and “bridging” and introductory courses are valuable to breaking down barriers.</p> <p>In addition the Evidence Review highlights the need for flexible provision for mature learners, and</p>	<p>PTA2</p>

<p>Expand mature students' awareness of Higher Education and the specialist subject areas offered by LMA</p>	<p>Develop and offer "bite-size" key creative skills online free MOOC provision which can be targeted at "hobbyists" and careers changers to introduce them to creative industries skills development and what can be available from HE study.</p>	<p>Broaden access to training in specific skills required by Creative Industries for underrepresented groups.</p> <p>Expansion of LMA's reach through online provision to target and support the specific requirements of mature learners.</p>	<p>To eradicate identified gaps between underrepresented groups recruited to study at LMA</p>	<p>Access Objective 2</p>	<p>the success that some HEI's have had in offering short online "taster" courses to mature learners as an introduction into HE.</p> <p>[See <a href="#">Section 3 and 4</a> of the Evidence Review]</p>	<p>PTA2</p>
<p>Increase numbers of mature students who apply to, and enrol with, LMA</p>	<p>Develop and deliver a tailored application support scheme which provides mature applicants with a named "application support buddy" who is from a similar background and who can guide them through the application and audition/interview process</p>	<p>Barriers to application reduced for mature students</p>	<p>To eradicate identified gaps between underrepresented groups recruited to study at LMA</p>	<p>Access Objective 2</p>	<p>Austin, L et al. "<a href="#">Access, retention, attainment and progression: an integrative review</a>" - summary of access literature includes recommendation that "Supporting students who are engaging with the application process shows positive outcomes" p.16</p>	<p>PTA2</p>



## SUCCESS

### Continuation Measures:

The evidence to support this logic chain is provided in the tables below, and linked to the specific measures and activities that have been selected.

### Theory of Change Logic Chain

1/ Requirement for identification of students from Underrepresented Groups as early as possible during application cycle and enrolment

⇓ which leads to

2/ Allocation of students to pre-prepared “Nurture Track” Interventions and Support package [academic, pastoral and financial] throughout Student Lifecycle with identified and targeted measures and activities for students from underrepresented Groups

⇓ which leads to

3/ Improved Continuation and Degree Attainment Rates

### Success - Continuation/Attainment Measures, Activities and Impact

These Continuation and Attainment Measures are designed to align with the Priority C of the 2022 OFS Revised Priorities for Access and Participation. By establishing clear processes to identify, track and support students from under-represented groups LMA aims to ensure that these individuals flourish and succeed to their full potential.

Continuation Measure	Activity	Outcome Impact	Strategic aim to which measure links	Objectives to which it links	Evidence	Targets it will contribute to
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<p>Clear System and Process in place to enable early identification of students from underrepresented groups</p>	<p>Creation and roll out of a clear flagging and follow up protocol and system from within LMA's Admission processing to identify all students who have accepted a place who are from different underrepresented groups.</p> <p>Clear "welcome" communications and activities developed which are targeted at responding to the background and perceived needs of groups of students from the different identified groups</p>	<p>Enhanced and tailored IAG available for students which addresses their particular concerns and backgrounds</p> <p>Improved transition to HE for students addressing and targeting specific needs.</p> <p>Reduction in early dropout rates pre and post enrolment.</p> <p>Reduction in anxiety about transition for students.</p>	<p>Address identified internal fluctuation in continuation rates for LMA students from the BAME community and disabled students and to improve their performance against national continuation rates in order to ensure consistent and sustained improvement over the next ten years.</p> <p>To eradicate year on year fluctuation and gaps in attainment rates for students from lower socio-economic groups, students from a BAME background, mature students and disabled students ensuring consistent and sustained improvement over the next ten years.</p>	<p>Success - Continuation Objective</p> <p>Success - Attainment Objective</p>	<p>Measures and Activities within this part of the plan are informed by the insights contained within the Paul Hamlyn Foundation <a href="#">What Works, Student Retention and Success, Thomas, L, et., al.</a> project.</p> <p>As is shown through the case-studies presented in this report</p> <p>"Analysis of the effective interventions ....points to the need for opportunities for engagement to be offered across the student lifecycle, rather</p>	<p>PTS 1</p> <p>PTS 2</p> <p>PTS 3</p> <p>PTS 4</p> <p>PTS 5</p> <p>PTS 6</p>
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<p>Clear System and Process in place to enable early identification of students from underrepresented groups</p>	<p>Set up of revised student records and attendance monitoring system and processes which allows differentiated tracking of students from different groups.</p> <p>Identification of “at risk” students within each group, with linked intervention strategies</p>	<p>Early intervention in place which supports students who are “at risk”.</p> <p>Reduction in the number of students who under-perform or withdraw.</p>	<p>Address identified internal fluctuation in continuation rates for LMA students from the BAME community and disabled students and to improve their performance against national continuation rates in order to ensure consistent and sustained improvement over the next ten years.</p> <p>To eradicate year on year fluctuation and gaps in attainment rates for students from lower socio-economic groups, students from a BAME background, mature students and disabled students ensuring consistent and sustained improvement over the next ten years.</p>	<p>Success - Continuation Objective</p> <p>Success - Attainment Objective</p>	<p>than relying on a single time-bounded intervention.”p. 85</p> <p>The approach LMA is proposing to use to support targeted under-represented groups - in particular, students from a BAME background and mature students - utilises a full“student lifecycle approach, with a range of activities and projects that are interlinked,</p>	<p>PTS1</p> <p>PTS2</p> <p>PTS3</p> <p>PTS4</p> <p>PTS 5</p> <p>PTS 6</p>
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<p>Implement LMA's "nurture track" whole student lifecycle approach</p>	<p>Set up and roll out of a peer mentoring system using current students and LMA graduate ambassadors designed to provide students with additional peer support, and a sense of belonging.</p> <p>Peer mentoring set up to "buddy up" students from similar backgrounds and experiences.</p>	<p>Students gain confidence from peers.</p> <p>Sense of community and belonging within LMA enhanced.</p> <p>Reduction in the number of students who under-perform or withdraw.</p>	<p>Address identified internal fluctuation in continuation rates for LMA students from the BAME community and disabled students and to improve their performance against national continuation rates in order to ensure consistent and sustained improvement over the next ten years.</p> <p>To eradicate year on year fluctuation and gaps in attainment rates for students from lower socio-economic groups, students from a BAME background, mature students and disabled students ensuring consistent and sustained improvement over the next ten years.</p>	<p>Success - Continuation Objective</p> <p>Success - Attainment Objective</p>	<p>and build upon each other during the student's time on the programme.</p> <p>As is demonstrated in the "What Works..." report "Working across the student lifecycle through a joined-up approach – or through interventions that extend beyond, for example, the induction period – to improving student retention</p>	<p>PTS1</p> <p>PTS2</p> <p>PTS3</p> <p>PTS4</p> <p>PTS 5</p> <p>PTS 6</p>
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<p>Implement LMA's "nurture track" whole student lifecycle approach</p>	<p>Review of existing Student Academic and Pastoral Support organisational set up and infrastructure</p> <p>In light of review, implement a course level modified academic support system which targets the needs of different groups where and when required.</p> <p>Development and roll out a revised holistic, differentiated student focused and informed, self-serve information hub to support students across all aspects of their life at LMA</p>	<p>Students are able to access IAG that they require in an easy and clear way, enhancing student well-being and performance.</p> <p>Reduction in the number of students who under-perform or withdraw.</p>	<p>Address identified internal fluctuation in continuation rates for LMA students from the BAME community and disabled students and to improve their performance against national continuation rates in order to ensure consistent and sustained improvement over the next ten years.</p> <p>To eradicate year on year fluctuation and gaps in attainment rates for students from lower socio-economic groups, students from a BAME background, mature students and disabled students ensuring consistent and sustained improvement over the next ten years.</p>	<p>Success - Continuation Objective</p> <p>Success - Attainment Objective</p>	<p>success is more effective than single interventions." p.85</p>	<p>PTS1</p> <p>PTS2</p> <p>PTS3</p> <p>PTS4</p> <p>PTS 5</p> <p>PTS 6</p>
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<p>Implement a Monitoring and Evaluation System to scrutinise effectiveness of approach</p>	<p>Clear monitoring and evaluation milestones and targets established to measure effectiveness of system</p>	<p>Identification of “what works” and revisions to approach can be made in a timely and informed way.</p> <p>Reduction in the number of students who withdraw or under-perform.</p>	<p>Address identified internal fluctuation in continuation rates for LMA students from the BAME community and disabled students and to improve their performance against national continuation rates in order to ensure consistent and sustained improvement over the next ten years.</p> <p>To eradicate year on year fluctuation and gaps in attainment rates for students from lower socio-economic groups, students from a BAME background, mature students and disabled students ensuring consistent and sustained improvement over the next ten years.</p>	<p>Success - Continuation Objective</p> <p>Success - Attainment Objective</p>	<p>The <a href="#">“What Works”</a> report stresses the need to embed monitoring and evaluation throughout the programme in a formative way and, to allow for the flexibility to change and amend activities in the light of evidence that is appearing [See p.122]</p>	<p>PTS1</p> <p>PTS2</p> <p>PTS3</p> <p>PTS4</p> <p>PTS 5</p> <p>PTS 6</p>
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<p>Establish clear financial support systems to assist students from underrepresented groups</p>	<p>Clear system of financial support developed that provides different interventions at different stages of the student lifecycle.</p> <p>Clear “student-friendly” application processes developed for accessing sources of financial support.</p> <p>With students, co-develop a communication strategy to ensure all students are aware of schemes.</p> <p>Establish and implement monitoring and evaluation for financial schemes.</p>	<p>Student hardship mitigated and individual needs supported through availability of additional money.</p> <p>Increased student continuation and attainment.</p> <p>Increased student well-being as areas of concern are addressed.</p> <p>Greater awareness within LMA of the level of student financial need and “what works” leading to better effective targeting of support.</p>	<p>Address identified internal fluctuation in continuation rates for LMA students from the BAME community and disabled students and to improve their performance against national continuation rates in order to ensure consistent and sustained improvement over the next ten years.</p> <p>To eradicate year on year fluctuation and gaps in attainment rates for students from lower socio-economic groups, students from a BAME background, mature students and disabled students ensuring consistent and sustained improvement over the next ten years.</p>	<p>Success - Continuation Objective</p> <p>Success - Attainment Objective</p>	<p>See the Advance HE report “<a href="#">Access, retention, attainment and progression: a review of the literature 2016-2021</a>” which includes analysis of the effectiveness of targeted financial support to assist students with costs associated with their course. The literature reviewed showed “such interventions were universally found to have a positive impact on persistence and / or retention,” p.40</p>	<p>PTS1</p> <p>PTS2</p> <p>PTS3</p> <p>PTS4</p> <p>PTS5</p> <p>PTS6</p>
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<p>Establish goal setting system for students using data gathered from a range of sources, including learner analytics such as previous attainment, attendance, engagement tracking etc. to ensure students from underrepresented groups are given clear goals and support around how to achieve.</p>	<p>All course teams deliver clear structured twice yearly review systems for all students which focus on performance and achievement against targets.</p> <p>Student VLE modified to contain clear performance and achievement targets and milestones.</p>	<p>Students understand their current performance and have structured goals to aim for.</p> <p>Improved attainment by students.</p>	<p>To eradicate year on year fluctuation and gaps in attainment rates for students from lower socio-economic groups, students from a BAME background, mature students and disabled students ensuring consistent and sustained improvement over the next ten years.</p>	<p>Success - Attainment Objective</p>	<p>See the Advance HE report "<a href="#">Access, retention, attainment and progression: a review of the literature 2016-2021</a>" where factors that contribute to improved attainment include the use of learner analytics, and peer support p.43-44</p>	<p>PTS 3 PTS 4 PTS 5 PTS 6</p>
<p>Establish Coaching support for targeted students from lower socio-economic groups, BAME, who are identified as potentially under-achieving</p>	<p>Students from underrepresented groups who are identified to be at risk of under-achieving to be given additional mentoring and coaching focusing on aspiration raising and building confidence</p>	<p>Improved confidence and self-belief in targeted students.</p> <p>Improved attainment of "at risk" students.</p>	<p>To eradicate year on year fluctuation and gaps in attainment rates for students from lower socio-economic groups, students from a BAME background, mature students and disabled students ensuring consistent and sustained improvement over the next ten years.</p>	<p>Success - Attainment Objective</p>	<p>See the Advance HE report "<a href="#">Access, retention, attainment and progression: a review of the literature 2016-2021</a>" where factors that contribute to improved attainment include the use of learner analytics, and peer support p.43-44</p>	<p>PTS 3 PTS 4 PTS 5 PTS 6</p>



## Financial Measures

In assessing and devising the type and level of financial support to offer students from underrepresented groups, LMA has examined external evaluations around the effectiveness of different types of intervention; reviewed internal data relating to reasons and timing of withdrawals; and also spoke to students about what type of intervention they would find helpful and supportive. In developing the financial support package, LMA has also been mindful of ensuring that it reflects the ethos of the “LMA Way”. This means it needs to be student-focused and of benefit to as many students as possible from underrepresented groups.

When preparing the Access and Participation Plan, LMA spoke to students about both the financial barriers they encounter and the financial support measures proposed here. From these discussions it is clear that many individuals face considerable hardship and often struggle with a range of basic financial commitments - rent, food, support for other family members - alongside financing the requirements of their course. In fact, the biggest barrier to learning and achieving is often identified as “money” - or, more accurately, the lack of it. In discussions around different models of student financial support, students were clear that they wanted any additional financial support to be directed in a fair and equitable manner in order to support the LMA student community as broadly as possible, rather than only a few people. They also felt that the approach to financial support should be “non-stigmatising” - i.e. applying for support should be easy, transparent and not something that students should feel guilty or ashamed to be doing. Therefore, the financial support measures that are outlined here are specifically designed to include an element of “universal entitlement” for all qualifying students. All students from the identified underrepresented groups will automatically receive additional financial support at different stages of their study. Also, qualifying students will be able to apply for additional support for specific needs and/or situations that arise which may detrimentally affect their ability to progress or achieve.

In addition, support for this approach is also reinforced by the comparative overview of the effectiveness of different types of financial intervention provided by the TASO research group who argue that “there is a reasonable evidence base to support the use of needs-based grants to promote retention/completion.”<sup>18</sup>

Responding to the student discussions and analysing the research evidence has informed the structure and details of the Finance Measures outlined below.

### a/ LMA “Welcome to HE” Transition Bursary:

**Purpose of Bursary:** This bursary is intended to support students from underrepresented groups with their transition into higher education and their first year of study. Research demonstrates that this point in the student lifecycle presents a range of challenges for all students, but particularly those from underrepresented groups.<sup>19</sup> The provision of financial support during this time aims to aid continuation and help to alleviate concern around money.

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<sup>18</sup> This assessment of the effectiveness of “needs-based” grants is based primarily on research undertaken with the US. However, as is made clear by the TASO research team, the rationale for supporting this approach is transferable to the UK context. See the analysis presented in the [TASO Evidence Toolkit](#).

<sup>19</sup> For example, see the analysis and case-studies that have emerged from the HEFCE longitudinal [What Works? Student Retention and Success](#) project which focused on identifying key approaches and tools to support student retention at all stages of the student life cycle including transition and induction.

**Who is Eligible:** All new intake Level 4 students who are from underrepresented groups. These are defined as a/ students whose home address falls within IMD Q1 and Q2 b/ students who are from a BAME background; c/ Students who have declared a disability d/ Students who are over 21 e/ Students who are care leavers. Normally, students must demonstrate they have met the required attendance threshold of 80% in order to automatically receive payments

**Outline Details of Scheme:** All new intake students who fit the eligibility criteria will automatically be entitled to financial support of £300 which will be paid in three instalments on 1st November, 15th December and 1st February. In 2023-24 the amount students will receive in total over this period will be £300.

#### **b/ LMA “Welcome Back to HE” Continuation Bursary:**

**Purpose of Bursary:** This bursary is intended to support students from underrepresented groups with their progression through their Level 5 and Level 6 study. Due to the “practical” nature of the LMA programmes, there are a range of additional costs associated with the courses such as personal equipment and clothing, and the continuation bursary is intended to support students with these ongoing costs.

**Who is Eligible:** All continuing Level 5 and 6 students who are from underrepresented groups. These are defined as a/ students whose home address falls within either IMD Q1 and Q2 b/ students who are from a BAME background; c/ Students who have declared a disability d/ Students who are over 21 e/ Students who are care leavers. Normally, students must demonstrate they have met the required attendance threshold of 80% in order to automatically receive payments

**Outline Details of Scheme:** All continuing students from the 2023 - 24 intake who fit the eligibility criteria will automatically be entitled to financial support of £250 in Level 5 and £250 in Level 6 which will be provided in two equal instalments in each year. These instalments will be paid on the 1st November; and 1st Feb in each academic year.

#### **c/ LMA “Succeed” Fund:**

**Purpose of Fund:** This fund is designed to support all LMA students from underrepresented groups to mitigate particular financial challenges they may face which affect their ability to succeed. Students will be able to apply for support from the Fund throughout their studies. The Fund has deliberately been named as the “Succeed ” Fund, rather than a “Hardship” fund in order to respond directly to the student feedback around “non-judgemental/non stigmatising” approaches to student financial support mentioned above.

**Who is Eligible to Apply:** All students who are from underrepresented groups. These are defined as a/ students whose home address falls within either IMD Q1 or Q2 b/ students who are from a BAME background; c/ Students who have declared a disability d/ Students who are over 21 e/ Students who are care leavers

**Outline Details of Fund:** Students will be able to apply for amounts ranging from £50 to a maximum of £1000 to support their studies. Students will normally be allowed to apply to the fund once during an academic year. Students will be required to complete a short application form outlining the areas they require support with - e.g., specialist equipment; accommodation; travel etc. Depending on the nature of the request that is made, students will receive the support either as a cash support payment or “in kind” in the form of items such as travel passes or supermarket food vouchers. All applications will be reviewed by a panel and assessed against clear criteria.

#### **d/ LMA “Opportunity” Scholarships:**

**Purpose of Scholarship:** Two competitive fee waiver scholarships will be awarded annually to students who are commencing their studies at LMA. One will be linked to the courses in the “Performance” area - Acting, Dance, Musical Theatre and Music Performance and one to the courses in the “Creative” area - Film and TV and Games Art. These are designed to support students who are identified as having the potential to flourish, but who face a range of challenges and barriers due to their backgrounds and previous life experiences.

**Who is Eligible to Apply:** All applicants for first year entry to programmes who are from underrepresented groups. These are defined as a/ students whose home address falls within either IMD Q1 or Q2 b/ students who are from a BAME background; c/ Students who have declared a disability d/ Students who are over 21 e/ Students who are care leavers.

**Outline Details of Scholarships:** All applicants will be made aware of the Scholarships via information provided on LMA’s website and in the communications they are sent as part of the admissions process. Candidates for the scholarships will be required to complete a detailed application form including supporting references which will be assessed against clear criteria by an independent panel. The scholarships will guarantee the student a tuition fee waiver of £9,250 per annum for each of the three years of their undergraduate programme at LMA. The £9,250 fee waiver will apply for each year of their programme so long as the student successfully completes each year in a timely fashion and is not required to repeat the year in full time or part time mode.

#### **Proposed roll out of Financial Support Measures**

In 2023-24, the “Welcome to HE” Bursary, Succeed Fund and 2 Scholarships will be made available to all eligible new intake students who are paying full fees. As this plan rolls out into subsequent years, the same support packages will be made available, alongside the “Welcome Back” bursary which will be implemented in a phased manner to progressing cohorts of students. Due to the size of the organisation, the amount of money available to support the measures is limited, and therefore clear rules, eligibility and selection criteria will be established to ensure transparency and fairness within the processes. The effectiveness and impact of the financial measures will form a central strand within the evaluation processes outlined below.

### **3.2 Student consultation**

Adopting a “student first” approach to all areas of activity within the institution means that LMA is committed to ensuring that students are considered stakeholders within the decision-making processes within the organisation. Listening, responding and co-developing solutions to issues raised by the student voice is key to the approach that LMA is developing. In Sept 2021 a revised system of student representation was initiated that was informed by sector best practice. All courses elect student representatives from each year group, and staff student liaison committees form part of the academic governance and oversight structure of the institution. Student representation is built into LMA’s formal academic structure and students are included in the constitution of all committees. All students also have the opportunity to put their views forward via twice yearly all student forums.

This Access and Participation Plan reflects student views and opinions in two ways. A range of the initiatives outlined here have been developed directly from suggestions made by students over the last two years regarding ways in which the student experience can be improved for specific groups.

For example, whilst networking events are regularly undertaken within course groups in order to encourage engagement between different levels on the programme, students have expressed an interest in making this involvement more formalised so that there are clear links at an individual level between students at different stages of their careers. The “peer mentoring” proposals within this plan extend this activity further and provide a clear mechanism to offer additional support to students from specific backgrounds and groups.

Also, when developing this plan, focus group discussions were held with student reps to introduce the concept of the Access and Participation plan and the support activities and financial measures that LMA was proposing to introduce. It was explained that the proposals that were being suggested derived from the analysis of the performance data that had been undertaken. The focus group reflected the diversity of the LMA cohort - 75% of students who attended confirmed they were from first generation university households; 33% of students had a declared disability; 25% of students were from a BAME background and 16% of those students that attended were mature students. In addition to broad discussions around the proposed plan, the group were specifically asked whether they thought the proposed initiatives addressed the barriers faced by students from widening participation backgrounds and whether there were any other types of activities they would like to see implemented to support these groups. Issues discussed included how inclusive they perceived the organisation to be for prospective and current students; what areas of support worked well and what gaps there may be; whether sufficient role models and opportunities were available for students from different backgrounds; and what are the biggest challenges and barriers to success. A range of the responses included issues such as a perceived lack of clarity in some of the existing communications around what is available in terms of academic and student support; a mixed response across different courses about the availability of a diverse range of role models and the identification of a range of specific barriers to success and attainment, particularly relating to confidence and motivation. In addition, as outlined in the financial measures section earlier, students were clear that activities should be built upon a “enhancement” rather than a “deficit” model - i.e. students from widening participation backgrounds should not be viewed as “lacking” skills, rather the approach should be to remove barriers to achievement.

The draft strategic measures and activities in the plan were then refined to ensure that the points raised were reflected in the plan - for example, the planned development of a tailored “one-stop shop” hub that clearly segments information to the specific needs of the user arose out of these discussions, alongside the proposal for targeted “coaching” intervention and support for students who are identified as potentially underachieving.

During the lifetime of the Access and Participation Plan it is envisaged that students will be actively engaged in the monitoring and evaluation of its progress. The plan will be formally considered at committees where there is student representation and in addition it is intended that the student rep widening participation focus group process will continue in a structured way in order to analyse and gather feedback on the effectiveness of particular measures and initiatives. Also, as outlined in Section 3.3 it is planned that students and graduates will have the opportunity to be trained in participatory action research [PAR] approaches in order to become actively involved in the evaluation of the plan.

Students and graduates will also be actively involved in a range of the access outreach activities. LMA students already take part in the outreach activities such as staging free performances for local schools and colleges, and these opportunities will be expanded through the delivery of the activities outlined in this plan.

### 3.3 Evaluation strategy

As an organisation, LMA is experienced in undertaking monitoring and evaluation across a range of activities including teaching and learning, student experience and broader areas such as financial performance. For example, the effectiveness of the delivery and outputs of programmes are evaluated via a rigorous QA and monitoring process which includes both formal and informal applicant and student feedback; reflection and self-assessment via continuous monitoring processes and also external scrutiny via mechanisms such as the National Student Survey and External Examiner review. The outcomes from these processes have been used to inform change and development of areas such as curriculum and assessment design and delivery, student experience and support mechanisms and also broader areas such as estates improvement and development.

However, previously LMA has not engaged in formal evaluation of aspects of institutional strategies and activities such as the effectiveness of outreach and recruitment activities in attracting students from underrepresented groups, nor has it engaged in consistent tracking of the performance of subsets of the student population against national and institutional KPIs.

In developing a formal evaluation strategy to monitor and evaluate the effectiveness of the Access and Participation Plan, LMA intends to undertake the following activities:

- completion of the OfS self-evaluation tool by different stakeholders within the organisation to triangulate the current “management” viewpoint as to where strengths and weaknesses lie. The intention is also to repeat this process at different milestone points during the life of the plan to ensure that the evaluation processes that are being undertaken, continue to be focused and fit for purpose.
- Development and implementation of a systemised approach to data collection and analysis that will enable rigorous quantitative analysis of performance to be undertaken across all stages of the student lifecycle in a regular and timely way.
- Development, training and implementation of a complementary qualitative approach to evaluation based on the principles of Participatory Action Research which will provide stakeholders from across the organisation with the opportunity to engage with the monitoring and evaluation of the plan. This will enable more in depth “user-informed” insights to be gathered around “what works” which can inform “stop/start” decisions about individual activities and help to mould the direction and shape of future activities and initiatives.
- Engagement and active participation with external collaborative projects such as HEAT and evaluation tools such as the OfS Financial Support Evaluation Toolkit in order to be able to learn from and benchmark performance against the sector and other providers.

Undertaking this multi-strand approach to evaluation will enable LMA to effectively test and challenge the validity of the presumptions built into the logic chains that inform the Theory of Change articulated in this plan. It will also allow LMA to respond to evaluation findings in an agile way so as to adjust and modify activities and measures if required, thereby maximising the opportunities to ensure the effective delivery of the plan’s aims and objectives.

### 3.4 Monitoring progress against delivery of the plan

From June 2023 LMA will designate a senior member of the LMA Management team to have overall responsibility for, and operational oversight of, the delivery and monitoring of all aspects of the Access and Participation Plan. To support this process, from Sept 2023 an APP working group will be established which will meet a minimum of three times a year to plan and monitor the progress of the

activities and strategic measures which contribute to the achievement of the plan. This group will comprise individuals from both academic and support staff and will include student representation.

Strategic oversight of the delivery of the plan will take place via the formal academic committee and governance structure of the organisation. Twice yearly interim reports on the progress of the delivery of the plan will be reported to, and discussed, at the Quality Assurance and Enhancement subcommittee and on an annual basis a formal report will be received and discussed at the LMA Academic Committee. This report will then also be presented to the LMA Executive Board.

If, via the reporting review process, the LMA Academic Committee or the LMA Executive Board identify that progress against the plan is not satisfactory and activities require review and adjustment, the member of the LMA senior management with oversight of the APP will be responsible for developing and proposing additional measures and approaches to address the concerns that have been identified. Any revisions or recommendations proposed will be required to be timebound and provide a clear plan as to how the issue will be addressed. This revised plan will need to be agreed by the LMA Academic Committee, and signed off by the LMA Executive Board. This plan will then be monitored closely by the LMA Academic Committee, and the outcome presented to the LMA Executive Board.

#### **4.1 Provision of Information to Students**

Information about fees and financial support will be made available to students on the LMA website and also on the LMA page of UCAS course listings and other sites such as WhatUni.

All applicants who receive an offer from LMA will receive communications that clearly outline the cost per year of the programme, information about any additional costs that they may incur during their studies, and clear details about financial support that is available and the way in which students can apply for it.

Information about fees for progressing students will be clearly available within LMA VLE and also on the LMA App. Information will also be available providing links to the Student Loans Company.

All support staff both within the LMA recruitment and student support teams who may be involved in providing information, advice and guidance to applicants and students will receive annual training and updating about LMA fees and student finance support. Additional training will be provided to ensure that students from underrepresented groups can be signposted to the relevant forms of support and guidance.

Clear information about the support measures will also be provided on a regular basis to our validating partner - the University of Northampton - in case students make enquiries via this route.

The LMA Access and Participation Plan will also be published on the LMA website.

## 5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

### Summary of 2023-24 entrant course fees

\*course type not listed

#### Inflationary statement:

We will not raise fees annually for 2023-24 new entrants

Table 4a - Full-time course fee levels for 2023-24 entrants

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

Table 4b - Sub-contractual full-time course fee levels for 2023-24

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2023-24 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£6,750
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2023-24

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*



# Targets and investment plan 2023-24 to 2027-28

Provider name: Liverpool Media Academy Limited

Provider UKPRN: 10031239

## Investment summary

The OFS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OFS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Total access activity investment (£)</b>	£85,500.00	£171,000.00	£256,500.00	£256,500.00	£256,500.00
Access (pre-16)	£22,230.00	£44,460.00	£66,690.00	£66,690.00	£66,690.00
Access (post-16)	£58,140.00	£116,280.00	£174,420.00	£174,420.00	£174,420.00
Access (adults and the community)	£5,130.00	£10,260.00	£15,390.00	£15,390.00	£15,390.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
<b>Financial support (£)</b>	£246,550.00	£493,100.00	£739,650.00	£739,650.00	£739,650.00
<b>Research and evaluation (£)</b>	£4,500.00	£9,000.00	£13,500.00	£13,500.00	£13,500.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Higher fee income (EHFI)</b>	£2,250,000.00	£4,500,000.00	£6,750,000.00	£6,750,000.00	£6,750,000.00
<b>Access investment</b>	3.8%	3.8%	3.8%	3.8%	3.8%
<b>Financial support</b>	11.0%	11.0%	11.0%	11.0%	11.0%
<b>Research and evaluation</b>	0.2%	0.2%	0.2%	0.2%	0.2%
<b>Total investment (as %HFI)</b>	15.0%	15.0%	14.9%	15.0%	15.0%

# Targets and investment plan 2023-24 to 2027-28

Provider name: Liverpool Media Academy Limited

Provider UKPRN: 10031239

## Targets

**Table 3b: access targets**

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group	Comparator group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2023-24 milestone	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone	Commentary on how milestones/targets were calculated (500 characters maximum)
To eradicate identified gaps between under-represented groups recruited to study at LMA in the next 10 years.	PTA_1	Ethnicity			To increase the number of students from BAME backgrounds recruited to LMA's courses to 20% of the intake by 2028	No	Other data source	2021-22	Percentage	11.95%	13%	15%	16.5%	18%	20.00%	Targets are calculated on a % increase from the baseline. The baseline figure is the % of the total cohort of new intake students at LMA in 2021/22 who came from the BAME community. The Data Source for the baseline data is the data and analysis presented in the Access Plan which is derived from the data subsets provided to LMA by the validating institutions
To eradicate identified gaps between under-represented groups recruited to study at LMA in the next 10 years.	PTA_2	Mature			To increase the number of students from mature backgrounds [over 21] recruited to LMA's courses to 10% of the intake by 2028	No	Other data source	2021-22	Percentage	2.85%	4%	5.5%	7%	8.5%	10%	Targets are calculated on a % increase from the baseline. The baseline figure is the % of the total cohort of new intake students at LMA in 2021/22 who were mature [21 and over]. The Data Source for the baseline data is the data and analysis presented in the Access Plan which is derived from the data subsets provided to LMA by the validating institutions
	PTA_3															
	PTA_4															
	PTA_5															
	PTA_6															
	PTA_7															
	PTA_8															
	PTA_9															
	PTA_10															
	PTA_11															
	PTA_12															

**Table 3d: success targets**

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group	Comparator group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2023-24 milestone	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone	Commentary on how milestones/targets were calculated (500 characters maximum)
To address identified internal fluctuation in continuation rates for LMA students from the BAME community and disabled students to improve their performance against national continuation rates in order to ensure consistent and sustained improvement over the next ten years	PTS_1	Ethnicity	Other (please specify in description)	White	By 2028 to achieve improvement in, and eradicate the 3% gap between the average continuation rates for the last 5 years for LMA students from the BAME community and the national average continuation rates for students from BAME backgrounds for the same period	No	Other data source	2021-22	Percentage	3	2.5	2	1.5	1	0	Targets are calculated on a % decrease from the baseline. Baseline data is the average of the aggregated data from the previous 5 years [16/17 - 20/21]. The Data Source for the baseline data is the data and analysis presented in the Access Plan which is derived from the data subsets provided to LMA by the validating institutions
To address identified internal fluctuation in continuation rates for LMA students from the BAME community and disabled students to improve their performance against national continuation rates in order to ensure consistent and sustained improvement over the next ten years	PTS_2	Disabled	Students with disability	Students with no known disability	By 2028 to achieve improvement in, and eradicate the 4% gap between the average continuation rates for the last 5 years of LMA students with disabilities and the national continuation rates for disabled students for the same period	No	Other data source	2021-22	Percentage	4	3	2.5	2	1	0	Targets are calculated on a % decrease from the baseline. Baseline data is the average of the aggregated data from the previous 5 years [16/17 - 20/21]. The Data Source for the baseline data is the data and analysis presented in the Access Plan which is derived from the data subsets provided to LMA by the validating institutions
To eradicate year on year fluctuation and gaps in attainment rates for students from lower socio-economic groups, students from a BAME background, mature students and disabled students ensuring consistent and sustained improvement over the next ten years	PTS_3	Socioeconomic	IMD quintile 1	IMD quintile 5	By 2028 to achieve consistent improvement in, and close the 15% gap between the attainment of LMA students from IMD Q1 and IMD Q5 to under 5%	No	Other data source	2021-22	Percentage	15	12.5	10	7.5	5	4	Targets are calculated on a % decrease from the baseline. Baseline data is the average of the aggregated data from the previous 5 years [16/17 - 20/21]. The Data Source for the baseline data is the data and analysis presented in the Access Plan which is derived from the data subsets provided to LMA by the validating institutions
To eradicate year on year fluctuation and gaps in attainment rates for students from lower socio-economic groups, students from a BAME background, mature students and disabled students ensuring consistent and sustained improvement over the next ten years	PTS_4	Ethnicity	Black	White	By 2028 to achieve consistent improvement in, and close the 17.4% gap between the attainment of LMA students from a BAME background and white students to under 5%.	No	Other data source	2021-22	Percentage	17.4	14	11	8	6	4	Targets are calculated on a % decrease from the baseline. Baseline data is the average of the aggregated data from the previous 5 years [16/17 - 20/21]. The Data Source for the baseline data is the data and analysis presented in the Access Plan which is derived from the data subsets provided to LMA by the validating institutions

